

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)**

III рік навчання

Кривий Ріг
2021

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Ступінь: бакалавр
ІІІ 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, 3 рік навчання. Кривий Ріг : ДонНУЕТ, 2021. 397 с.

Дисципліна «Практичний курс основної (англійської) іноземної мови» вивчається 8 семестрів. Дані методичні рекомендації охоплюють матеріал третього року навчання: 5 семестр – модуль V, 6 семестр – модуль VI.

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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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, перефразувати, 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 вміння 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	Обов'язкова для ЗВО спеціальності 035 «Філологія»
Семестр (осінній / весняний)	осінній, весняний
Кількість кредитів	5/4
Загальна кількість годин	150/120
Кількість змістових модулів	4
Лекції, годин	-
Практичні / семінарські, годин	70/64
Лабораторні, годин	-
Самостійна робота, годин	80/56
Тижневих годин для денної форми навчання:	
аудиторних	5/4
самостійної роботи студента	5,3/3,5
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, вольових якостей, пов'язаних з досягненням прогресу в навчальній діяльності.

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

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

Завдання:

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

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

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

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

Предмет: іноземна (англійська) мова.

Зміст дисципліни розкривається в темах:

Лексичний матеріал:

23. Світ навколо нас
24. Література та письменники
25. Англійські традиційні фестивалі, свята та кухня
26. Художнє мистецтво
27. Кіноіндустрія
28. Домашнє читання.

Граматичний матеріал:

23. Модальні дієслова.
24. Умовний спосіб.
25. Фразові дієслова.
26. Прийменники та постпозитиви.

Опанування дисципліни дозволяє забезпечити:

1) формування:

- загальних програмних компетентностей:

- здатність учитися і оволодівати сучасними знаннями;
- здатність до пошуку, опрацювання та аналізу інформації з різних джерел;
- уміння виявляти, ставити та вирішувати проблему;
- здатність спілкуватися іноземними мовами;
- здатність до абстрактного мислення, аналізу та синтезу;
- здатність застосовувати знання у практичних ситуаціях;

- фахових програмних компетентностей:

здатність вільно, гнучко і ефективно використовувати мову, що вивчається, в усній та письмовій формі, у різних жанрово-стильових різновидах і реєстрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у різних сферах життя;

здатність до збирання й аналізу, систематизації та інтерпретації мовних та літературних фактів, інтерпретації та перекладу тексту;

усвідомлення засад і технологій створення текстів різних жанрів і стилів іноземною мовою;

здатність здійснювати лінгвістичний та спеціальний філологічний аналіз текстів різних стилів і жанрів;

здатність до організації ділової комунікації;

здатність здійснювати перекладацьку діяльність різних видів.

2) досягнення **програмних результатів навчання:**

вільно спілкуватися з професійних питань із фахівцями і нефахівцями іноземною мовою усно й письмово, використовувати її для організації ефективної міжкультурної комунікації;

організувати процес свого навчання й самоосвіти;

знати принципи, технології і прийоми створення усних і письмових текстів різних жанрів і стилів іноземною мовою;

використовувати мову, що вивчається, в усній та письмовій формі, у різних жанрово-стильових різновидах і реєстрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у побутовій, суспільній, навчальній, професійній, науковій сферах життя;

аналізувати мовні одиниці, визначати їхню взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють;

здійснювати лінгвістичний та спеціальний філологічний аналіз текстів різних стилів і жанрів;

знати й розуміти основні поняття, теорії та концепції обраної філологічної спеціалізації, уміти застосовувати їх у професійній діяльності;

збирати, аналізувати, систематизувати й інтерпретувати факти мови й мовлення й використовувати їх для розв'язання складних задач і проблем у спеціалізованих сферах професійної діяльності та/або навчання;

забезпечення міжмовної та міжкультурної усної та письмової комунікації та міжмовного і міжкультурного обміну інформацією в різних галузях шляхом перекладу різноманітних за змістом та жанром текстів іноземною та українською мовами.

3) набуття **результатів навчання** (згідно Дублінських дескрипторів):

– **знання:**

основних фонетичних (вимова, швидкість, паузи, логічний наголос), лексичних та граматичних явищ;

форм вираження граматичного значення, їх еквіваленти, моделі вживання; функціонально-семантичних категорій;

діапазону граматичних засобів писемного відтворення думок;

словотворення;

різних видів читання;

системного характер мовних явищ;

лексичного матеріалу за темами, що вивчаються;

граматичних та фонетичних особливості англійської мови;

правопису лексичних одиниць та пунктуацію;

вимог до оформлення письмових робіт;

– **уміння/навички:**

знаходити форми вираження граматичного значення, їх еквіваленти, моделі вживання і вміти аналізувати граматичні явища з точки зору семантики тих категорій, що ними передаються;

виражати за допомогою різноманітних граматичних засобів функціонально-семантичні категорії;

оперувати діапазоном граматичних засобів писемного відтворення думок, ведення кореспонденції, переклад науково-технічної літератури, складення оглядів, тощо;

вільно і правильно спілкуватись іноземною мовою (з дотриманням граматичних норм) в різних ситуаціях, головним чином, в ситуаціях професійного спілкування;

робити лінгвостилістичний та перекладознавчий аналіз наукових, газетних і художніх текстів з урахуванням граматичних норм англійської та української мов;

викладати інформацію в різних видах письмових робіт, використовуючи набуті знання з практичної граматики;

розширювати та поповнювати мовні знання, зокрема лексичні, перефразувати, 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 удосконалити 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; вигадання 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 анувати англійською мовою суспільно-політичні і науково-технічні та художні тексти;

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

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;

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;
 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.

– **комунікація:**

ефективно встановлювати і підтримувати комунікацію в навчальних ситуаціях, здійснювати чіткі та детальні повідомлення на різні теми та аргументувати свою позицію щодо обговорюваної проблеми;

розв'язувати більшість проблем під час перебування у країні, мова якої вивчається;

висловлюватись на знайомі теми або теми, пов'язані з особистими інтересами; описувати досвід, події, сподівання, мрії тощо;

вільно спілкуватись із носіями мови, чітко, детально висловлюватись з широкого кола тем, виражати свою думку з певної проблеми, наводячи різноманітні аргументи за і проти;

– **відповідальність і автономія:**

розуміти, які ключові цінності, переконання та поведінка в академічному і професійному середовищі України відрізняються при порівнянні однієї культури з іншими;

розуміти різні корпоративні культури в конкретних професійних контекстах і те, яким чином вони співвідносяться одна з одною;

застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;

належним чином поводити себе і реагувати у типових академічних, професійних, світських і повсякденного ситуаціях, а також знати правила взаємодії між людьми у різних ситуаціях.

3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
Модуль 5					
Змістовий модуль 9: Життя людини					
Тема 55. Світ навколо нас	30		10		20
Тема 56. Англійські традиційні фестивалі, свята та кухня	30		14		16

Тема 57. Домашнє читання	30		10		20
Разом за змістовим модулем 9	90		34		56
Змістовий модуль 10: Модальність та умовний спосіб					
Тема 58. Модальні дієслова	40		26		14
Тема 59. Умовний спосіб	20		10		10
Разом за змістовим модулем 10	60		36		24
Усього модуль 5	150		70		80
Модуль 6					
Змістовий модуль 11: Світ мистецтва					
Тема 60. Література та письменники	20		10		10
Тема 61. Художнє мистецтво	20		10		10
Тема 62. Кіноіндустрія	20		10		10
Тема 63. Домашнє читання	20		10		10
Разом за змістовим модулем 11	80		40		40
Змістовий модуль 12: Фразові дієслова та постпозитиви					
Тема 64. Фразові дієслова	26		16		10
Тема 65. Прийменники та постпозитиви	14		8		6
Разом за змістовим модулем 12	40		24		16
Усього модуль 6	120		64		56
Усього годин	270		134		136

4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
Модуль 5		
132	Практичне заняття Модальне дієслово <i>can</i> (основне значення).	2
133	Практичне заняття Життя в місті	2
134	Практичне заняття Модальне дієслово <i>can</i> (вторинне значення).	2
135	Практичне заняття Сільське життя	2
136	Практичне заняття Модальне дієслово <i>may</i> (основне значення).	2
137	Практичне заняття Природа	2
138	Практичне заняття Модальне дієслово <i>may</i> (вторинне значення).	2
139	Практичне заняття Англійська сільська місцевість.	2
140	Практичне заняття Модальне дієслово <i>must</i> (основне значення).	2
141	Практичне заняття Сполучання до Лондона.	2
142	Практичне заняття Модальне дієслово <i>must</i> (вторинне значення).	2
143	Практичне заняття Домашнє читання	2

144	Практичне заняття Модальне дієслово <i>have to</i> .	2
145	Практичне заняття Англійська кухня	2
146	Практичне заняття Модальне дієслово <i>be to</i> .	2
147	Практичне заняття Англійські свята	2
148	Практичне заняття Модальні дієслова <i>should, ought to</i> .	2
149	Практичне заняття Англійські фестивалі	2
150	Практичне заняття Модальне дієслово <i>need</i> .	2
151	Практичне заняття У відпустці	2
152	Практичне заняття Модальні дієслова.	4
153	Практичне заняття Англійські атракції	4
154	Практичне заняття Модальні дієслова	2
155	Практичне заняття Подорож до Англії. Захист проєктів	2
156	Практичне заняття Вживання <i>Suppositional</i> способу.	4
157	Практичне заняття Домашнє читання	4
158	Практичне заняття Вживання <i>Subjunctive I</i> і <i>II</i> .	2
159	Практичне заняття Умовний спосіб після ' <i>I wish</i> '.	2
160	Практичне заняття Домашнє читання	4
161	Практичне заняття Вживання умовного способу дієслів	2
	Разом модуль 5	70
Модуль 6		
162	Практичне заняття Література та літературні твори	2
163	Практичне заняття Література в нашому житті	2
164	Практичне заняття Фразові дієслова	2
165	Практичне заняття Британська та американська художня література	2
166	Практичне заняття Е-книги	2
167	Практичне заняття Фразові дієслова	2

168	Практичне заняття Мій літературний світ. Захист проєктів	2
169	Практичне заняття Домашнє читання	2
170	Практичне заняття Фразові дієслова	2
171	Практичне заняття Художнє мистецтво	4
172	Практичне заняття Фразові дієслова	4
173	Практичне заняття Відвідування галереї	4
174	Практичне заняття Фразові дієслова	2
175	Практичне заняття Похід на концерт	2
176	Практичне заняття Фразові дієслова	4
177	Практичне заняття Домашнє читання	4
178	Практичне заняття Роль кіно в сучасному суспільстві	2
180	Практичне заняття Види та типи кінопродукції	2
181	Практичне заняття Прийменники місця	2
182	Практичне заняття Зворушливі фільми	2
183	Практичне заняття Прийменники часу	2
184	Практичне заняття Виробництво фільмів	2
185	Практичне заняття Прийменники руху	2
186	Практичне заняття Мій кіносвіт. Написання рецензії на фільм	2
186	Практичне заняття Постпозитиви	2
187	Практичне заняття Домашнє читання	4
	Разом модуль 6	64
	Всього	134

5. Розподіл балів, які отримують студенти

Вид контролю: залік, екзамен

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
(очна форма навчання)**

№ теми практичного заняття	Аудиторна робота					Позааудиторна робота	Сума балів
	Тестові завдання	Виконання практичних завдань теми	Обговорення теоретичних питань теми	Індивідуальне завдання	ПМК	Завдання для самостійного виконання	
Модуль 5							
Змістовий модуль 9							
Тема 132		1				0,5	1,5
Тема 133		1				0,5	1,5
Тема 134		2				0,5	2,5
Тема 135		1				0,5	1,5
Тема 136	4	1				0,5	5,5
Тема 137		2				0,5	2,5
Тема 138		1				0,5	1,5
Тема 139		2				0,5	2,5
Тема 140		2				0,5	2,5
Тема 141		2				0,5	2,5
Тема 142		1				0,5	1,5
Тема 143	4	1				0,5	5,5
Тема 144		1				0,5	1,5
Тема 145		2				0,5	2,5
Тема 146		1				0,5	1,5
Тема 147		1				0,5	1,5
Тема 148	4						4
Разом за змістовим модулем 9	12	22			10	8	52
Змістовий модуль 10							
Тема 149		2				0,5	2,5
Тема 150		2				0,5	2,5
Тема 151		2				0,5	2,5
Тема 152		2				0,5	2,5
Тема 153		2				0,5	2,5
Тема 154		2				0,5	2,5
Тема 155		2				0,5	2,5
Тема 156	4	2				0,5	6,5
Тема 157		2				0,5	2,5
Тема 158		2				0,5	2,5
Тема 159		2				0,5	2,5
Тема 160		2				0,5	2,5
Тема 161	4						4
Разом за змістовим модулем 10	8	24			10	6	48
Разом модуль 5							100

Модуль 6							
Змістовий модуль 11							
Тема 162		1				0,25	1,25
Тема 163		1				0,25	1,25
Тема 164		1				0,25	1,25
Тема 165	2	1				0,25	3,25
Тема 166		1				0,25	1,25
Тема 167		1				0,25	1,25
Тема 168		1				0,25	1,25
Тема 169	2	1				0,25	3,25
Тема 170		1				0,25	1,25
Тема 171		1				0,25	1,25
Тема 172		1				0,25	1,25
Тема 173	2	1				0,25	3,25
Тема 174		1				0,5	1,5
Тема 175		1				0,25	1,25
Тема 176		1				0,25	1,25
Разом за змістовим модулем 11	6	15			5	4	30
Змістовий модуль 12							
Тема 177		1				0,25	1,25
Тема 178		0,5				0,25	0,75
Тема 179		1				0,5	1,5
Тема 180		0,5				0,25	0,75
Тема 181		1				0,25	1,25
Тема 182		1				0,5	1,5
Тема 183		1				0,25	1,25
Тема 184	2					0,25	2,25
Тема 185		1				0,25	1,25
Тема 186		1				0,25	1,25
Тема 187	2						2
Разом за змістовим модулем 12	4	8			5	3	20
Разом модуль 6							50

**Оцінювання студентів протягом семестру
(заочна форма навчання)
Осінній семестр**

Поточне тестування та самостійна робота				Сума в балах
Змістовий модуль 9	Індивідуальне завдання 10 (читання)	Змістовий модуль 10	Індивідуальне завдання 11 (граматика)	100
20	30	20	30	

Весняний семестр

Поточне тестування та самостійна робота				Підсумковий тест (екзамен)	Сума в балах
Змістовий модуль 11	Індивідуальне завдання 12 (читання)	Змістовий модуль 12	Індивідуальне завдання 13 (граматика)	50	100
10	15	10	15		

Загальне оцінювання результатів вивчення дисципліни

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

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

**ЧАСТИНА 2.
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.
PRACTICAL TRAINING SUBJECT MATTER**

UNIT 1

Topic: The World Around Us

Grammar: Gerundial and Participial Constructions. Grammatical Synonymy

Functional Expressions: Putting a different point of view, expressing disappointment and regret

Writing: Course Work

INTRODUCTION

1. Discuss the following points:

1. What do you understand by the environment in which we live?
2. Which lifestyle do you prefer – urban or rural? What are the advantages and disadvantages of both in your opinion?
3. What effects of the development of industry and agriculture are there on our planet?
4. What are the ways of solving environmental problems?
5. What ecological and wild life protection movements and organizations do you know?
6. Why is it necessary to protect wildlife? What ways of such protection can you name?
7. Where do you come in touch with wild life? What are your favourite wild animals? Are you interested in the life of plants?
8. Do you watch National Geographic and Animal Planet Channels? What programmes do you prefer? What was the last wild life programme you saw? Can you name any famous presenters of such programmes?
9. What do you personally do to keep our planet clean and to protect wild life where you live?

2. Discuss the following quotations giving your view on what is meant:

1. "Nature is the art of God". (Sir Thomas Browne)
2. "Nature understands no jesting. She is always true, always serious, always severe. She is always right, and the errors are always those of man." (Goethe)
3. "You may drive out nature with a pitchfork, yet she'll be constantly running back." (Horace)
4. "The sun will set without thy assistance." (The Talmud)

Dialogue: Childhood reminiscences – Version 1

Jessica: I was devastated to hear that the orchards where I used to play as a child have been built on.

Zhenya: It's so sad that all the wildlife will have gone.

J: I'd been really looking forward to taking my children to the pond to look for newts.

Z: But at least if you look on the bright side, there's a lot of new affordable housing in the area now.

J: If only I could have taken one last walk through there before the bulldozers moved in.

Z: But you shouldn't forget that part of the site has gone to workshops and factory units, so there will be new jobs and new life in the community.

J: I'm heartbroken that there had been colonies of bullfinches there for generations and they've all gone now.

Z: But if you think about it, change and progress are inevitable.

4. Listen to the same dialogue again. Write down any unknown words and functional phrases. Compare your notes with those of your neighbour. Answer the following questions:

a) What is the topic of the discussion? What is the relationship between the two speakers?

b) How old are the two people talking? What was the clue that identifies their age?

c) How would you describe the discussion? As professional or personal? Define the style of the dialogue as formal, informal, colloquial or highly colloquial.

d) What are the dominant emotions of the dialogue? Are they different for each of the two speakers? Demonstrate it with quotations from the dialogue.

e) Would you describe the dialogue as being logically complete or incomplete? Was it a beginning or an end to the conversation? How?

f) Is there direct disagreement between the two speakers? Or how would you describe what Zhenya was saying in response to Jessica's words?

g) Was it possible to predict the way Zhenya's reasoning would go? What were the clues?

5. a) Working with the text of the dialogue, find among the expressions given below, those that were used in the dialogues or any very similar ones,

b) Go through the table looking for expressions of the same function. Try to memorise as many of them as possible..

Putting a different point of view	Expressing disappointment	Expressing regret (both personal and circumstantial)
I personally prefer to...	To my disappointment	I'm so sorry that...
My views aren't the same.	It's such a shame that...	It saddens me to say that...
It seems to me that...	I was really hoping that...	I know it's awful...
I've always taken the approach that...	That's made me quite upset...	The bad news is that...
The way I look at it...	That makes me feel terrible...	We should never have done that...
Perhaps if we considered..?	I had high hopes for this...	If I could do it again, I'd...
Have you thought about..?	I'd been really looking forward to...	We made a terrible mistake, now we need to...
I'd like you to think about...	I had my fingers crossed that wouldn't happen...	I hate to say this, but...
Looking at it from a different viewpoint, I would say that...		I was very sad to hear that...

If you look on the bright side...	If only it could have turned out differently...	How can I ever make this up to you?
From another perspective, it appears that...	Well, there's always another day...	
Could we run by that again, but taking into account..?	If only it could have happened that...	

6. Find synonyms to the dialogue's functional expressions.

7. Listen to the dialogue for the third time paying attention to logical stress and intonation. Try to memorise the logically stressed elements of the talk. Were there any functional phrases among them? List them.

8. Read the dialogue in pairs substituting its functional expressions for the synonyms you have just learnt.

9. Listen to the same functional dialogue, but now as Version 2 and Version 3. Identify the speech register of each dialogue and compare these versions with Version 1. Make a list of the expressions that change as the speech register changes.

Dialogue: Childhood reminiscences – Version 2

Jessica: Have you heard? All those places – you, know, the orchards – where I used to hang about as a kid have been wrecked and turned into an estate.

Zhenya: Yeah, bad news, that little bit of greenery's dead, with all the stuff that used to live on it.

J: I'd had this idea I'd take my future kiddies to this pond where we always got newts.

Z: And so what, there's a whole bunch of cheap housing there now, so that people like us could buy somewhere.

J: Right, but I wish I could have gone down there just one last time.

Z: Heard there're loads of workshops and stuff there now, so new jobs and places to find work.

J: You know, I used to always look out for these bullfinches when I was there and I'll bet there's not one left.

Z: Yeah, well, that's the way it's gotta be.

Dialogue: Childhood reminiscences – Version 3

Jessica: Bloody tragic. You seen what's happened to the orchards where I hung around as a kid? There's a slab of concrete covering the place.

Z: Yeah, Mother Nature's taken a kick in the head there.

J: When I have sprogs I wanted them to go catch newts in this pond.

Z: Fantastic – how about somewhere for Joe Public to live? Like you and me for starters?

J: Do what? I would've wanted to go there one last time.

Z: Don't get weepy on me – how's about a bit of honest employment? There's a lot of people on the dole around here.

J: I guess the bullfinches I always looked for have all turned up their toes.

Z: That's the score. Welcome to the Modern Age, babe.

10. Looking at Version 3 of the functional dialogue, match the expressions to their dictionary definitions. Translate each of the versions paying especial attention to speech registers in Ukrainian.

- | | |
|-------------------------------|---|
| a) To hang around | 1) What do you mean? or Oh, come on. |
| b) To take a kick in the head | 2) The public at large |
| c) Sprog | 3) To die |
| d) Joe Public | 4) To play (about a child) or to spend time at (about an adult) |
| e) Do what? | 5) A young woman (term of endearment) |
| f) To get weepy | 6) To be hurt or damaged (often metaphorically) |
| g) On the dole | 7) Baby or very young child |
| h) To turn up your toes | 8) To become emotional or tearful |
| i) The score is ... | 9) Unemployed |
| j) Babe | 10) The situation is that... |

11. Retell one of Versions 1, 2 or 3 in pairs, in class.

12. Give English equivalents to the following Ukrainian functional phrases using your new knowledge.

Інша точка зору: з іншої точки зору; давайте ще раз глянемо на це, але вже враховуючи...; я особисто віддаю перевагу; я на це дивлюсь так...; а подумали ви про...; я не поділяю ваших поглядів; мій підхід завжди був таким...; можливо, якщо ми розглянемо...; подумайте про те, що...

Розчарування: шкода...; я так сподівався...; на мій жаль...; це мене дуже засмутило...; через це я почуваюся жахливо...; я так чекав на...; якби тільки трапилось інакше;

Жаль: гірко про це говорити/чути...; це просто жахливо...; погано, що...; не треба було цього робити; це була жахлива помилка; неприємно про це казати; і як я можу тобі за це віддячити...

13. Translate the following dialogue into English:

Іра: Шкода, що тепер на нашій дачі вряди-годи побачиш зайця, білочку чи іншу дику тваринку.

Тоня: З іншого боку, зайці не псують взимку дерева.

Іра: Але ж купуючи дачу, ми так сподівалися бачити не тільки домашніх тварин та рослини.

Тоня: Гірко про це говорити, але людина забирає у диких тварин все більше і більше життєвого простору.

Іра: Якби тільки люди і тварини могли жити поруч і не заважати одне одному...

Тоня: З іншого боку, останнім часом людина вже багато чого робить на захист дикої природи...

Іра: Твоя правда. Але не всі і не завжди. Що ж, можливо, і на нашій дачі життя стане цікавішим. Як кажуть, завтра буде кращий день...

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 'Urban and Rural Life' and write them down, checking later whether the words you predict actually appear.*

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

Comments

1. **Village green.** Traditionally, all British villages or towns always had an area of common grazing land in the centre of the conurbation. This was also sometimes called 'the common' or 'the village common'. As reliance on keeping your own cattle, etc. reduced, this area became more and more decorative, and used for promenading and games. *Сільський майдан.*

2. **Duckpond.** The water hole for animals grazing on the village green over time widened and became a pond. Most such ponds in British villages literally have ducks nesting. *Ставок.*

3. **The Hanging Gardens of Babylon.** A sarcastic comment relating to one of the seven wonders of the ancient world. *Висячі сади Семіраміди.*

4. **"Healthy choice"**. The reference is made to sections of many fast food menus where the options are claimed to be less harmful to health than fast food in general. If these two words are printed with capital letters, they become a registered trade mark of an American food processing company, ConAgra Inc. This is one of many very similar brand names for ranges of food products that are sold as being healthier than others. *Здорова їжа.*

4. *Read the text "Urban and Rural Life" for the first time and underline the sentences that summarise the main idea of each paragraph.*

Text 1: Urban and Rural Life

The Industrial Revolution came to Britain much earlier than to almost every other country around the world. 1750 is regarded as the date when **the momentum had reached such a level** that the countryside was emptying and the cities rapidly expanding and booming, as agriculture began to take second place to the manufacture of goods for the new industries of mass export and international finance.

Growing crops and **tending animals** for food for local workers and soldiers had become considerably less profitable than using industrial machinery for the mass

production of tradable goods and the processing of raw materials. Simultaneously, to feed the growing city populations, a wide variety of agricultural machinery was being introduced into farming to dramatically improve the effectiveness of crops and livestock, and the productivity of farm workers. But this was all not so much an Industrial Revolution as a large-scale Social Revolution.

If it were possible to go back in time to the mid-eighteenth century and **snapshot** the villages and small market towns around Britain, then you would have a record of the rural life that is today's nostalgic idyll for so many British people. The highly-desirable image as shown in so many paintings and pictures from that time, is of cute thatched cottages, **quaint village greens** with their **duckponds** and country flower gardens bursting with blooms. This has become the social **aspiration** of the wealthy of today.

As society has developed and the pace of life increased, into what many call the “**rat race**”, there has been an equivalent increase in the desire of British people to work in an urban **environment** but live in rural **surroundings**. The poorest cannot afford to have such homes and frequently live in “Inner City” areas – this description now carrying with it an image of **deprivation**, crime, drugs and prostitution to most Britons. Even **up-market** areas near the centre of London, such as the Barbican or the Docklands **developments** are surrounded by decidedly **down-market** Inner City areas where almost nobody lives by choice.

Suburban life on the edges of cities is the most frequent, being a compromise between the strain of travelling great distances to and from work and the escape from the dreaded City Centre. If you were to ask an average Briton where they live, they will probably reply with the name of a city or town. But if you then **probe** to get them to specify where in relation to that conurbation, you should expect them to say “Oh, I actually live in a suburb of Manchester called Northenden” or “I don't live in London itself but in an area of Watford called Rickmansworth” to give specific typical examples.

Visitors to England who arrive in London at Heathrow Airport for example, find that if they travel out of London, the further away they get, the bigger the residential houses, the more frequent the golf courses and parks, until they see villages with thatched cottages with expensive cars parked outside and even farms with fields full of sheep, cows and the horses owned by, often, the daughters of the rich people owning the cottages.

Rural life in Britain today is for one of three categories of people. The rich, who have achieved the **ultimate** goal of a picturesque thatched cottage in a pretty village but have paid far more for that property than for a much larger suburban house and have the daily expenses of commuting to work. The artisan class, which today means writers, **telecommuters**, artists or specialist craftsmen who manage to avoid the necessity of having to travel daily to a town or city. And of course those who still work on the land and the support services for them, being teachers, local government staff, police, social and medical workers.

In fact, the choice of career for very many people today in Britain may often be guided more by the desire to live away from urban environments than a pure vocational

choice, since not everyone can be rich enough or have the creative skills to be able to live in their dream cottage in the country.

Whatever you do for a living, if you're out of the large towns or cities then you can breathe cleaner air, avoid most of the dirt and litter that invariably **clogs** large conurbations and enjoy more greenery and less concrete. Enjoyment spills out into people's hobbies. The further away from a big city, the more opportunity there is to afford to have a large garden with its **biodiversity** and to spend time attempting to recreate **the Hanging Gardens of Babylon**. Or the closer it is possible to live near a golf course, in order to play golf more regularly. Others like to visit one of the many National Parks and just walk.

In some ways, environmental pollution has decreased over the past couple of centuries as legislation has forbidden the burning of coal for heating, so that the **incidence** of smog around cities has decreased. Similarly, the addition of tetraethyl lead to petrol has been **phased out** so that the air quality has increased and the level of toxic deposits on plants has significantly decreased. But car fumes are thought to be responsible for one in ten deaths from lung cancer, and noise pollution from being in a busy urban environment affects the body in many complex ways in terms of stress and pressure of life. As we live in a city-centre area and are seduced by the fast-food burger joint 'just around the corner' too often, we get fat and increase the likelihood of heart or liver disease. This is a nasty form of internal self-pollution coming more and more to people's notice and increasingly visible in the '**healthy choice**' options on fast-food menus.

But most of all, living away from big cities implies cleanliness, which is jealously guarded by those who live in a relatively rural location and one of the more surprising road signs found all over Britain is shown *right*. Failing to clean up after your dog is an offence for which you can be arrested and fined in court, to a maximum of 1000 GBP (very roughly 10 000 UAH).

So not only the countryside itself has to be cleaned up to minimize pollution from industrial **waste** and **discharge**, but also the streets and parks of villages and small towns all over Britain are usually **pristine**. It can be expensive to leave your pet's waste on the pavements and parks of British towns.

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

1. What are the two environments and ways of life compared and contrasted in the text?
2. What drastic changes has the British countryside undergone since the middle of the 18th century? What was the reason for it?
3. What is the idyllic picture of the environment for most British people to live in today?
4. Why is living in large cities and especially in their central areas dreaded by so many Britons?
5. What is the usual compromise between the idyll and the reality?
6. What social strata usually live in the British countryside now?
7. What are the positive changes in terms of pollution in the recent centuries in

Great Britain?

8. What are the ways of keeping the notorious English lawn green, flat and unspoiled?

7. Write out 20 key words on the topic of the text and compare them with the list of those thematic words that you wrote earlier. How many of them have coincided?

8. Find in the text all the words unfamiliar to you. Look in the context for clues to their general sense. Decide what part of speech each of the words belongs to.

9. Sometimes difficult words or words with newly developed meanings are explained in the text either immediately afterwards or further in the text. Find such instances in the text. What typographical devices are used to indicate that these expressions are being explained?

10. Study the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words.

Vocabulary notes

1. **The momentum has reached such a level...** Тут: розвиток цивілізації досяг такого рівня... The word “momentum” in this context means “inevitable progress” and the above offered translation rests completely on the context. The most usual meanings of this word are:

Momentum, n:

1) *physics* the quantity of motion of a moving body – швидкість руху, кінетична енергія, e.g. His momentum rolled him over and over down the incline.

2) *impetus* gained by movement, *fig.* strength or continuity derived from an initial effort – оберти, імпульс, поштовх, рушійна сила, e.g. The reader’s heart beat faster as the narrative gathered momentum.

Phrases: to gain/gather momentum – набирати силу/обертів, нарощувати швидкість.

2. **Tend, v.** The complexity of meanings of this verb in the English language is due to its homonymous nature. The two homonymous verbs each “tend” to have sets of different meanings and different origins, although having the same written form. The first homonym has two basic meanings, the first one of which appears in the text:

Tend, verb 1:

1) apply yourself to the care and service of, look after, cultivate (a plant) – доглядати, піклуватися, дбати, турбуватися, e.g. Visitors tending the graves, weeding like patient gardeners.

2) turn the mind, attention, or energies to – приділяти увагу, e.g. You need to wait for a while, then the doctor will tend to you.

Tend, verb 2:

1) direct a course, move into a particular direction – іти, вести (про дорогу тощо), e.g. The path tends west around small mountains.

2) be disposed or acquire some quality, state, opinion – схилитися, e.g. His poetry

tends towards the Byronic.

3) lead to some state, action, result – мати тенденцію, призводити, e.g. Children tend to dress and talk like the TV characters they admire.

Phrases: to tend to business – вести справи, to tend sheep – пасти вівці.

3. **Snapshot**, *v.* Either to literally take a photograph with a camera or metaphorically to freeze a situation in time in order to study it or just think about it – зняти фотографію або заморозити в часі. e.g. Although they knew that the situation had already deteriorated, the United Nations committee snapshot the situation at the time the riot started.

4. **Quaint**, *adj.* Attractively unusual or unfamiliar in character or appearance, especially in an old-fashioned way, a beloved expression of Americans travelling in Europe – дивний, незвичайний, e.g. Oh, these thatched cottages are just so quaint!

5. **Aspiration**, *n.* The noun should not be confused with its paronym “inspiration”. Although the word “aspiration” once used to have a meaning that equaled to “inspiration”, that meaning has become obsolete. The noun “aspiration” currently has the following main meanings:

1) the action of desiring and striving for something, ambition, an earnest desire – прагнення, сильне бажання, e.g. Her aspiration was to become a leading singer.

2) the drawing of breath, a sigh, the action of breathing – вдих, дихання, e.g. She sighed with an aspiration so low that it was scarcely audible.

3) the action of aspirating a consonant - придых, e.g. When pronouncing these consonants don't forget about aspiration before vowels.

Aspire *v* – прагнути, домагатися, aspirant *n* – той, що прагне, домагається чогось, кандидат, претендент (на духовну посаду); aspiring *adj* – честолюбний, aspiringly *adv* – честолюбно; aspirate *n* – придыховий приголосний звук, aspirate *v* – вимовляти з придыхом, aspirator *n* – апарат штучного дихання.

Inspiration, *n.*

1) the prompting of the mind to exalting thoughts, to creative activity – стимулювання, надихання, спонукання, e.g. The success of Prince Henry the Navigator was an inspiration to other explorers.

2) a thought, an utterance, etc. that is inspired, a sudden brilliant or timely idea – дар, небесний дар. e.g. Dawney had an inspiration to do something on behalf of our senior citizens.

3) an inspiring influence, a source of inspiration to others – натхнення, духовне піднесення, e.g. His counsel and prayer was an inspiration to many.

6. **Deprivation**, *n.*

1) loss of something enjoyed or desired – втрата, e.g. Although she listened a lot to music, she didn't regard the loss of her mp3 player too much of a deprivation.

2) a deprived condition, hardship – злидні, forced to live in inhospitable reservations in conditions of severe deprivation.

7. **Rat race**, *n.* Competitive modern living, implying stress and a fast pace – *пер.* боротьба за виживання, шалений ритм життя, e.g. He resigned as General Manager and dropped out of the rat race to become a university lecturer.

8. **Environment**, *n.*

1) the set of circumstances or conditions, especially physical conditions, in which a person or community lives, works, develops, a thing exists or operates; the external conditions affecting the life of a plant, or animal. Also, physical conditions viewed in relation to the possibility of life – докiлля, навколишнє оточення, середовище, навколишня обстановка, e.g. I wished to remain in the stimulating environment of Copenhagen. The environment of Jupiter is alien to humans.

2) the region surrounding a place – околиці, оточення, прилегла територія, e.g. The environment of this loch reminded me of Lake Windemere.

Syn.: **surroundings**,

habitat - the natural environment characteristically occupied by a particular animal, plant, organism;

conditions – circumstances especially necessary for a thing's existence;

circumstances - the material, logical or other environmental conditions;

milieu – an environment, social surroundings, a social class, or group of people with a shared outlook;

element – the natural surroundings of an organism, the facts or conditions involved in a situation;

medium – the substance, in which an organism lives or is cultured, someone's usual social settings;

background – *fig.* the prevailing circumstances, information about a broad basis on which more particular matters may be considered;

setting – immediate surrounding, a place or time in or at which a play, scene, etc., is represented as happening;

atmosphere – *fig.* mental or moral environment, a pervading tone or mood.

9. **Surrounding, n.**

1) the action or fact of surrounding or encompassing someone or something – оточення, поглинання (як процес), e.g. The general decided that surrounding the enemy troops was the next step.

2) *pl.* those things that surround or are in the vicinity of a person or thing, the conditions affecting a person or thing – середовище, оточення, околиці, e.g. It's always more interesting to observe an animal in its natural surroundings.

10. **Up-market** *adj.* Relating to or suitable for the more expensive end of the market, of superior quality, *fig.* with a higher intellectual content – елітний, дорогий, вищої якості (*в т. ч. інтелектуальної*), e.g. The four-room apartments in the Pechersk area will always be up-market from two-room apartments in Podil. Sibelius would always be up-market from Christine Aguilera.

Down-market, *adj.* Relating to the cheaper end of the market, cheap, with popular appeal – недорогий, розрахований на масового споживача, e.g. Sony decided to launch a down-market product in that niche to increase turnover.

These terms should not be confused with the AmE terms **uptown** and **downtown** which are almost never used in AngloE. **Uptown** is that part of an American city or town where the best residential property is located and is usually a suburban area. By connotation, it may also mean 'sophisticated, prosperous' or 'elegant'. **Downtown** refers to the more central parts or the main business area of an American city or town.

The worst areas of cities are usually called **ghettos** or **slums**.

11. **Development**, *n.*

1) the action or process of developing, evolution, growth, maturation – розвиток, зростання, вдосконалення, еволюція, e.g. This stage of natural development is the outcome of environmental necessity.

2) a result of developing, a developed form or product, an addition, a stage of advancement – результат (розвитку), розробка, e.g. A butterfly is the development of a grub. A map with many further developments will be added to the volume.

3) the action of developing a photograph – проявка, e.g. The development process was ruined when he opened the door.

4) the action of developing land etc., so as to realize its potential, speculative building, a developed site, a new housing estate – забудова, e.g. The small development of just two dozen detached homes is attractively laid out to give a “village” atmosphere.

5) economic advancement or industrialization of a country, not previously developed – розвиток, e.g. Many African countries lack sufficient funds and skills to undertake the massive task of development after independence.

Comb.: ribbon development – стрічкова забудова, radial development – радіальна забудова; development area – район інтенсивного економічного розвитку.

12. **Probe**, *v.*

1) examine or look into closely, to investigate, to interrogate closely – детально розібратися, розслідувати, досліджувати, e.g. Let others probe the mystery if they can.

2) explore, examine with a probe – зондувати, e.g. She jumped as the doctor probed her ear.

Probe, *n.* Зонд, щуп, автоматична науково-дослідна станція, зондування, розслідування, e.g. The Mars Probe, Beagle 2, crashed on landing and failed to operate.

13. **Ultimate**, *adj.* This adjective belongs to those difficult words for translation, which do not have a dominant dictionary equivalent and should be in each case translated based on the context. Its meanings and possible Ukrainian equivalents include:

1) beyond all others, final, absolute (of a decision etc.) – остаточний, кінцевий, найбільший, найважливіший, e.g. I consented to wait for their ultimate decision. His ultimate goal was to play for the National team.

2) coming to the end of the process, occurring last – кінцевий, останній, остаточний, крайній, e.g. Ultimate success will require luck and patience.

3) fundamental, primary, beyond which no advance can be made – основний, фундаментальний, остаточний, e.g. The ultimate answer to the origin of life may never be found. The ultimate moral law for many religious people must be the will of God.

4) constituting a result or conclusion, eventual, resultant – остаточний, кінцевий, e.g. The ultimate result of the election after the endless re-runs elected the centrist

candidate.

5) designating the maximum possible strength, resistance, etc., of an object, beyond which it breaks – максимальний, граничний, критичний, e.g. The ultimate stress characteristics of aircraft components are critical to safety requirements.

14. **Telecommuter**, *n.* A person who works from home, communicating with the company's head office by Internet, phone and fax. Надомник, надомниця, людина, яка виконує доручену їй справу вдома, спілкуючись з офісом за допомогою Інтернету та інших сучасних засобів телекомунікаційного зв'язку.

15. **Clog**, *v.*

1) impede, encumber, hamper, hinder – перешкоджати, заважати, обтяжувати, e.g. The whole flotilla would be clogged by the slowness of the sailing vessels.

2) obstruct or encumber by stickiness – засмічувати(ся), забруднювати(ся), забивати(ся), e.g. Her boots were clogged with mud.

3) fill up as to hinder free passage, action, or function – заповнюватися, забиватися, бути переповненим/перевантаженим, e.g. The tube was clogged up with dirt.

Clog, *n.* A heavy shoe or overshoe with a wooden sole, a type traditionally worn in the Netherlands – черевики на дерев'яній подошві, сабо. e.g. In the late '60s it became fashionable for a few years for both sexes to wear clogs.

Comb. \ clog-dance – народний танець, де виконавці відбивають такт черевиками на дерев'яній подошві.

16. **Biodiversity**, *n.* The diversity of plant and animal life – біорозмаїття. e.g. The canopy of a tropical rain forest is the best example of biodiversity.

17. **Incidence**, *n.* The range or scope of something, the extent of a thing's influence; especially the frequency of an occurrence of a phenomenon – сфера поширення дії, охоплення або частотність явища, кількість випадків, e.g. There were battles in Parliament about the incidence of taxation on different sections of the community. Studies have shown a high incidence of alcoholism in the parents of female alcoholics.

18. **Phase out**, *v.* To remove, eliminate gradually or in planned stages, disappear gradually – поступово зменшувати, забирати, викорінювати, знищувати, знімати з озброєння, e.g. The old model was phased out gradually as the new-generation technology established itself.

19. **Discharge**, *n, v.* Here used in the meaning of “something that is got rid of, the result of sending, pouring out” and can be translated as “викиди, витоки (промислові)”. In this context synonymous to “waste”. Other main meanings of the noun deriving from the correspondent verbal meanings include:

1) freeing from obligation, accusation or blame, release from a position/ custody, dismissal from employment – звільнення від обов'язку, з роботи, з ув'язнення, сплата боргу, e.g. Mary's responsibilities were not discharged until she finished washing the dishes. When business got bad, three of us were discharged from our jobs.

2) firing a weapon or missile – розрядження, постріл, залп. e.g. The unharmed rabbit ran off into the woods after the gun discharged.

3) freeing from a load, unloading (a ship), removing a cargo – розвантажування,

e.g. The discharge of the vessel was finished.

4) recognition of the fulfilment of an obligation or duty – визнання завершення служби, звільнення, відставка, e.g. He was given an honourable discharge after the military campaign.

5) substance that is emitted from a wound or diseased organ – виділення, секречія, e.g. The discharge showed that he was seriously ill.

6) the release of electricity from a charged object – розрядка, розряд, e.g. The discharge from the electrical generator burned the operator.

20. **Waste**, *n.*

1) unusable material left after the process of manufacture, thrown aside as worthless after the completion of the process, the use of consumer goods – відходи, вирізки, обрізки, обривки, e.g. Nuclear waste, industrial waste, radioactive waste; metal waste – металобрухт; waste paper – макулатура.

2) useless expenditure or consumption, extravagant or ineffectual use (of money, time, goods, effort) – розтрачання, марна витрата, марнотратство, перевитрата, e.g. It's a waste of time talking to someone who does nothing but lie.

3) rubbish – сміття, бруд, нечистоти, e.g. Please put all your waste in the bins before leaving.

4) a devastated region (*usually with -land*) – спустошена земля, e.g. After the mines were closed down, the area became a wasteland.

Comb.: to go to waste – витратити даремно.

Syn.: discharge,

rubbish (*mostly AngloE*) – rejected and useless matter of any kind; **garbage/trash** (*mostly AmE*) – domestic waste, household refuse; **refuse** (*mostly AngloE*) – that which is thrown away or rejected as worthless, including organic matter, foodstuffs;

junk – second hand or discarded articles or objects of little or no use or value;

litter – odds and ends of discarded material lying around, straw-rushed, grain used as an absorbent;

effluent – a stream or liquid flowing out, waste discharged from an industrial process, sewage tank;

debris – the remains of anything broken down or destroyed, wreckage, ruins.

Comb.: waste-basket – корзинка для сміття (паперу тощо), waste bin/ rubbish bin – цеберко для сміття (під мийкою), dust-bin *AngloE*/trash can *AmE* – бак для сміття (на вулиці); wheelie-bin – бак для сміття на коліщатах (на вулиці), waste disposal – знищення відходів, waste disposal unit – електричний пристрій для подрібнення харчових відходів перед їх зливом у каналізацію (встановлюється під мийкою), waste disposal chute – сміттепровід, waste tip – смітник, сміттєзвалище, waste utilization – використання відходів, waste material/waste product – відходи виробництва.

21. **Pristine**, *adj.* Here used in the meaning “uncorrupted, unspoilt, undamaged, as if brand-new” – чистий, незіпсований. e.g. I took a pristine sheet of paper. The other meaning which is now very rarely used is “relating to the earliest period, original, primitive, ancient” – старовинний, стародавній, первозданний, первісний, колишній, e.g. She retained her pristine naivety.

Syn.: **unblemished/spotless/immaculate/undefiled** – having no physical or moral blemish or stain;

unscarred – bearing no scars or marks;

brand-new – absolutely new;

unmarred – not ruined, whole;

pure – physically and morally clean;

unspoiled – not worsened in character or value;

untouched – not affected physically, left intact, not modified;

virgin – not yet used or taken, unexplored;

uncorrupted – not influenced by bribes.

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

12. Read the following extract from the text. The sentences have been printed in the wrong order. Without looking in the original put them right using your logic. Find discourse markers and other indicators that help you to do so.

Simultaneously, to feed the growing city populations, a wide variety of agricultural machinery was being introduced into farming to dramatically improve the effectiveness of crops and livestock, and the productivity of farm workers. Growing crops and tending animals for food for local workers and soldiers had become considerably less profitable than using industrial machinery for the mass production of tradable goods and the processing of raw materials. 1750 is regarded as the date when the momentum had reached such a level that the countryside was emptying and the cities rapidly expanding and booming, as agriculture began to take second place to the manufacture of goods for the new industries of mass export and international finance. But this was all not so much an Industrial Revolution as a large-scale Social Revolution. The Industrial Revolution came to Britain much earlier than to almost every other country around the world.

13. Find in the text the sentences containing specific information on the following subjects:

- a) the date that is considered as the effective start of the Industrial revolution;
- b) examples of up-market areas;
- c) a suburb of Manchester mentioned in the text, a suburb of Watford mentioned in the text;
- d) the maximum fine in England for not cleaning up after your dog.

14. Complete the following sentences with words from the alternatives given below:

1. In 1750: a) people started to move to the countryside because towns became very polluted; b) the countryside was emptying and the cities rapidly developing. 2. In the middle of the 18th century it became very profitable to: a) tend animals for food; b) use industrial machinery for mass production. 3. The today's nostalgic idyll for Britons is: a) a luxury apartment in the City-centre; b) a cute thatched cottage in the

countryside. 4. The poorest people in Britain now often live: a) in “Inner City” areas; b) in an up-market city centre; c) down-market Inner City areas. 5. The further you travel out of London: a) the poorer are the residential houses; b) the bigger and more expensive the residential houses. 6. a) Only farmers and those who support them live now in the British countryside, b) The rich, the artisan class, the farmers and those who support them live now in the British countryside. 7. The choice of career for many Britons today is: a) purely vocational; b) often guided by the desire to live away from urban environments. 8. Gardening, playing golf and visiting National parks is more convenient if you live in: a) the countryside; b) a suburban area; c) a city or a town. 9. Over the past couple of centuries environmental pollution in British towns: a) has increased; b) has decreased. 10. Rural locations are significantly: a) cleaner than suburban areas; b) dirtier than suburban areas.

15. How would you define the author’s style of writing? Choose among the following descriptions: flamboyant, colloquial, informative, neutral, slang-ridden, naïve, educated, logical, emotional, matter-of-fact, wandering, poetic, precise, woolly.

What is/are the instance(s) of humour that enliven the text?

16. How would you describe the text in general? Choose one or more from: narrative, fictional, humorous, critical, poetic, documentary or instructive.

17. Write down your own plan of the text or put together bullet-points for its contents. Retell the text in detail using your plan or bullet-points as a prompt.

VOCABULARY PRACTICE 1

18. Match the words as they were used in the text in the first column to their meanings in the second column:

- | | |
|--------------------------|---|
| a) pristine | 1) a person who works from home |
| b) to reach momentum | 2) an aggregation of towns or urban areas |
| c) to tend | 3) artists, writers, specialist craftsmen, and telecommuters |
| d) to snapshot | 4) a goal beyond all others |
| e) rat-race | 5) constructed areas |
| f) up-market areas | 6) fast pace of urban living |
| g) developments | 7) unspoiled |
| h) to probe | 8) posh areas |
| i) ultimate goal | 9) the times when smog forms |
| j) telecommuter | 10) to eliminate gradually |
| k) conurbation | 11) to fill up a conurbation with objects preventing free passage |
| l) to commute | 12) to freeze the situation in time |
| m) artisan class | 13) to go into detail |
| n) to clog a conurbation | 14) to look after |
| o) the incidence of smog | 15) to reach breaking-point |
| p) to phase out | 16) to travel regularly between home and work |

19. Study the meaning of the highlighted words using Vocabulary Notes and translate the following sentences into Ukrainian.

1. The rock band's **momentum** had grown so much since their recent television appearances that everybody was talking about them and buying their CDs. 2. The rock's **momentum** picked up as it rolled down the mountain and it triggered an avalanche. 3. She pestered her mother to get her a phone with a camera so that she could **snapshot** her friends when going out. 4. The Sales Director asked for a market **snapshot** of mobile camera sales for his presentation to the board. 5. The American tourist just loved those **quaint** Ukrainian villages. 6. Many feel that the **rat race** is responsible for many of the stress diseases suffered by so many in our society. 7. Her mother nagged her incessantly to find a more **up-market** boyfriend. 8. He actually felt ashamed to be wearing such **down-market** trainers. 9. During the meeting he **probed** as hard as he dared to search for reasons as to why sales had fallen so dramatically. 10. The doctor **probed** her stomach, feeling for signs of an enlarged liver. 11. He was feeling extremely uncomfortable as the **probe** entered his throat, searching for signs of illness. 12. While his wife went to teacher training college, he worked as a **telecommuter** so that he could help keep an eye on their young children. 13. It is very important for a National Park to encourage as much natural **biodiversity** as possible. 14. There had been several **incidences** of bag-snatching in the city centre recently. 15. The Eastern European country decided **to phase-out** its military presence in Iraq over twelve months.

20. Insert the right form of "aspiration" or "inspiration" or words with the same roots into the following sentences, having read once again the notes to Text 1. Translate the sentences.

1. When writing her novels, she always said that her youth in Marseilles was her main ... 2. She had always ... to the clergy. 3. His example was an ... to others. 4. Becoming Marketing Director had been his ... for years. 5. He was obviously ... as he rushed through the apparently nasty problem. 6. Einstein had an ... that changed the lives of all physicists. 7. She had spent many years ... her students. 8. We were made to attend a whole series of phonetics lectures just on ... 9. The Presidential ... was arrested after the allegations of corruption surfaced. 10. The sniper's ... was inaudible, as he had been well-trained. 11. "You are my ..., my love, my everything". 12. He reacted with no more than a quiet ... 13. The lecturer had acted so ... that none of the students had dozed off. 14. The road crash victim was put on an ... as soon as being rushed into hospital.

21. Translate the sentences into English using the appropriate paronym aspiration/inspiration or their derivatives.

1. Еліс мала сильне бажання очолити дослідні роботи в одному із національних парків африканського континенту. 2. Ця приголося вимовляється з придином. 3. Ватикан ставиться дуже серйозно до відбору кандидатів на всі посади. 4. Я знала його завжди як честолюбну людину. 5. Прагнути чогось більшого завжди було в його характері. 6. Спонування своїх колег до творчої праці Джоунз розглядав як одне зі своїх основних завдань керівника групи. 7.

Джоана мала дар до спілкування з дітьми. 8. Книги – джерело духовного натхнення для багатьох. 9. Карета швидкої допомоги, як правило, має з собою апарат штучного дихання. 10. Катя зітхнула, майже нечутно видихнувши повітря.

22. Translate the words in brackets selecting the most suitable word from the following row of synonyms: environment, surrounding(s), medium, habitat, conditions, circumstances, milieu, element, background, setting, and atmosphere.

1. As she walked into the room where the interview panel had gathered, she felt a distinctly chilly (атмосфера). 2. The (природне середовище) of many lemurs is so specific, they are in danger of extinction. 3. He was late for his wedding, but there were understandable (обставини). 4. The experiment had to be conducted under very strict (умови). 5. As the actors rehearsed the play, they realised that they had been given the wrong (інформація) as to the nature of the audience. 6. When the zoo released the wolverine into its new enclosure, they hoped it would soon get used to its new (обстановка). 7. “I’ve decided that the (місце дії) for my new novel will be a village in Poltava county”. 8. When invited out socially with her new work colleagues, she rapidly realised that they moved in an unfamiliar (середовище). 9. Pumping sulphur dioxide out into the (атмосфера) from manufacturing processes causes acid rain that damages the (наколишне середовище). 10. The (атмосфера) of Mars is so thin that it could not support life as we know it. 11. Despite such careful planning, they knew there would always be the (елемент) of surprise. 12. Urban foxes have learned to switch from one (середовище проживання) to another in recent years. 13. The terms and (умови) of the contract were inflexible. 14. “Under other (умови) I’d have loved to have become a deep-sea diver”. 15. Once he took off his business suit and relaxed, he felt truly in his (стихія). 16. Each year you could see the dandelions spread wider and wider throughout the local (міцевість). 17. The shape of a fish is all-important in a liquid (середовище). 18. The team’s main tactical plan was (оточення) the ball and keeping the opposition players away.

23. Substitute the word to tend with its synonyms or descriptive phrases in the following sentences, classifying them as belonging to the first or the second set of meanings. Translate the sentences into Ukrainian.

1. They tended to all sit with their backs to the window whenever there was a Board Meeting. 2. Much of their days were spent tending the cattle. 3. “The dentist will be ready to tend for you in just a moment”. 4 She tended to sing all too often in the same way as her current favourite. 5. The path tends to the east – that’s when you need to head north. 6. She was tended to in her later years by her eldest daughter. 7. “Enough chatter, we need to tend to business.”

24. Replace the noun development in the following sentences with its synonyms from the following list of words: evolution, result, construction, advancement, change, progress. Translate them into Ukrainian.

1. As the developments from the earthquake became clear, less loss of life than feared was found. 2. The housing development destroyed one of the last natural habitats

of the Greater Spotted Woodpecker. 3. Her career development had accelerated with each promotion. 4. Darwin found some cases of accelerated development in some species on his travels. 5. The development of the factory over time caused the territory it was leasing to be increased on several occasions. 6. The development of flight is believed to have come from the development of land-based reptiles in the dinosaur era. 7. The development of fighter planes has reached such a level that human pilots are hardly able to pilot them.

25. Study the use of the word *ultimate* in typical combinations in the following sentences. Translate the sentences into Ukrainian.

1. This new CD by Ruslana is just the ultimate. 2. Can you believe this advert for what they call the “ultimate razor”? 3. His search for ultimate enlightenment took him to the monasteries of Tibet. 4. Her ultimate attempt to get the contract signed succeeded at last. 5. Conceding a goal in the last minute of injury time was the ultimate agony for the football club’s supporters. 6. The Seychelles Islands have recently been heavily marketed as the ultimate holiday destination. 7. Many argue that the McLaren Road Car is the ultimate motorsport machine while others prefer the Bugatti. 8. Environmentalists regard the new Bugatti sports car as the ultimate waste of resources: at top speed it uses up its 100-litre tank of petrol in twelve and a half minutes. 9. Many brides hope for the ultimate wedding. 10. The company’s ultimate objective was to become the undisputed market leader. 11. The clown performed the ultimate English joke and dropped his trousers. 12. To my ultimate discomfort but my immediate delight. 13. A friend of mine had the ultimate embarrassing experience. 14. The bridge must never reach its ultimate breaking point. 15. Her sexy black dress was the ultimate secret weapon.

26. Translate the following phrases into English based on your knowledge of the vocabulary:

Остаточне рішення, кінцева мета, кінцевий успіх, ґрунтова відповідь, найвищий закон, остаточні результати, граничне навантаження, максимальна потужність, критичний опір {техн.}, найважливіше завдання, найбільша мрія.

27. Insert one of the words from the following list into the blanks in the sentences below, choosing from: waste, discharge, rubbish, trash, refuse, debris, junk, litter, effluent, garbage. Where is it possible to have more than one good answer?

1. The ... from the paper factory was badly polluting the river. 2. “Oh, throw this in the ... bin for me, will you?” 3. The American bikers dropped their... on the roadside. 4. “Let me have the sausage if you don’t want it. I hate to see food go to ...” 5. When he noticed the ... from his eye, he realised he might have conjunctivitis. 6. The ... lorry in Coventry was accompanied by six workers collecting the ... from dustbins (UK). 7. The ... truck on Staten Island was accompanied by six operatives collecting the ... from ... cans (US). 8. Do not... Please dispose of this packaging thoughtfully. 9. He went fishing but gave up when he saw that ... had seeped into the lake. 10. They trained their cat to always use the kitty ... 11. She carefully collected all the ... products from the horses to fertilize the roses in her garden. 12. She looked for a ... bin in the park (UK).

13. He dumped his chewing gum in the ... can in the park (US). 14. The family was proud of their new ... disposal unit in the kitchen. 15. The fumes made a nasty ... from the Municipal Incinerator (міський сміттєспалювач). 16. "That's enough! You're just talking ..." 17. They loaded their ... into the estate car and made their way to the municipal ... tip. (UK) 18. They loaded their ... onto the station wagon and made their way to the ... dump. (US). 19. The US Government for many years dumped their nuclear ... into the Pacific Ocean. 20. Recycling is simply ... utilization. 21. The sandstone cliffs are battered down and their ... carried out to sea.

28. Change the meaning of the following sentences into the opposite by replacing the highlighted words by their antonyms, if only contextual. Make any other necessary changes to maintain an antonymic sense. Choose from the following list: pristine, clog, discharge, ultimate, up-market.

1. He received **one of many ordinary** honours. 2. They **enlisted** the soldier into the infantry. 3. He shoved a hand clothed in a **muddy** glove into his pocket. 4. The discharge pipe was **unobstructed** and flowed freely. 5. Her friends were less than impressed by her **down-market** mp3 player. 6. The **preliminary** results of the elections were now in. 7. The **feed** into the reactor had been disabled. 8. "Hey, that's a really **cheapo** watch". 9. Everyone saw her character as **impure**. 10. The monks spent their lives searching for the **not-very-special** truth. 11. He returned the book he'd borrowed in a **ruined** condition. 12. "Would the steel girder break under conditions of **ordinary** stress?" 13. He had studied for years to do delicate **tap** dancing. 14. The less fatty, fried foods you eat, the less chance you have of **freeing** your arteries.

29. Translate the following sentences using Ukrainian equivalents from the list below: чистий, первозданний, незаплямований, бездоганний, новий, незіпсований, незайманий, цілий, цілинний, необроблений.

1. He liked to describe himself as being as pure as fresh snow. 2. The book seemed pristine although it had been read once. 3. The car was thoroughly washed until it was spotless. 4. The Antarctic is one of the last virgin territories on this planet. 5. Ploughing virgin land always takes more time and effort. 6. She was justly proud of her unblemished record in terms of corruption. 7. He sold his Zhiguli and bought a brand-new Ford with the money he'd earned during the winter. 8. Despite the area having been in a war-zone for so many years, the fields were unscarred. 9. He looked immaculate in his new suit. 10. The rainforest was one of the few unmarred by commercial activity.

30. Revise the vocabulary of the section by quickly giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

The countryside, a conurbation, a momentum, a suburban house, a snapshot, a social aspiration, a rat-race, an urban environment, rural surroundings, ribbon development, further developments, a new residential development, a Mars probe, ultimate success, biodiversity, the incidence of taxation on different strata of the

population, a discharge from a wound, nuclear waste, a trash can, a rubbish tip/dump, a waste disposal unit, a wasteland, a refuse lorry, a cat litter, waste utilization, livestock, crops, nostalgic idyll, a village green, a duckpond, an artisan class, the incidence of smog, toxic deposits, car fumes, a healthy choice of food

to pollute, to discharge into atmosphere, to dump into the ocean, to tend to somebody, to gain momentum, to commute, to become an inspiration, to be clogged up, to phase-out gradually, to discharge your duty, to go to waste, to talk rubbish, to dispose of the packaging, to tend sheep, to probe into the murder, to affect health

quaint houses, pristine beauty, an up-market development, a down-market product, an ultimate choice, an unspoiled character, virgin land, an unmarred view.

31. Reinforce your knowledge of the Vocabulary of the lesson by quickly giving English equivalents to the following expressions:

довкілля, виконання обов'язків, спустошена земля, стрічкова забудова, район інтенсивного економічного розвитку, розвантаження судна, дерев'яні черевики, розряд електрогенератора, біорозмаїття, знищення відходів, сфера дії закону, небесний дар, проявка фотоплівки, шалений ритм міського життя, постріл рушниці, околиці села, ареал поширення тварини (рослини), відходи виробництва, житлова забудова, оточення військ ворога, металобрухт, макулатура, кінетична енергія, сильне бажання, претендент на посаду, натхнення для інших, найближче оточення, результат розвитку, виділення/секреція

звільнити з роботи, набирати оберти, ходити за хворим, зробити фотографію, досліджувати за допомогою зонду, мати тенденцію, прагнути кращого, вести справи, забивати землю, пасти вівці, поступово знімати з виробництва, приділяти увагу комусь, детально розібратися, перешкоджати/обтяжувати рух

найбільше прагнення, незвичайні будиночки, елітне житло, продукція масового споживання, незіпсована краса, честолюбна людина, придиховий приголосний, кінцеві результати, максимальна швидкість, чистий лист паперу, первозданий вигляд.

32. Give all possible English equivalents for each Ukrainian word:

а) середовище, б) елітний, с) розвиток, d) кінцевий, е) викиди (в навколишнє середовище), f) сміття/відходи, g) чистий/незіпсований.

33. Translate the following sentences into English using active vocabulary of the section.

1. Біорозмаїття для національних парків має велике значення. 2. Шланг для поливу забився сміттям. 3. В Англії багато людей працюють вдома, спілкуючись зі своїм офісом за допомогою Інтернету та телефону. 4. Черевики на дерев'яній підшві традиційно носили в Нідерландах. 5. Дослідження виявили велику кількість випадків алкоголізму серед дітей алкоголіків. 6. Ракети були поступово зняті з озброєння. 7. Розвантаження судна зайняло багато часу. 8. Не варто марно витрачати час на розмови з ним. 9. Постріл рушниці наполохав оленів. 10. Майора звільнили з армії з почесними. 11. Викиньте це сміття в корзину. 12. Тротуари в

деяких районах міста дуже забруднені сміттям та іншими нечистотами. 13. Гранули для кошачого туалету тепер можна купити в будь-якому супермаркеті. 14. Околиці цього села зберегли свій колишній вигляд. 15. Характер Катерини був абсолютно не зіпсований складними умовами життя. 16. Після закриття всіх підприємств цей район перетворився на пустку. 17. Процес набирав обертів, і впливати на нього ставало дедалі важче. 18. Дорога вела вздовж узбережжя на захід. 19. Підлітки схильні перебільшувати свої проблеми. 20. Ця картина була зліпком життя XVI-го століття в Англії. 21. Після тривалого часу він нарешті почав опікуватися проблемами своєї дружини. 22. Його прагнення стати священиком завжди було дуже сильним. 23. Приклад Миклухо-Маклая надихнув багатьох наступних мандрівників. 24. Людство повинно намагатися зберегти якомога більше первісного природного середовища. 25. Зливання нечистот в річки вже давно заборонено в багатьох країнах.

34. Translate the following text into English using the active vocabulary of the Section. Pay attention to the following prompts: accidental pollution, waste filtering/purification facilities, hazardous substances, waterways, municipal organizations, decreased environmental pressure, preventative methods.

Забруднення природного середовища

Місто Київ і столична агломерація за масштабами забруднення навколишнього природного середовища відносяться до числа 15 густо заселених територій України, що визнані найбільш несприятливими для проживання людей з екологічної точки зору. Високі обсяги викидів і скидів шкідливих речовин в атмосферне повітря та природні поверхневі води доповнюються також значними показниками радіоактивного забруднення, скороченням видового складу флори і фауни, лісових масивів, земельних ресурсів та ін.

Якість природного середовища в Київській агломерації переважно визначається обсягами викидів забруднюючих речовин в атмосферне повітря і скидів забруднених стічних вод у природні поверхневі води. Необхідно зазначити, що сумарна кількість викидів в атмосферу в середньому по місту Києву значно зменшилась. Це обумовлено головним чином падінням обсягів виробництва в промисловому секторі та зменшенням навантаження на довкілля викидами транспортних засобів.

Постійно збільшуються обсяги скидів промислових стічних вод у поверхневі водні об'єкти Києва з боку промислових і комунальних підприємств. Знижується якість питної води, рекреаційна привабливість традиційних зон відпочинку людей, скорочується видовий склад рослинного і тваринного світу. За станом забрудненості, води р. Дніпро в межах агломерації належать до таких вод, які не рекомендується використовувати для водопостачання.

Забруднення ґрунтів у різних районах міста нерівномірне. Рівень аварійних забруднень довкілля на території Київської агломерації досить низький. Це обумовлено формуванням ефективної системи превентивних заходів, введенням очисних споруд, використанням новітніх технологій, високим рівнем кваліфікації промислово-виробничого персоналу. Серед аварійних викидів шкідливих речовин

найбільша кількість випадків припадає на забруднення водних джерел.

Test your knowledge of English!

You're in the USA and someone “**makes**” you. This means that they?

- a. recognize you b. beat you up c. confuse you with another d. find you

If you **blow** someone **a raspberry**, they would be?

- a. proud b. frightened c. warned d. insulted

Your American friend tells you that you're “**kickass**”. You're?

- a. wounded b. angry c. proud d. offended

Your British friend says you're “**talking rot**” as they believe you're talking about?

- a. nothing b. the truth c. rubbish d. things from their perspective

If you decide to “**hit the sack**”, you?

- a. get drunk b. have a large meal c. go to bed d. make a bad mistake

READING 2

1. Look at the title of the text and comment on the issues the text may cover, in particular those listed below. After reading the text see whether your viewpoint coincides with that of the author of the text.

- a) How much ‘wild nature’ has remained in England in your opinion?
b) How would you describe the English countryside – as changed or unchanged nature?
c) Would British people who like to go walking in the countryside at weekends be so keen to leave their cars if they had to face Mother Nature “in the raw”?

2. Look through the following comments before reading the text:

Comments

1. **Theme park.** An amusement park built around an idea or set of ideas.
Тематичний парк.

2. **Ramblers' Association.** Many British people belong to clubs and societies related to their hobbies and the Ramblers' Association is a club for enthusiasts of walking in the countryside. *Клуб любителів піших прогулянок.*

3. **Socratic dialogue.** Questioning by one person to attempt to expose the (usually) absurd or unacceptable views of another. *Діалог Сократа.*

4. **Gamekeeper.** A person employed to ensure that stocks of animals and birds for hunting are maintained for the owner, to prevent poaching and prevent those using Public Footpaths from straying onto the private land they may be crossing. *Лісник, що охороняє дичину (від браконьєрів тощо).*

5. **Chalk downlands.** A term derived from unusual southern English dialect, where a ‘down’ is a hill. The chalk is literally that, the material from which the South Downs of England were formed. *Крейдяні пагорби.*

6. **Puffin.** An endangered seabird with a large characteristic beak, now only found in a few locations around the British Isles. Its presence implies that its nesting areas are protected conservation areas. *Топірець.*

3. Read the text “Nature and the English countryside” for the first time and say which of the statements below you think summarise its main idea best of all:

a) The English countryside represents what is left of wild nature and is preserved and maintained by the Britons as such, b) The English countryside represents Nature changed by man and convenient for him, and loved by people for being such, c) The English countryside is liked by the Britons because it is an example of unspoilt Nature.

Text 2: Nature and the English Countryside

J. Barnes

Julian Barnes is one of Britain’s most highly regarded contemporary novelists, having now published eleven novels, including *A History of the World in 10 /2 Chapters* and *Flaubert’s Parrot*. His 1998 *England, England* describes how the essence of England is condensed into a theme park which is a massive tourist success, while the real England is neglected and ignored.

The first extract describes how the originator of the theme park, Sir Jack Pitman, describes his view of the artificial nature of the English countryside to one of his employees, and how people today don’t want wild Nature. The second extract describes the Isle of Wight, an English county and island separated from Great Britain, chosen to be the site for Pitman’s grandiose theme park project.

‘Do you like the countryside, Mark?’

‘Sure. Yes, I like it. I like it enough. That’s to say, I like driving through it.’

‘I was in the countryside quite recently. *In* the countryside, I stress that. I do not wish **to pull rank**, but the point of the countryside is not to *go through it* but to *be in it*. I make this point every year when I address **the Ramblers’ Association**. Even so, Mark, when you *go through it*, presumably in your modest, inattentive way. You like the way it looks?’

‘Yes,’ said the Project Manager, ‘I like the way it looks.’

‘And you like it, I suppose, because you think it an example of Nature?’

‘You could put it that way.’ Mark wouldn’t have done so himself, but he knew that he was now **enlisted** in his employer’s more bullying version of **the Socratic dialogue**.

‘And Nature made the countryside as Man made the cities?’

‘More or less, yes.’

‘More or less, no, Mark. I stood on a hill the other day and looked down an **undulating** field past **a copse** towards a river and as I did so a pheasant stirred beneath my feet. You, as a person *passing through*, would no doubt have assumed that Dame Nature was going about her eternal business. I knew better, Mark. The hill was an Iron Age burial mound, the undulating field **a vestige** of Saxon agriculture, the copse was a copse only because a thousand other trees had been cut down, the river was a canal and the pheasant had been hand-reared by a **gamekeeper**. We change it all, Mark, the trees, the crops, the animals. And now, follow me further. That lake you **discern** on the horizon is a **reservoir**, but when it has been established a few years, when fish swim in it and migrating birds make it **a port of call**, when the treeline has adjusted itself and little boats **ply** their picturesque way up and down it, when these things happen it becomes, triumphantly, a lake, don’t you see? It becomes *the thing itself*.

‘Reality is rather like a rabbit, if you’ll forgive the aphorism. The great public – our distant, happily distant **paymasters** – want reality to be like a pet bunny. They want

it to **lollop** along and thump its foot picturesquely in its home-made **hutch** and eat lettuce out of its hand. If you gave them the real thing, something wild that bit, and, if, you'll pardon me, shat, they wouldn't know what to do with it. Except strangle it and cook it.'

* * *

'The island' he began, 'as Sir Jack pointed out two weeks ago, is a diamond. Otherwise a **lozenge**. Some have compared it to a **turbot**. Twenty-three miles in length, thirteen across at its widest point. One hundred and fifty-five square miles. Each comer at a **cardinal point** of the compass, more or less. Was once joined to the mainland, back in the days of **sedimentary rock** and **flint** arrowheads. Could find out, but pre-television, anyway. Topography: mixture of rolling **chalk downland** of considerable beauty and **bungaloid dystopia**.'

'Mark, again this false distinction between Nature and Man. I have warned you. Also the long words. What was that last phrase again?'

'Bungaloid dystopia.'

'So undemocratic. So elitist. I might have to borrow it.'

Mark knew he would. It was one of Sir Jack's ways of complimenting you. And he had **tartishly** sought the compliment. So far, so good. He picked up his narrative. 'The place is pretty flat on the whole. Good-looking cliffs. I thought the Committee might like a souvenir.'

From his pocket he took a small glass lighthouse filled with bands of differently coloured sand. 'Local speciality. From **Alum** Bay. Twelve or so colours. Easy to replicate, I'd say. The sand, I mean.' He placed the lighthouse on Sir Jack's desk, inviting the possibility of comment. None came.

'Otherwise some things called **chines**, which are a bit like ravines where streams have cut away the chalk cliffs on their way to the sea. Much used by smugglers. Flora and fauna: nothing particularly rare and **endangered**. A detail about squirrels: they only have the red variety because it's an island and the grey **buggers** never managed to catch the boat. But I can't see anyone making a fuss about them. Oh yes, and slightly bad news, Sir Jack.' He waited for a **tufty**, black, grey-threaded eyebrow to lift. 'They do have **puffins**.'

4. Write out words and expressions that would specifically describe:

- a) the nature of the relief described in the first and second extracts;
- b) the geological characteristics of the island in the second extract;
- c) flora and fauna in both extracts;
- d) the presence of humans in both extracts.

5. Select from the lists of words you've written out in the previous exercise those that are unfamiliar to you. Look in the context for clues to their general and specific sense. Are there any explanations for some of them in the text? What background knowledge did you use to guess their meaning?

6. Compare the results of your guess work in the previous exercise with the explanations given in the following vocabulary notes. Study the notes:

Vocabulary notes

1. **Pull rank.** To use superior status to obtain something, often used when unfair advantage is taken so that the most senior person grabs the most important benefits – скористатися своїм/вищим службовим становищем, e.g. The Chief Executive pulled rank to get the best room in the hotel, even though it had been reserved for the Production Director.

2. **Enlist,** *v.* In the text was used in the meaning “to involve”. Usually means:

1) to employ someone to join a group, company or team – набирати, зараховувати (в організацію), заручитися (підтримкою), e.g. The Public Relations company enlisted the services of the famous footballer to promote the new hair styling product.

2) to persuade someone to support the views or ideas of a competing group – завербувати, заручитися (підтримкою), e.g. They enlisted the singer to promote the right-wing political candidate.

3) to enroll someone or be enrolled into the military services – вербувати або (добровільно) вступати на військову службу, e.g. She decided to enlist in the Army.

3. **Undulating,** *v.* Gently rising and falling in outline – хвилястий; той, що має пагорбисту поверхню (про місцевість), e.g. The undulating horizon was pleasing to the eye.

4. **Copse,** *n.* A small group of trees, usually specially grown for periodic cutting – посадка, зарості, молодий лісок або гайок, e.g. She wondered why there was a copse of birch trees in the middle of the large ploughed field.

5. **Vestige,** *n.* A mark, trace or visible sign of something no longer present, a surviving remnant – слід, залишок, e.g. Despite Cadbury Castle in Dorset having once been the probable seat of the King of England, there is no vestige of any building left.

6. **Discern,** *v.*

1) to distinguish by sight or one of the other senses – розгледіти, побачити, почути, відчути, e.g. She could just discern the sound of her mobile phone ringing.

2) to recognize something through the intellect – помітити, бачити, розпізнати, розрізнити, вбачати, e.g. She strongly discerned the emotion in the symphony.

7. **Reservoir,** *n.* A place where a reserve of something is kept, usually water, most often used to denote a large natural or man-made pool for storing water – басейн, водойма, резервуар, сховище, e.g. The Dnipro valley was flooded to form the “Kyiv Sea” which acts as a reservoir for the capital.

8. **Port of call.** The original meaning was literally a stopping-point for a ship on a journey; the itinerary of ports. The more common figurative meaning today is a planned stopping-place on any journey – порт заходження/призначення, e.g. They’d have arrived at the party a lot earlier if they hadn’t decided to make a port of call at the pub.

9. **Ply,** *v.*

1) to travel more or less regularly between specified points, most commonly used for ships and boats – курсувати, снувати, сновигати, e.g. The ships plied between the

Baltic ports.

2) to devote energy to and work at a business – займатися чимось, старанно працювати, e.g. The stallholders plied their trade at several regular markets.

10. **Paymaster**, *n.* Used as a formal title still in the Army, for those who literally are involved in paying the troops – військовий скарбник. It is also frequently met in the sense of describing those who pay; the public, in this context – особи, які оплачують витрати, e.g. Many television celebrities and footballers forget that the public are their paymasters.

11. **Lollop**, *v.* To move in an ungainly manner, to heave up and down or jump clumsily in the manner of a rabbit. The word is regarded as childish by some and colloquial by others – irrespective, its onomatopoeic form is highly descriptive. Підстрибувати, підскакувати, e.g. “I’m supposed to be her companion. Why else should I be lolloping about the Soviet Union”? (Beryl Bainbridge)

12. **Hutch**, *n.* A cage or box for small pet animals – клітка (для кролів, нутрій тощо), e.g. His daughter pestered him to get her a guinea pig with a hutch.

13. **Lozenge**, *n.*

1) a four-sided geometric figure in the shape of a rhombus – ромб, фігура такої форми, e.g. The city’s coat of arms included four red ozenges.

2) a small sweet or medicinal tablet for dissolving in the mouth – таблетка для смоктання, пастилка, e.g. “Suck one of these throat lozenges every four hours until the pain lessens”.

14. **Turbot**, *n.* A large, speckled, pale brown, diamond-shaped flatfish, fished in the North Sea and eaten in North Western Europe – палтус, e.g. She couldn’t decide whether to order cod, plaice or turbot at the Fish and Chip shop.

15. **Sedimentary rock**. A geological term for rock formed from sediment, small particles which fall to the bottom of the sea or river – скеля з осадових порід, e.g. Some areas of sedimentary rock are rich in fossils.

16. **Cardinal points of the compass**. One of the four major markings on a compass; North, South, East and West – сторони світу, e.g. His new watch had the cardinal points of the compass marked on its face.

17. **Flint**, *n.*

1) a rock which forms a very sharp edge when broken by hammering – кремінь, e.g. Flint is usually found as hard rounded rocks of almost pure silica.

2) a very important cutting-edge for people in the Stone Age – кремнієве знаряддя праці, e.g. Finding flint arrowheads was key evidence that the area had been a settlement in the Stone Age.

18. **Chine**, *dial., n.* A gorge or ravine cut through chalk by running water now used almost exclusively in the counties of Dorset and the Isle of Wight- ущелина, e.g. They spent the day picnicking by Blackgang Chine, *right*.

19. **Bungaloid**, *adj.* A rare word, often used in a derogatory sense to describe areas where bungalows predominate. Many regions of Britain have high concentrations of retired people who live in bungalows, single-storey buildings, once they find it difficult to climb stairs. Такий, де переважає забудова одноповерховими будинками типу бунгало. Бунгалоїдний.

20. **Dystopia**, *n.* A hell created on earth, where most elements of society have gone wrong – дистопія. The antonym of Utopia, e.g. Some of the most famous dystopias in literature are described in George Orwell’s “1984”, Aldous Huxley’s “Brave New World” and Yevgeniy Zamyatin’s “We”.

21. **Tartishly**, *adv.* There are two main meanings of the word, derived from ‘tart’ *adj.* meaning ‘sour’ and ‘tart’ *n.* meaning ‘prostitute’. Barnes implies the latter in the text. Різкуватий, з викликом, той або та, хто поводитья як проститутка, e.g. Andriy described her as behaving ‘coquettishly’ while Oleh said she was behaving ‘tartishly’, while I couldn’t see any difference between what they meant.

22. **Alum**, *n.* A generic chemical name for salts of aluminium – most of which are very brightly coloured. When mixed with sand, multi-coloured cliffs and beaches may be found in a few locations around the world. Alum Bay on the Isle of Wight is one of them. Галун, e.g. Many alums were used in the dyeing of cloth in the Middle Ages.

23. **Bugger**, *n, slang.* A highly stylistic way of describing a person or a creature in contemporary English. Груб. тип. Тут: чортяка, паразит, e.g. “Just look at those stupid buggers walking right by the edge of the cliff!”

24. **Tufty**, *adj.* Usually a zoological term to describe animals or birds who have tufts (пучки) of fur or feathers. Чубатий, кошлатий, e.g. Eurasian Eagle Owls have tufty ears.

25. **Endangered**, *adj.* In danger (*of becoming extinct*) – ті, що знаходяться під загрозою (*вимирання*), e.g. We should preserve endangered species.

Endanger, *v.* Put in danger – піддавати небезпеці, ставити під загрозу, e.g. No woman wants her loved ones endangered. This epidemic might endanger everybody in this area.

7. Read the text for the second time finding the Ukrainian equivalents for the highlighted words in the Vocabulary Notes and Comments.

8. Answer the following questions after the second reading of the text:

1. How would you describe the extracts: as narration, dialogue, or author’s comments?

2. How many characters do we meet with in these extracts and who are they?

3. What is the topic of their discussions in the first extract and in the second? Are the two extracts related to each other and how?

4. In what ways do Mark’s and Mr. Pitman’s attitudes to the English countryside coincide and in which do they not?

5. Give specific examples of changed and manipulated nature, as described by the Project Manager.

6. What was the most important point that Mr. Pitman tried to make to his junior colleague in the first extract?

7. What is the purpose of Mark’s description of the Isle of Wight to his boss?

8. What sort of information does Mark give to his boss? Give a general answer.

9. Why does Mr. Pitman correct his junior colleague though he obviously liked his description?

10. Can we infer from the given context of the extracts why puffins are bad news? Find the clue in the comments before the text? What do you guess the wider context of the whole book might reveal to us in this respect? And how Mr. Pitman's dislike to puffins may be tied to his job?

12. Read the 2nd extract again. Find words used by the author that describe the continuation of the dialogue.

9. Insert discourse markers from the list below in the following text that represents a summary of the 1st extract using Ukrainian equivalents as prompts.

moreover, however, furthermore, as a result, while, although on the other hand; nevertheless, once, therefore, consequently, in addition, whereas

Mark quite liked the countryside, (хоча) driving through it felt better to him than actually being in it. (Отже або як наслідок), Sir Jack corrected him, saying that seeing it from a car was not enough. (Більше того), he had been in the countryside himself quite recently. (Крім того), the Project Manager liked the way the countryside looks. (В результаті), he believed that it was a real example of Mother Nature. (Тому), Sir Jack began to interrogate him, questioning what he saw, (коли) at the same time, defining the man-made components of what Mark was actually seeing. (Хоча) many parts of the countryside were apparently natural, they were artificial (хоча з іншого боку), they were made up of natural elements. (Тим не менш), reality is deceiving – (більше того), many people would not know whether to admire the cute rabbit or strangle it and cook it, (як тільки) they saw that it bit and shat.

10. Write down your own summary of the 2nd extract using discourse markers, and then write down an abstract of the text's main ideas in 3 sentences.

11. Comment on the author's style of writing using the following bullet-points as a prompt:

- extensiveness of vocabulary.
- the use of specific terms.
- colloquial words.
- the complexity of the language in general.
- the length and structure of the sentences and the reasons for it.
- use of humour.
- the use of stylistic devices such as irony, comparison, personification, metaphor, and others.
- the use of capital letters.

12. In English text, italics are typically used for logical stress. Find the instances of such use, to show what were the most important parts of the extract that the author wanted to highlight.

13. How would you describe the text in general? Choose one or more from: *narrative, fictional, humorous, critical, poetic, sarcastic, reverent, documentary, speculative or instructive.*

14. Retell the text in detail working in pairs doing impersonations of Mark and Mr. Pitman.

VOCABULARY PRACTICE 2

15. Sort into two columns headed “Natural” and “Man-made” the words given below that describe the English countryside and, in particular, the Isle of Wight. Think whether any of them should be put in both columns.

A diamond, a turbot, a copse, a reservoir, a hutch, flint, a bungalow, a chine, alum, a theme park, a hill, a field, a canal, a river, a boat, a lake, the mainland, a pheasant, an arrowhead, sedimentary rock, chalk, a cliff, a lighthouse, a rabbit, sand, a squirrel, a puffin.

16. Give at least one synonym or synonymous phrase for the following words as they were used in the text:

A tuft, the countryside, a city, a chine, a bugger, tartishly, bullying, cardinal points of the compass, a bungalow, dystopia, a lozenge, to lollop, a paymaster, to wander around, a port of call, to discern, a vestige, a copse, undulating, a reservoir, to ply, to endanger, to enlist.

17. Give at least one antonym to the following words from the text:

Dystopia, undulating, the countryside, an employer, bullying, handreared, to migrate, real, wild, mainland, rare, endangered, rolling, elitist.

18. After having studied the Vocabulary Notes replace the italicised words and phrases in the sentences below with the vocabulary of the Section:

1. Those *bushes and a dozen trees* over there is our final *destination*. 2. We hired a professional model to promote our new line of lingerie. 3. I could *not recognize the distinction* between these two subtle replicas of the real thing. 4. Paul decided *to enter* the military and make a career of it. 5. The *waving* line of the horizon is much better for a theme park than a flat one. 6. He was definitely not the person *to use his superior status*, so there must be a different explanation. 7. That burial mound is a *surviving remnant* of the Stone Age. 8. I could not *distinguish* with my short-sighted eyes whether it was a treeline or something else on the horizon. 9. We *persuaded* a group of MPs *to support* the bill in the parliament. 10. The underground *pool of water* is meant to be used as a water supply in emergencies. 11. Those *residential* areas for retired people are not nice at all. 12. The ferry *travels regularly* between the two banks. 13. That hand-drawn old map was surprisingly accurate and had *North, South, East, and West* marked on it. 14. The *treasurer* of the Army found his accounts in arrears. 15. When out of *the cage*, the rabbit *jumped* happily around the lawn. 16. *Rhombuses* were often used by the

military in different countries as distinction marks. 17. The instruction was to suck *the tablets* slowly and not eat or drink anything afterwards for a while. 18. The merchants *pursued* their trade in the most distant outposts of Christianity. That *gorge* on Dorset had created a gentle microclimate in its couple of square kilometers. 20. As we didn't know the *stopping points* of the vessel, there was no point in trying to write down its itinerary. 21. Can you name any examples of *literature depicting societies where everything went wrongly*. 22. That's *guy's* behavior was just unacceptable. 23. A lynx is a gorgeous animal *with clumps of fur on its ears*. 24. That apple pie is too *sour* for my taste.

19. Revise your knowledge of English equivalents to the vocabulary of the text:

Пучки вовни, цей нещасний чортяка, поклади галуноу, кислий настрій, глибока ущелина, кремнієві артефакти, чотири сторони світу, кроляча клітка, палтус, осадові породи, пастилка, червоний ромб, скарбник у війську, пагориста місцевість, молодий гайок, піші прогулянки, лісник, фазан, порт призначення, водойма, залишки будівель, Пані природа, курган, маяк, наконечники для стріл, шари кольорового піску, крейдяні кручі, браконьєр, види під загрозою знищення.

Вступити на службу, незграбно підстрибувати, снувати туди-сюди, заручитися підтримкою, скористатися службовим становищем, вигодувати вручну, розрізняти, їсти з рук, задушити, поворушитися, займатися своїми справами, зрізати дерева, бути приєднаним до материка, відтворювати, елітарний підхід, продовжити розповідь, напрошуватися на комплімент, тупнути ногою, підняти брову.

20. Read the following press release from the Savannah River Ecology Laboratory of University of Georgia for the first time. Formulate a two-line summary of the text.

Chornobyl – 10 years on

Chomobyl, the scene of the world's worst nuclear accident, has defied the gloomiest of prophecies by becoming one of Europe's richest wildlife habitats, teeming with endangered species.

The evacuation of tens of thousands of residents living in the 30km exclusion zone around the Ukrainian reactor has resulted in a flourishing community of plants and animals whose diversity has stunned biologists.

Radioactive fallout from the explosion and fire contaminated 2,800sq km of Ukraine and Belarus, which resulted in the evacuation of 135,000 people and 35,000 cattle and left dozens of towns and villages deserted.

Although the exclusion zone has been subjected to some of the worst radioactive contamination in history, life in all its forms has proved to be remarkably resistant to the known biological effects of radiation, notably mutations and birth deformities.

Scientists studying the site from the International Radioecology Laboratory just outside the zone have reported a startling return of many rare species to the area and a general increase in the diversity of many wild plants and animals.

Large European mammals, such as moose, wild boar, roe deer, red deer, beavers, wolves, badgers, otters and lynx have become well established within the zone, while

species associated with man – such as rats, house mice, sparrows and pigeons – have declined. Mikhail Bondarkov, the director of the laboratory, said that 48 endangered species listed in the international Red Book of protected animals and plants are now thriving in the Chomobyl exclusion zone.

Of the 270 species of birds in the area, 180 species are breeding – the rest being migrants that are passing through. Breeding birds include the rare green crane, black stork, white-tailed sea eagle and fish hawk.

Freshwater fish, such as carp, pike, roach and perch, are also thriving, Dr Bondarkov said. The scientists have even recorded a rich community of aquatic wildlife living in one of the contaminated cooling ponds at the Chomobyl site.

Asked if there was any evidence that wild animals had suffered long-term declines since the accident or whether the scientists had detected any increase in birth defects, Dr Bondarkov replied:

‘Such evidence does not exist.’

Jim Smith, a radioecologist from the Centre for Ecology and Hydrology in Dorchester, who is monitoring Chomobyl contamination in British sheep, said the latest findings on the exclusion zone were surprising and had demonstrated how important the site has become for understanding ecology.

“We’ve not really made any hard decisions about what to do with the exclusion zone. I don’t think people will live there for decades. I’d like to see something positive done with it, possibly by creating a permanent wildlife reserve,” Dr Smith said.

‘It is a unique area and we don’t really have anywhere like it in western Europe. It would be good to see it protected.’

21. Determine the difference between a press release and fiction even if they cover the same topic. Define the nature of the text above, using descriptions from Ex. 13 as a prompt.

22. Read the text for the second time. Broaden your vocabulary on the topic by matching the words from the text in the first column with their Ukrainian equivalents in the second column.

- | | |
|------------------------|--|
| a) to defy | 1) природне середовище/місце поширення |
| b) habitat | 2) кидати виклик |
| c) to teem | 3) розмножуватися |
| d) exclusion zone | 4) радіоактивні опади |
| e) biocommunity | 5) забруднювати |
| f) radioactive fallout | 6) стійкий |
| g) to contaminate | 7) природний світ водойм |
| h) resistant | 8) уроджена вада |
| i) mutation | 9) бути занесеним до... |
| j) birth deformity | 10) заповідник |
| k) to be listed in ... | 11) водойми для охолодження |
| l) to breed | 12) зменшуватися (в числі) |
| m) to thrive | 13) біоценоз |

- | | |
|-------------------------|---------------------|
| n) aquatic wildlife | 14) кишіти |
| o) cooling pond | 15) зона відчуження |
| p) decline | 16) прижитися |
| q) reserve | 17) мутація |
| r) to establish oneself | 18) процвітати |

23. Find English equivalents from the text to the following words that name wildlife. Then translate the text into Ukrainian.

Козуля, дикий кабан, лось, благородний олень, бобр, вовк, борсук, видра, рись, зелений журавель, чорний лелека, білохвостий орлан, яструб, короп, щука, карась, плотва/вобла/тараня.

24. Familiarize yourselves with different meanings of the word *breed* used as a noun and as a verb, as well as with its derivatives, by choosing the correct Ukrainian equivalent from the list given below for each italicized word and expression.

Розмножуватися, давати привід (для сумнівів), вивести, розведення, виховувати(ся), порода, покоління, висиджувати яйця, плем'я, напівкрівка, породжувати, народитися і вирости, вимираючий вид, породистий, розводити шляхом схрещування, нове покоління, чистокровний, добре вихований.

1. Rabbits *breed* very quickly. 2. Eagles *breed* during the cooler months of the year. 3. I couldn't leave any clues to *breed* suspicion. 4. Poverty and ignorance *breed* crime. 5. These dogs were originally *bred* in Scotland to round-up sheep. 6. *Breeding* canaries was Helena's hobby for many years. 7. Jake knew nothing of the old traditions in which his family had been *bred*. 8. He has *breed* in him, a real aristocrat of crime. 9. Spaniels are my favourite *breed* of dog. 10. He was of the old *breed* of reporters; he liked action stories. 11. Jamie Oliver is one of the new *breed* of wunderkind chefs. 12. The mongrel dog was a *half-breed*. 13. Harry was proud that he had been *born and bred* in Edinburgh. 14. Gentlemen like him are a *dying breed* in our society. 15. This range of computers is a *new breed* of technology. 16. Kate's hobby was *crossbreeding* goldfish in order to develop new forms and colours. 17. Harry Potter was often accused of not being *purebred*. 18. The most successful horses *bred* for racing are almost always *thoroughbred*. 19. Today in Britain there's no advantage whatsoever in being *well-bred*.

25. Find Ukrainian equivalents for the following representatives of flora and fauna in Great Britain and Ukraine.

Plants: dandelion, daisy, chamomile, ox-eye daisy, dog-rose, rose bay, snap-ragon, willow-herb, lupin, privet, gorse, broom, heather, fern, forsythia, buddleia, plantain, wormwood, bluebell, snowdrop, forget-menot, violet, lily of the valley, buttercup.

Trees: rowan, aspen, oak, birch, silver birch, beech, yew, maple, sycamore, plane, chestnut, horse-chestnut, fir, pine, sequoia, hazel, walnut, cherry, laburnum, apple, apricot, pear, hickory, mulberry, ash, hawthorn, lilac, willow, viburnum.

Animals: fox, badger, rabbit, hare, shrew, vole, mouse, red deer, roe deer, bear, wolf, hedgehog, frog, toad, tadpole, newt, grass snake, adder, rat, bat, squirrel, pine marten, weasel, stoat, ermine, ferret, otter, wild boar.

Birds: sparrow, blue tit, great tit, swallow, house martin, swift, stork, heron, crow, rook, raven, pigeon, dove, shrike, wagtail, golden oriole, kingfisher, greenfinch, chaffinch, bullfinch, robin, woodpecker, eagle, kestrel, hawk, owl, cuckoo, thrush, blackbird, nightingale, duck, coot, moorhen, swan, gull, teal, grouse, pheasant.

Fish: pike, perch, bream, stickleback, minnow, carp, trout, roach, rudd, salmon, barbel, chub, eel, tench, cod, hake, haddock, bass, catfish, dogfish, flounder, plaice, herring, halibut, mackerel, shark, sole.

Insects: cockroach, ant, wasp, honey bee, bumble bee, butterfly, moth, dragonfly, mayfly, damselfly, house fly, mosquito, beetle, worm, maggot, spider, gnat, midge, caterpillar, water-boatman, tick, leech, aphid, greenfly, ladybird.

26. Read the note before the text below for better understanding the allusion used by Professor Chessner. Then translate the text into English, using the following words: *продовження дослідницьких робіт – an outgrowth of research; лічильник Гейзера – a Geiger-counter; ділянка – a tract, тривалі наслідки – long-lasting impacts.*

Note: Godzilla is a giant, dinosaur-like fictional reptile, first appearing in Japan in 1954. Since then, it has starred in 29 Japanese films and several Hollywood movies, as well as cartoon series and video games. It originated from the imaginary consequences of the American nuclear bombing of Japan in 1945 and is associated with gigantic mutants created by radiation.

Спільний україно-американський проект із дослідження впливу Чорнобильської катастрофи на рослинний та тваринний світ забрудненої території є продовженням дослідницьких робіт, які виконує пан Рон Чесснер, професор в галузі генетики, старший науковий співробітник Лабораторії екології річки Саванни Університета Джорджії. Пан Чесснер займається дослідженнями впливу Чорнобиля на диких тварин з 1992 року. Він так прокоментував результати спільних досліджень:

“Нещастя, яке сталося на Чорнобилі, створило унікальну в світовому масштабі і дуже важливу для вчених експериментальну зону. Ми залучили як місцевих, так і всесвітньо відомих фахівців, щоб оцінити вплив Чорнобильської катастрофи на навколишнє середовище та генетичний фонд диких тварин. На щастя, наші дослідження допомогли розвіяти багато міфів, пов’язаних із життям на забруднених радіацією територіях. Багато людей, думаючи про Чорнобиль, уявляють ядерну пустелю, якою блукають двоголові жаби та істоти на кшталт Годзілли. Нічого такого ми не бачимо. Ніяких чудовиськ немає. Насправді це гарна місцевість, де добре живеться дикій природі. Не маючи лічильника Гейгера, ви навіть не помітите, що знаходитесь на дуже забрудненій території. До цього часу наші генетичні дослідження не виявили значних тривалих наслідків високого рівня радіації на тваринний світ. Проте ті наслідки, які мають місце, є прихованими, і вимагають точних та інтенсивних методів дослідження. В дечому результат Чорнобиля є очевидним – великі ділянки загиблих хвойних дерев та більше сотні покинутих сіл та містечок, проте до ядерної пустелі Чорнобильська трагедія та радіаційне забруднення докільця в цьому районі не призвели”.

27. Read the following text about the réintroduction of wolves and find Ukrainian equivalents to the highlighted words. Write out all words that name representatives of the flora and fauna in the USA. Which names are different from those used in the UK? Write a three-sentence summary of the text.

Efforts to **restore** wolves to Yellowstone National Park date back more **than** twenty years. Wolves once **ranged** over most of the United States but were **eliminated** from the northern Rockies by the 1930s. The last wolf was eliminated from Yellowstone National Park in 1926, the victim of an aggressive government-sponsored **predator control program** and a society **that** believed wolves had no value.

The contentious debate over restoring wolves to the country's first and most famous national park is a reflection of today's changing societal attitudes toward **predators**.

Wolves – being large predators – are essential components of the ecosystems they inhabit. The reason why **deer** are so fast, **moose** so powerful, and **bighorn sheep** so agile is the continuous pressure of predators upon their **prey**. The wolf is the primary predator of animals such as **elk** and **bison**, both extremely abundant in Yellowstone National Park. Wolves are having a positive effect on these animals in Yellowstone by keeping their numbers in balance. In fact, the return of wolves has had a **ripple effect** that has touched almost all organisms in the Yellowstone ecosystem. **Coyotes**, which had become **overabundant** are being **displaced** from their former territories by the reintroduced wolves. Coyote numbers have dropped and allowed small predators, such as foxes to flourish once again. The reduction in elk and bison numbers has allowed **willow** and **aspen** trees to **regenerate** and regain their place in an ecosystem which had been **overgrazed**.

In addition, wolf restoration has benefited local economies by bringing in more tourist dollars. Since wolves returned to Yellowstone National Park in 1995, the region has seen a \$10 million increase in economic activity, indicating that wolves are clearly having a positive impact on the economy of the greater Yellowstone area.

28. Match the words in the first column to their definitions in the second column to see the shades of meanings in the words synonymous to the noun reserve. Find Ukrainian equivalents to them.

- | | |
|---------------------------------|--|
| a) nature reserve/ game reserve | 1) an area that may be developed but has orders on it to prevent undesirable change |
| b) national park | 2) a large area of public land where development is banned or highly controlled |
| c) sanctuary | 3) an area of land reserved as a safe habitat for wildlife |
| d) protected woodland | 4) woodland where preservation orders have been put on the trees and they must not be cut down |
| e) conservation area | 5) a refuge for flora and fauna, where |

29. Translate the following text using words from the above exercise where possible. Use Ukrainian dictionaries to find out the semantic volume of the terminology used in the text. While translating the text consider the use of the following words and

expressions: *an arboretum, biological environment, an item with protection orders, an area within natural boundaries, a landscaped park, a landscaped garden.*

Флора і фауна України дуже багата і нараховує близько 70 000 видів. Третина з них (в основному комахи та гриби) досі не описані. Деякі перебувають під загрозою зникнення. “Червона книга” України наводить перелік видів, що перебувають під загрозою зникнення. Він охоплює 383 види тварин, 547 видів рослин та грибів. Для збереження розмаїття природного та тваринного світу в Україні створено великий природно-заповідний фонд (ПЗФ), що становить 4,2 % від площі держави. На території цього фонду існують 578 територій і об’єктів загальнодержавного значення: 17 природних і 4 біосферних заповідників, 5 заповідних урочищ, 2 регіональні ландшафтні парки, 11 національних природних парків, 283 заказники, 132 пам’ятки природи, 17 ботанічних садів, 7 зоологічних садів, 19 дендрологічних парків, 88 парків-пам’яток садово-паркового мистецтва. Їхня загальна площа становить 1 310,1 тис. га, або близько 51 % від усієї площі ПЗФ.

Test your knowledge of English!

To be **out cold** is to be?

- a. dead b. extremely scared c. unconscious d. walking to the South Pole

To be **sheepish** is to be?

- a. stupid b. lacking initiative c. unremarkable d. embarrassed

Americans and Australians call them **zucchini**. What do the British call them?

- a. eggplants b. courgettes c. marrows d. pumpkins

Something which is **not a patch on** something else is?

- a. much better b. greatly inferior c. no substitute d. incomparable

A **horse** is said to?

- a. oink b. grunt c. neigh d. blay.

LISTENING AND SPEAKING. VOCABULARY PRACTICE

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

Comments

1. **Commuting** is part of everyday life for many millions in the UK and the USA, and becomes a common topic of conversation, since travel may take up to 4–5 hours per day. *Маятникова міграція.*

2. **To train** is often used colloquially to describe travel by train as a means of transport. *Їздити приміським потягом.*

3. **To take on** is used here in the sense of to tackle or to take a challenge. *Відважитись, ризикнути.*

4. **With a following wind** originated from sailing, today meaning “with luck” or “if we’re fortunate”. *З попутним вітром.*

5. **Congestion charges** are the daily fees paid by drivers to take their vehicles into the centre of London. *Плата за проїзд центром міста.*

6. **Cat’s pyjamas** is a common idiom to mean “the very best”. *Найкращий, чудовий.*

7. A **takeaway** is a shop that produces fast food for eating off the premises, as it has no facilities for eating where the food is sold. *Магазин готової гарячої їжі, де замовляються страви на виніс.*

8. **Hold fire** is a common conversational phrase meaning “wait”, which originated from the military. *Зачекай, одну хвилиночку!*

9. **To rough it** is a verbal phrase, meaning “to cope with worse circumstances than you’re used to”, often used in a joking or sarcastic sense. *Пережити, перенести.*

10. **Animal Rescue** defines many different kinds of organizations, both State and private, in the USA, UK and most of Europe. They may also be voluntary, and exist to help animals in need. Many animals have specialist rescue bodies – badgers being just one example. *Швидка для тварин або служба порятунку тварин.*

11. **Big Girl’s Blouse** is a common spoken rebuke or accusation, to imply that someone is cowardly. People often use it to mean an ineffectual or effeminate male, a weakling, though it is often used in a joking or teasing way, rather than as an outright insult. *Страхополох. Боягуз/боягузка.*

12. **An anorak** is a weatherproof jacket, with or without a hood, often padded. *Анорак, куртка.*

2. Listen to the recording of Dialogue 1 for the first time and try to answer the following questions:

- Was this the beginning or a continuation of a dialogue?
- What is the relationship between the speakers?
- What are they discussing and why?

3. Listen to the same recording for the second time and answer some specific questions:

- Where does each of them live?
- How long does it take Mike to commute?
- What time in the morning does John get on the train to go to London? And when is his return train?
- What is the name of the tunnel under the Thames mentioned in the dialogue?

Dialogue 1: Commuting to the City of London

Mike: So where do you live, then, John?

John: Fleet in Hampshire. Nice place, takes me a couple of hours each way.

M: Do you drive or **train**?

J: No, I never drive – you’d be crazy **to take on** the M3 twice a day. We’re fifteen minutes from Fleet Railway Station by car and then eighty minutes on the train **with a following wind**. Then the Tube. So it’s about two hours door-to-door.

M: I don’t like the trains – too packed for my liking.

J: Depends when – I usually catch the 06:42 out and the 18:12 back so that I never have to stand. How about you, Mike?

M: I live in Wrotham near Sevenoaks. So I usually drive in, but the petrol, **congestion charge** and parking cost a fortune so I probably spend more than you for a

similar journey in distance and if there's an accident in the Blackwall Tunnel that could add an hour or two onto the journey.

J: I bet you hope that doesn't happen too often.

4. Listen to Dialogue 2 for the first time and try to decide:

- what countries the speakers are from.
- what is the main message that Joshua is trying to convey to Tanya.
- the register of their conversation.

5. Listen to the same dialogue again focusing on the following specific points:

- the name of the English village mentioned in the dialogue.
- the kinds of restaurants in the village.
- the number of pubs there.
- the kinds of shops in the village named by Joshua.
- the number of newsagents.

Dialogue 2: English Village Life

Tanya: You know, I've lived all my life in the very centre of Kyiv. This little English village where you live called Crowthome is just so bizarre.

Joshua: I suppose you get used to it. What would you miss if you lived here, Tanya?

T: Well, Joshua, I like to go out for a beer and a chat sometimes.

J: We've got four pubs in the village itself and another twenty or so within a ten-minute drive.

T: Okay, and I like to eat out in a restaurant at least once a week.

J: There's an Italian, two Indian, two Chinese and a Thai restaurant here and all the pubs'll serve you a meal in the evenings. Then ten minutes away is a French restaurant that's the **cat's pyjamas**.

T: A snack?

J: Two fish and chips shops and one Indian **takeaway**.

T: Hold **fire** – how about food I can cook myself?

J: One supermarket in the village, three hypermarkets no more than 10-15 minutes' drive. And before you ask, clothes shops, a shoe shop, a baker's, four newsagents and about another fifteen shops. And four banks so that you can arrange to pay for everything.

T: This is crazy – what else is crammed in here?

J: A library, schools, community centre, what else do you want?

T: I don't believe this. You call this living in the country? What's the population?

J: Six thousand, two hundred.

T: That's smaller than my mother's village in Vinnitsya County and they've got three shops and a café. And that's it. Yes. I think I could **rough it** here in this English Village. If only it had an Opera Theatre.

6. Listen to Dialogue 3 and try to decide:

- where the conversation takes place.

- in what respects the two participants in the dialogue respond similarly and in what differently.
- whether this sort of conversation about animal rescue is likely to take place in Ukraine and why.

Dialogue 3: Driving Through the Countryside

Yulia: Look! By the roadside, there's a badger! Oh, no, it's limping badly. Stop the car, now!

Joe: Okay, okay. It's not in good shape, you know. It's hardly reacting to us stopping alongside it.

Y: Quick, give me your mobile. I'll get the number of the nearest **animal rescue** off the web and call them.

J: You know how to surf on my phone?

Y: Course I do. Here we are – loads of badger rescue places, – er, wait a minute, here's one only a few miles away. I'm calling them.

J: I hope they've got someone available right now, this poor creature's probably been hit by a car and doesn't look good at all.

Y: We're in luck – they can get someone.

J: What do we do now while we wait? I'm not touching him – he might bite me.

Y: **You big girl's blouse.** Do you think the poor thing's going to be bothered about attacking you or something? Let's wrap him up in that spare anorak in your boot as I'll bet he'll be better off being warm.

J: Okay, but you can do that – you and the animal rescuer can handle him, not me.

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

8. Insert prepositions into the following phrases using Ukrainian words as prompts.

- | | |
|---------------------------|-------------------------------------|
| a) to take ... a road | відважитися поїхати |
| b) ... a following wind | з попутним вітром |
| c) to drive ... | приїхати додому |
| d) ... my liking | на мій смак/як на мене |
| e) to add ... the journey | додати до подорожі |
| f) to get used ... | звикнути до чогось |
| g) to go ... | вийти з дому розважитись |
| h) ... a ten-minute drive | на відстані десяти хвилин машиною |
| i) to be crammed ... | бути напханим |
| j) ... roadside | на узбіччі дороги |
| k) to react... | реагувати на |
| l) to be ... good shape | бути в гарній формі |
| m) to get... the web | знайти в Інтернеті |
| n) to surf... the phone | виходити в Інтернет через мобільник |
| o) to be ... luck | щастити |
| p) to get someone ... to | прислати когось кудись |

q) to be bothered ...

хвилюватися про щось

r) to wrap it...

загорнути в щось

s) to be better ...

почуватися краще

9. Give synonyms from the dialogues to the following words and expressions:

to challenge, to feel better, a windproof coat, to be in good physical form, to be lucky, to find information on the Internet, to find Internet information on a mobile phone, to respond to something, to send somebody to somewhere, to be packed, at the distance of a ten-minute walk, to eat not at home, for my taste, daily fees to go into the city centre, first aid to animals, you are a coward, to deal with somebody or something, to survive, wait a second, a off-licence shop, the very best, to get accustomed to something.

10. Translate the following sentences into English using the vocabulary of the section.

1. У тунелі сталася серйозна аварія. 2. Далі ми поїдемо на метро. 3. Скільки часу тобі потрібно, щоб дістатися з передмістя на роботу? 4. Ти почуватимешся краще, якщо поїси та вип'єш гарячого. 5. Він не стане шукати ці відомості в Інтернеті. Ти його знаєш. 6. Навіть і не думай їхати тією розбитою дорогою. 7. Ми зупинилися на узбіччі дороги, бо дівчинку нудило. 8. З попутним вітром швидкість судна зростає. 9. Я заїхав у двір, коли вже смеркалося. 10. Як на мене, жити в сільській місцевості в Англії краще, ніж в місті. 11. Заїзд у цей гіпермаркет додасть до подорожі ще пару годин. 12. У Великій Британії служба спасіння тварин розвинена дуже добре. 13. Ну ти й страхополох, собака перший ніколи не вкусить, якщо, звичайно, він не хворий. 14. Нам обіцяють прислати когось вже через півгодини. 15. Цей борсук на нас не реагує. Мабуть, йому зовсім погано. 16. Дивись, як козуля кульгає, певно, з нею щось трапилось. 16. Цей ресторан – просто перший клас! 18. Не переймайся. Я вже якось тут проживу, хоча умов немає жодних. 19. Чекай, а де тут можна купити газети? 20. У цьому гіпермаркеті своя пекарня. 21. Це таке дивне містечко, але ти до нього звикнеш.

11. Broaden your vocabulary on wildlife by reading the following text about urban foxes.

...Urban Foxes...

...They occupy our suburbs on a Times hare Basis – it's our territory by day and theirs by night.

The urban fox is just the same as a country fox except that it has chosen to set up home in a town. Foxes, being adaptable and enterprising animals, colonised towns in the inter-war years as suburbs sprang up in once rural areas and as growing economic prosperity meant that they could find enough waste food to raise their families.

Foxes usually hunt alone but live in family groups consisting of a dog fox plus a vixen and a litter vixens – usually daughters or sisters of the mother vixen – helping to raise the family. In towns their most common breeding site is under a garden shed.

Foxes are larger than domestic cats, and the dog fox is larger than the vixen. They are territorial animals, hunting and scavenging throughout their chosen path and defending it against other fox intruders. Like many territorial animals they mark their territory with signals that other foxes will recognize, such as by leaving their droppings in prominent positions. Again, like many territorial predators, their numbers vary to suit the conditions they face. So, for example, if fox numbers are reduced through culling or disease, more young survive to compensate for the losses.

In towns, about one third of their diet consists of food they have scavenged, either from our garbage, or that which is put out for them specially by many nature-loving people. The balance is made up of rats, mice, feral pigeons, rabbits and other small animals that they have hunted, augmented by worms and insects. At certain times of the year, berries can form a major part of their diet: at blackberry time, for example, their droppings are full of blackberry seeds.

12. Explain in your own words what the following means paying attention to the context. Use dictionaries if necessary.

Timesharing, an urban fox, an adaptable and enterprising animal, to colonize, a dog fox, a vixen, a cub, a litter, a breeding site, a territorial animal, to mark territory, culling, to scavenge, droppings, blackberry.

13. Using information from the text and whatever background knowledge you have about foxes and other wildlife, discuss with a partner the following topics:

- a) the pros and cons for us of having foxes and other wild animals in our cities;
- b) the pros and cons for foxes choosing to live in an urban environment;
- c) predatory and scavenging animals, our attitudes to both groups, their role in wild nature.

14. Listen to the recording “A lifetime’s work championing wildlife” (the transcript is given below) about a very famous TV presenter for the first time and try to answer the following questions:

- Who is the person to whom this extract is devoted?
- Why is this person so popular and how is his popularity related to the topic of the lesson?
- What exactly was this person’s contribution to the preservation of wildlife?
- How was he honoured for his work?

A lifetime’s Work Championing Wildlife

Now in his 70s, Sir David Attenborough’s most recent projects include one of the most innovative natural history series yet - Life In The Undergrowth. In April 2005, Sir David was awarded the Order of Merit by the Queen which recognises exceptional distinction in the arts, sciences and other areas.

Pioneering programmes

Sir David Attenborough’s distinguished career in broadcasting spans 50 years. It began in 1952 when he joined BBC Television Talks Department at Alexandra Palace. In 1954 he launched the first of his famous Zoo Quest series which, over the next 10

years, took him to the wilder parts of the world. In between times, his programmes included political broadcasts, archaeological quizzes, short stories, gardening and religious programmes.

Seeing in colour

In 1965, Sir David became Controller of BBC2 and was responsible for the introduction of colour television into Britain. In January 1969, he was appointed Director of Programmes with editorial responsibility for both of the BBC's television networks. Then, in 1973, he resigned, to return to programme-making, claiming "I haven't even seen the Galapagos Islands". First came *Eastwards with Attenborough*, a natural history series set in South East Asia, then *The Tribal Eye*, examining tribal art.

Landmark TV

An estimated 500 million people worldwide watched the 13-part series *Life on Earth*, written and presented by Sir David. At the time it was the most ambitious series ever produced by the BBC Natural History Unit. Its sequel, *The Living Planet*, came five years later in 1984 and in 1990 the

final part of the trilogy, *The Trials of Life* was broadcast. He also wrote and presented two shorter series, *The First Eden*, on the long history of mankind's relationship with the natural world in the lands around the Mediterranean, and *Lost Worlds, Vanished Lives*, about fossils.

In 1993, Sir David presented the spectacular *Life in the Freezer*, a celebration of Antarctica and in 1995, he wrote and presented the epic *The Private Life of Plants*.

In 1996, *Attenborough in Paradise* fulfilled a lifelong ambition to make a special film about the elusive but beautiful birds of paradise. In 1997, he narrated the award-winning *Wildlife Specials*, marking 40 years of the BBC Natural History Unit.

In 1998, he completed an epic 10-part series for the BBC, *The Life of Birds*. In Autumn 2000 he presented *State of the Planet* and in Autumn 2001 he narrated *The Blue Planet*. In 2002 he worked on the innovative new BBC 1 series, *The Life of Mammals* and in 2005 he fronted *Life In The Undergrowth*.

Recognition

In 1985, Sir David was knighted, and he was given the Order of Merit in 2005. Over the years he has received many honorary degrees and a number of prestigious awards including Fellowship of The Royal Society. He is a Trustee of the British Museum, and the Royal Botanic Gardens, Kew and President of the Royal Society for Nature Conservation.

15. Listen to the recording for the second time focusing on and taking notes of specific names of programmes created by Sir David Attenborough.

16. Discuss in class whether there are in Ukraine any personalities comparable to David Attenborough and if not, why not. Are there any such persons that you know about in other countries? Name them.

17. Revise your knowledge of Ukrainian equivalents to the vocabulary of the Section:

Subject vocabulary

A predator, a prey, a reserve, a national park, a tract, ripple effect, a dying breed, a new breed, habitat, exclusion zone, a wildlife community, radioactive fallout, a mutation, a birth deformity, a mutant, an ecosystem, a willow, an aspen tree, natural history, birds of paradise, a mammal, fossils, to colonize, a dog fox, a vixen, a cub, a litter, a breeding site, a territorial animal, culling, droppings, blackberry, following wind, animal rescue, congestion charge, a takeaway, a sanctuary, protected woodland.

To reintroduce, to regenerate, to eliminate, to restore, to breed, to teem, to contaminate, to be listed in ..., to thrive, to decline, to be overgrazed, to colonize, to mark territory, to scavenge, to take on, to commute, to be displaced, to range.

Purebred, crossbred, resistant, endangered, migrant, elusive, adaptable, enterprising, overabundant, aquatic, hazardous.

18. Make sure you can quickly give English equivalents to the following words and expressions:

Попутний вітер, зменшення кількості популяції, види під загрозою знищення, регульований відстріл, швидка допомога для тварин, плата за в'їзд у центр міста, їжа на виніс, природно-охоронні зони, заповідник, заказник, ландшафтний парк, послід, хижак, здобич, ділянка, вимираючий вид, ареал проживання, природне середовище (для певних тварин та рослин), зона відчуження, біоценоз, ссавці, викопні рештки, лис, лисиця, лисеня, хвильовий ефект, осика, койот, гірський баран, уроджена вада, виводок, місце народження, ожина, винахідлива тварина, страхополох, дикий голуб.

Розмножуватися, прижитися, пристосуватися, витіснити, займати певну територію, мігрувати, запровадити (про тварин), бути внесеним до Червоної книги, відновитися (про рослинність), винищувати, залишати мітку, харчуватися падаллю.

Водний, шкідливий, забруднений, чистокровний, винахідливий, стійкий.

19. Working in groups of three discuss one of the following 5 themes, make a list of your conclusions and present these to the other groups:

- a) what the countryside of Ukraine will be like in fifty years' time;
- b) what life would be like if everybody was either limited to a maximum of 10 litres of petrol per month or forced to live without a supply of electricity;
- c) how electricity could be produced without using fossil fuel;
- d) whether wolves and other large mammals should be reintroduced into Ukraine.
- e) whether hunting is acceptable in the 21st century.

20. Hold a round table discussion on one of the following topic:

- a) environmental protection policy of Ukraine compared to that of other European countries;
- b) attitudes to wildlife in England and Ukraine by the governments and people of both countries.

Test your knowledge of English!

Someone who's an **oddball** is?

- a. peculiar b. outstanding c. ahead of their time d. very fat

If you're "**cagey**", you're?

- a. imprisoned b. cautious c. unsure of what to do d. unable to wake up properly

Something which has **gone pear-shaped** has?

- a. gone wrong b. altered its shape with age c. disappeared d. become deformed

If you **have a ball**, you are?

- a. ready to play football b. having a good time c. having a bad time d. a vegetarian

A French kiss uses?

- a. a hockey stick b. a spoonful of jam c. your tongue d. your feet

GRAMMAR

1. Put the verbs in brackets into the correct forms: gerund, infinitive or participle.

Note that sometimes a bare infinitive will be required.

1. 'I was perpetually cold at first,' the Arctic explorer admitted, 'but after a time I got used to (keep) warm and even got (like) it there.' 2. The lecturer began by (tell) us what biodiversity is, and went on (talk) about its facets. 3. I meant (buy) a copy of the natural history monthly magazine, but I didn't find any kiosk (sell) it. 4. He is talking about (give) up his job and (go) (live) in the country, (work) as a telecommuter. 5. He accepted the cut in salary without any argument because he was afraid (complain). He was afraid of (lose) his job, now that the company was in the process of (relocate) its Head Office to a rural area. 6. After the vixen was found (lie) by the roadside, obviously (suffer) after (hit) by a car, she was (take) to the PDSA (People's Dispensary for Sick Animals) by my cousin, while I (search) the area for her cubs. 7. After the process of (flood) the valley to form the "Kyiv Sea", it was (use) not only as a reservoir, but also somewhere for people (fish), (swim) and (sail). 8. Urban foxes, (live) in people's gardens in the suburbs, are (find) that it's relatively easy to scavenge. 9. We spent Sunday afternoon (pick) blackberries while (hope) that we might also (see) some rare birds in the countryside. 10. The estate agent, while fond of (point) out the magnificent views from the bedrooms and (describe) the huge gardens, was careful not (mention) that the nearest supermarket was (locate) 15 kilometres away. 11. Jacob, although happy (work) as a telecommuter, was always (afraid) of power cuts. Emily, (take) a different point of view, was (hope) that the power would go so that she could (sunbathe) in the garden. 12. Hannah was overjoyed (give) a job of (reintroduce) wolves into the wild in Canada. 13. When Abigail went (work) in Poltava, she was (find) that she was (spend) a lot of time (explain) that her Christian name was currently the fourth most popular in the USA. 14. The archaeologists were able (confirm) that the hill was indeed a burial mound after (find) human remains and artefacts (bury) within it. 15. While (watch) 'Animal Planet' channel on cable TV, Petro could (sense) a fascination with nature (awaken) within him.

2. Rewrite the following sentences using participial clauses, as in the example below. Comment on the grammatical synonymy of the original and transformed sentences. Translate them into Ukrainian.

Example: Before he released the eagle into the wild, Matthew invited a small group of journalists to see the results of his raising the chick. *Before releasing the eagle into the wild, Matthew invited...*

1. This documentary opens with a man who rescues the young of injured animals. It then moves back to his university days when he developed a love of nature. 2. Kevin Costner comes over as an unsympathetic Robin Hood, since he doesn't think twice about putting an arrow through a colleague's hand. 3. Documentary presenter David Attenborough explores the behaviour of several species of birds and describes how they attract mates by their aesthetic skills. 4. They sought to enrich the environment through the power of their imaginations, so they formed a media lobby company. 5. Please read the instructions carefully, and only then make use of this DVD recorder you bought. 6. I looked through the script of this documentary, and was really impressed. 7. Despite the fact that he started his journey early, he still didn't get there on time. 8. They made him wait for three hours, then finally let him in. 9. We were really pleased to learn that the egret recovered as we hadn't thought it would make it. 10. If everybody protects wildlife as best as they can, we may preserve so much more of it around us.

3. Complete the sentences with the correct form of the words in the brackets using either participial or infinitive constructions.

1. Wild bears entering urban areas are a problem, so leaving food around will certainly not (help/you/avoid) a scary encounter. 2. Working as a volunteer in an animal rescue centre (make/ Sarah/become) more responsible and kind. 3. Knowing where dangerous areas are (help/tourists/avoid) unpleasant encounters with predators. 4. Sara is (have/her rottweiler/walk) with her when she goes out late in the evening for safety purposes. 5. What (make/you/think) that otters have left our river? I saw them only recently. 6. Helen (let/ the hedge/grow) over two metres high around her house so that the neighbours could not see her and she wouldn't see them. 7. She bought an alarm that sounds like a barking dog. She wants (make/people/ believe) that she owns a dog because that may scare criminals away. 8. Next week, she's (have/the vet /examine) her kitten as it is not growing as quickly as she expected. 9. When Oliver is in the woods on his own he does not feel very comfortable and never (let/himself/lose) his bearings. 10. Now Ann wants (get/her friends/develop) the same attitude to Greenpeace as she has. 11. She thinks her company should be (outsource/someone/ monitor) the effectiveness of the anti-pollution equipment. 12. Introducing "mosquito fish" to mosquito breeding waters (help/reduce) incidence of malaria in those areas.

4. State which is the Gerundial Complex. Translate the following sentences into Ukrainian.

1. There is a probability of Jack's being promoted to managing the park rangers. 2. Our seeing her there by the waterfall was a pleasant surprise. 3. He bought the subscription to Greenpeace without my knowing. 4. There is no excuse for his doing

such a thing as throwing litter on the ground in the woods. 5. I haven't heard of his having been offered the post of coastguard. 6. Their leaving before the end of the anti-pollution rally attracted attention. 7. We insisted on the radioactive materials being packed in triple-insulated vessels. 8. We objected to the ore being taken from the surface of the mountain in the nature reserve. 9. They informed us of the ferry having left the port after the storm subsided. 10. The news agencies have now heard of an agreement having been reached. 11. Can you depend on their transferring the wolves carefully to their new habitat? 12. The new owners had not the right to change the listed property under the local authority order without historians agreeing to any changes.

5. Rewrite the sentences using the Gerundial Complex, with prepositions if necessary. Comment on the grammatical synonymy of the original and transformed sentences and translate them into Ukrainian.

1. Would you object if I burned my garden rubbish? 2. The naturalist insisted that I should not cut down the ancient yew tree. 3. Will you object if I smoke here, even though it's a public place? 4. There is a probability that she will be appointed chief microbiologist at the nature reserve. 5. There is no chance that they will see a kingfisher in such an urban area. 6. There is no possibility that we shall see squirrels in these woods. 7. There is no hope that you will receive an apology from the property developers. 8. We were informed that the owls had arrived at their new home. 9. You will excuse me if I ask you again, as we still haven't cleared all the litter. 10. We insisted that he should come with us on the coastal nature walk. 11. I have heard that your company has been awarded the Green Achievement Award. 12. There is no fear that I shall forget the sight of all those dead wild animals.

6. Translate the following sentences into English using verb + preposition + gerund constructions.

1. Всі присутні щиро привітали нас з досягненням неабияких результатів у розведенні тварин у неволі. 2. Я не звикла, щоб зі мною так поводитися. 3. Олена вибачилася, що знову нагадала про проблеми зі своїм домашнім улюбленцем. 4. Його що, підозрюють у браконьєрстві? 5. Дивно, що тебе не заарештували за водіння у нетверезому стані. 6. Сусіди звинувачують мене у тому, що мій собака потоптав їм квіти. 7. Ви вже вирішили, куди їхати у відпустку? – Ні, але моя дружина наполягає на тому, щоб їхати на морський курорт на Карибах. 8. Він зробив великий внесок у створення цього проекту з охорони довкілля. 9. Так як була сильна злива, полісмен застеріг водія, щоб той не їхав з великою швидкістю. 10. Батьки дорікнули мені, що я знову їду у відрядження збирати зразки кримської фауни. 11. Я не бачив свого друга декілька років, і тому з нетерпінням чекаю на зустріч з ним. 12. Учитель ботаніки наполягав на тому, щоб колекція листя дерев різних порід була власноручно зібрана учнями. 13. Успіх нашої селекційної роботи залежить від того, чи допомагатимете ви нам. 14. Моя дружина наполягала на тому, щоб я вивів нашого собаку погуляти, але у мене не було на це часу. 15. Я ніколи не забуду, як ми їхали засніженою фінською трасою до зоопарку в Рануа. 16. Ти пам'ятаєш, що я просила тебе дати мені будь-яку

енциклопедію тварин? 17. Моя подруга була дуже здивована, дізнавшись про моє захоплення орнітологією. 18. Алекса розбудив брат, який наполягав на тому, що вже час рушати на рибалку. 19. Дякую вам за те, що ви завітали до нас. Ми отримали велике задоволення, спілкуючись з вами. 20. Я пам'ятаю, що назбирав букет польових квітів минулого разу саме тут.

7. Translate the following sentences into English using Gerund clauses.

1. Я проти того, щоб ви замовчували питання про викиди шкідливих речовин у повітря цим підприємством. 2. Ми проти того, щоб Гаррі вступав до мисливського товариства. 3. Роберт не заперечує, щоб ми поїхали на природу у наступні вихідні. 4. Ви не заперечуєте, якщо я доповню ваш виступ про популяцію білок в цьому районі? 5. Вибачте, що я зупиняюся на цьому детально, але я б хотів, щоб ви знали більше про міграцію лелек з Африки до наших широт. 6. Вона не заперечує, щоб Дональд зробив доповідь про розвиток природно-охоронних зон. 7. Вона не могла пробачити йому те, що він не виправдав її сподівань. 8. Я не схвалюю те, що ви критикуєте регульований відстріл тварин, адже це сприяє рівновазі в дикій природі. 9. Було дивно, що газети не прокоментували науково-практичний семінар про запровадження вовків на нові території. 10. Обидві делегації були зацікавлені в тому, щоб угода про охорону популяцій певних видів тварин була підписана. 11. Я вже звик, що Вільям з усього глузує. 12. Дивно, що він не наполіг на тому, щоб якісь заходи щодо цього вимираючого виду були прийняті терміново. 13. В чому причина, що Олег такий засмучений? 14. Дуже мала надія, що рослинність у цьому ареалі швидко відновиться. 15. Підсудний не заперечував, що застрелив декілька тварин, занесених до Червоної книги. 16. Ми вдячні вам за те, що надіслали нам усе необхідне для роботи в польових умовах. 17. Вони повинні обговорити ретельно вашу пропозицію щодо розведення чистокровних порід рисаків, перед тим, як дати вам відповідь. 18. Викладач заперечував, що студенти можуть користуватися довідниками, складаючи екзамен з зоології. 19. Він продовжував писати статтю про біорозмаїття флори та фауни на Поліссі, не звертаючи на мене уваги. 20. Читаючи цей роман, ми не могли не захоплюватись сміливістю та винахідливістю головного героя, який опинився на самоті в тропічних лісах Амазонки. 21. Я сподіваюсь, що ніщо не завадить мені проявити фотоплівку вчасно та якісно. 22. Ви не можете розраховувати на те, що цей службовець надасть вам всю необхідну інформацію про розвантаження судна. 23. Мені соромно, що моя погана фізична підготовка обтяжила рух усієї експедиції.

8. State each instance, and make sure you understand the use of the Nominative Absolute Construction in each of these sentences. Translate them into Ukrainian.

1. There being a strong wind that day, it was impossible to go cycling in the National Park as we had hoped. 2. It being Friday evening, everyone went out of the city to their dachas. 3. The rebuilding of the dovecote completed, I was able to take a month's holiday. 4. Weather permitting, they will try to start dredging the canal tomorrow. 5. This being so, I should like to ask her to look after my fox cub while I'm

on holiday. 6. He blew poisonous smoke into the hornets' nest, head-to-toe in protective clothing, trying to clear the infestation near the school. 7. Summer over, they packed their tent and headed back to the city. 8. The renewal being completed, they planted young trees across the area. 9. The conference over, they returned to their office. 10. The owl now trusting them, they came each evening to watch it hunt without being disturbed.

9. Point out the Objective and the Subjective Participial Constructions. Translate into Ukrainian.

1. I saw them approaching the badger's sett and surrounding it in utter silence. 2. I saw the guns loaded. 3. We saw you crossing the street. 4. In the sultry quiet of midday she heard a small bird singing. 5. The stork could be seen sitting on its nest. 6. She had the utility room reorganized to accommodate her cat and its kittens. 7. All the while she felt the fawn's heart beating with an instinctive fear. 8. The darkness found the gamekeeper knocking at his door. 9. Somewhere a long way off, a mobile phone rang and a voice could be heard speaking, trying not to interrupt everyone. 10. For their children's christening she had most of their furniture moved out onto the lawn where the ceremony was to take place. 11. Get your stuff packed. 12. Marina heard the squirrel scratching at the porch door. 13. Two days later she heard the postman coming up the drive. 14. She averted her eyes each time she found herself being stared at on the Metro. 15. She heard the growling as they were playing in the garden.

10. Point out the Participial Constructions and state what kind of adverbial modifier they express. Translate the following sentences into elegant Ukrainian.

1. Their toddler being ready for bed, they returned home, more carefully so as not to excite her. 2. Then the cub sprang away and ran around the tables, with the vet after her, and took refuge in a corner at last, with its little paws covering its face. 3. In the afternoon, with the wind from the south, the herons had come flying in across the lake. 4. The match over, the analysis came next. 5. Tea being over, Beth, for want of a better companion, had asked her sister to come and sit with her. 6. Now the kestrel flew down to the perch opposite Nathan, stood motionless, with its prey in its claws, and looked hard at Nathan. 7. The swan too looked well, its plumage immaculate, its eyes questioning. 8. Then, with her heart beating fast, she went up and picked up the toad. 9. The nightingale sat on the branch, with its song still seeming to drift on the breeze. 10. The rottweiler's jaws having been carefully enclosed in a strong muzzle, its lead having been attached to its collar and its owner holding on tightly, the dog was probably not a threat. 11. With the dead gull in her hand she lifted her head and looked directly at him, her eyes calm and empty as two holes. 12. With the bear closely watching, he slowly removed a thorn from its paw and placed it cheerfully on his desk. 13. The cat looked at me all the time, wondering when its next meal was due to arrive. 14. They lived the life of normal suburban residents, work and holidays passing in a gentle rhythm. 15. The polar fox lay on the ground, its eyes shut, its tail surrounding it, breathing in short, calm movements.

11. Translate the following sentences into English using the Participle and Participial constructions.

1. Новина, отримана вчора, схвилювала всіх. 2. Збудований на вершині гори дослідницький центр можна було побачити здалеку. 3. Нещодавно було видано каталог рідкісних видів комах та метеликів. 4. Колекція рукописів, що збиралась протягом багатьох років у цьому університеті, є однією з найбільших у світі. 5. Хоча книга присвячена вузькій темі, вона становила інтерес не лише для спеціалістів. 6. Деякі питання, підняті у доповіді, заслуговують уваги. 7. Оскільки стаття була написана складною мовою, її було нелегко перекласти. 8. Коли придихові приголосні пояснили іще раз, все видалося зовсім легким. 9. Цифри, на які посилається стаття, взяті з доповіді комісії. 10. По дорозі до аеродрому проїхала машина у супроводі мотоциклістів. 11. Я показав науковому керівникові список робіт з питань міської забудови, які мені пощастило знайти. 12. Не знаючи дороги до дендрарію, ми вирішили звернутися до двох місцевих жителів, які стояли на розі вулиці. 13. Ми спостерігали, як трясогузки збирали гусінь на старій вишні. 14. Оскільки дощ лив як з відра, вони відмовилися від прогулянки і залишилися вдома. 15. Після того, як зробили штучний ставок, туди запустили найтиповіших мешканців природних водойм. 16. Перемовини між зацікавленими сторонами велися за закритими дверима, були вжиті заходи, щоб запобігти витоку інформації. 17. Оскільки ця серія передач про життя савани була дуже популярна, керівництво телеканалу вирішило транслювати її в найзручніший для телеглядачів час. 18. Закінчивши догляд за хворою мавпочкою, Катерина нарешті сіла перепочити. 19. Оскільки котячий туалет під час прибирання було переставлено в інше місце, Мурчик розгубився. 20. Через те, що зливання шкідливих речовин в океан зменшилося, чисельність популяції деяких риб та ссавців відновилася. 21. Петра, який повернувся з Канади, попросили розповісти про її національні парки. 22. Посміхаючись, вона впевнено зайшла до вольєра з дикими зубрами.

12. Translate the following sentences into English using gerunds, participles or constructions with them. Make sure your sentences incorporate the words given in brackets.

1. Ганназ нетерпінням чекала на відвідання зоопарку (look forward). 2. Я абсолютно не очікував, що Мартін кине свою роботу наглядача за тваринами в зоопарку, адже ця робота була йому до душі (expect). 3. Михайла звинуватили в крадіжці вудок та риболовної сітки, адже знали, що свої він нещодавно загубив (accuse). 4. Тобі немає потреби хвилюватися про прибирання зі столу, я зроблю це пізніше (need). 5. У мого чоловіка є звичка йти зранку на прогулянку на озера і спостерігати за птахами (habit). 6. Я не бачу жодних ознак того, що Маруся зрозуміла свою помилку і змінила ставлення (sign). 7. Тоня не могла не посміятися над новою зачіскою подруги, адже вона була такою екстравагантною (help). 8. У мене немає ніяких намірів купляти багато домашніх рослин, адже мене подовгу не буває вдома (intention). 9. Ймовірно, що Даринка ніколи не визнає, що зустрічалася з ним учора (unlikely). 10. Якщо Сара отримає роботу в

Йеллоустоунському національному парку, це означатиме, що вона переїде звідси (mean). 11. Мені дуже складно зрозуміти несерйозне ставлення декого до дикої природи (difficulty). 12. Без сумніву, варто було спробувати врятувати лисеняtko, відвізши його до служби порятунку диких тварин (worth). 13. Я жалкую, що не переговорив з сестрою перед тим, як вона поїхала. 14. Йому не сподобалася ідея залишити собаку одного вдома на дві доби (favour).

WRITING

In many countries, **course work**, and the marks that a student receives throughout the year as opposed to specific exams, are an important part of their degree. On very many courses abroad, students are given topics to research and read about, that are related to the syllabus of the course, but not directly part of a lecture programme. This means that each student needs to write a paper on their topic over a period of time and often give a presentation on it during a seminar or tutorial at the end of the course.

This is designed to be a formal introduction to academic writing and research, as well as giving the student an opportunity to make a presentation. Sometimes, students are put into small groups or teams, when each needs to contribute a section of the final report.

The writing itself needs to be formal, generally using passive voice forms as the principal style. It is very unusual abroad for students to refer to “I” or “we” or their tutor. Such work tends to be full of terminology and even the jargon of the subject, but it is critically important to always define terms when first used, and expand acronyms when first introduced.

Especially as the final work is usually long, its structure is important in order that it is coherent. It needs to introduce a topic, in the form of a question or a hypothesis, then present an argument in a logical form. The argument should itself be broken down into chapters or sections, each giving theoretical or practical detail as needed, in a logical sequence. The final section should always be a summary and conclusion to clearly state the result of the research and the examination of the empirical material. The material should also include two important elements: the author’s (or team’s) views and opinions and also formal evidence to support those views from stated academic sources. Citations and references should always be given. The final appendix must always be a bibliography.

1. Be aware of the differences in the terminology pertaining to academic work in this country and English-speaking countries. See also the “Translators’ Nightmares” material at the end of this lesson for some explanations. Find the best Ukrainian equivalents for the following terms:

A degree, a paper, presentation of a paper, academic writing, a tutor, a hypothesis, to present an argument, to state the result of the research, examination of the empirical material, an academic source, a citation, a reference, a tutorial.

2. Formulate the principal requirements to course works in general and its structure in particular in your own words in the form of bullet-points. Always keep them in mind when working on your course work during the academic year.

3. Proceed with your course work immediately after having learnt the requirements of your particular Department. Keep in touch with your tutor all the time you work on your paper. Take the following steps:

- define the topic of your course work which usually must be confirmed by the Department.

- define what language material you are going to work with and make it available.

- define the list of academic sources you need to study, to better understand the issues you will write about.

- formulate a hypothesis you want to prove in your work.

- put together a plan of your work, and show it to your tutor for comments.

- start collecting examples that you think will support your hypothesis.

- simultaneously familiarise yourself with different academic approaches to the subject matter you discuss in your work.

- Try to put “the theory” and the empirical material in writing as soon after the start of the academic year as possible, showing it to your tutor for comments and advice.

- when ready, formulate the results of your research in separate statements. Make sure your results support the original hypothesis.

- pay attention to correct presentation (оформлення) of your work in writing, making sure all quotations, citations and references are there as well as the bibliography.

Remember! The more often your tutor sees the results of your work during the academic year, the better your work will be and also the more likely to be submitted on time. The presentation of your paper at the end of the academic year must follow all the requirements for presentations as described in this textbook Year 2.

LINGUISTS' HEADACHES

Many creatures have very specific names for the male, female, young and collective forms. Many are exotic and extremely rarely used, while others are, for sometimes unusual reasons, used relatively frequently, such as a ‘murder of crows’, a ‘pod of whales’ or a ‘hare’s leveret’.

They simply need to be learned and many of the most important are given below. Many of the synonyms that exist, especially for collective nouns, are often invented by individual authors and only used for stylistic purposes, not in real speech or writing, e.g. a “sleuth” of bears or an “obstinacy” of buffalo, which would in reality be a group of bears and a herd of buffalo.

Many of these are used to describe humans for stylistic purposes; usually the intended meaning is very clear, such as when a woman is described as a ‘lioness’ or a ‘bitch’. Collective nouns are also often used, such as “teenagers usually hunt in packs’.

Task: *study different words to describe a male, a female or a young animal or bird, as well as collective names for them. Find Ukrainian equivalents for them.*

Animal	Male	Female	Young	Collective
Fox	Dog	Vixen	Cub	Skulk
Wolf	Dog	Bitch	Cub or pup	Pack
Elephant	Bull	Cow	Calf	Herd
Lion	Lion	Lioness	Cub	Pride
Gorillas				
and apes	Male	Female	Infant or baby	Band
Monkeys	Male	Female	Infant or baby	Troop
Duck	Drake	Duck	Duckling	Flock
Whale	Bull	Cow	Calf	Pod
Hare	Buck	Doe	Leveret	Warren
Deer	Stag	Doe	Fawn	Herd
Gnat	Male	Female	Larva	Horde
Fish	Male	Female	Hatchling	Shoal or school
Crow	Cock	Hen	Chick	Murder
Ant	Male	Queen or female	Larva	Colony
Locust	Male	Female	Larva	Plague
Bees	Drone	Queen or worker	Larva	Hive or swarm

Task: translate into Ukrainian the following sentences where wild-life related words are used metaphorically. For theory on metaphoric translation see *Developing Translation Skills* section.

1. Teenagers are rarely solitary – they prefer to hunt in packs.
2. He displayed little individuality, preferring to rely on his herd instinct.
3. The shoppers had queued in front of the department store for hours waiting for the sale to start – as the doors opened they descended on the bargains like a plague.
4. There are still many nudist colonies in the warmer areas of France.
5. The students were swarming around the free buffet during the Fresher’s Week exhibition.
6. Everyone getting off the train was flocking to the holiday market.
7. Vera always liked to think of herself as the Queen Bee of her office.
8. Halle Berry often describes how she was an ugly duckling as a child.
9. He was thought of as bull-headed by many of the people who knew him.
10. Marina was instantly the cock-of-the-walk as soon as she opened her mouth.
11. “You must be joking – that’s a cock-and-bull story if ever I’ve heard one!”
12. Stag night is the night before a wedding when the groom and his male friends celebrate the last night of “freedom”. The equivalent for the bride and her female friends is called a hen party.
13. Stag is used in business and in financial trading to describe someone who buys in order to sell immediately at a profit.
14. Tourists flock to Denali National Park in Alaska during the summer in large numbers.

Task: translate into English, paying attention to where wild-life related words are used literally and where figuratively.

1. Бджолиний рій перелітає на нове місце на чолі зі своєю маткою.
2. Діточки налетіли на ласощі, немов той рій.
3. Комахи часто утворюють колонії в садах та городах і заважають садівникам.
4. Поселенці в Новому Світі жили колоніями.
5. Сарана хмарою налетіла на поле і знищила все.
6. Ця сарана – ну просто напасть, знищує все!
7. Зграя ворон посідала на найближчих деревах.
8. На моєму календарі цього місяця зображена лисиця з вже доволі великими лисенятами.
9. Слонення залишається біля матері дуже довго – близько двох років.
10. Теля ледь-ледь зіп'ялося на ноги.
11. Діти з цікавістю спостерігали за родиною кролів: батьком-кролем, крільчихою та малими кроленятами.
12. Цуценя попоїло і вже навіть не хотіло гратися.
13. Півень скликав курочок поласувати зерном.
14. Деякі види риб завжди тримаються косяками.
15. Хмари комах загнали нас до будинку.
16. Вовки живуть і полюють зграями.
17. Підлітки люблять гуляти в компанії.
18. Ніхто в преріях савани не хоче стати здобиччю левиної зграї.

DEVELOPING TRANSLATION SKILLS

(I) Metaphoric translation

A **Metaphor** is a rhetorical element that generally involves using a specific word to express an abstract concept and which takes the form of an elliptical comparison based on an analogy between two objects, two concepts, or two situations that possess a common characteristic.

Primary criteria for classifying and analyzing metaphors are originality and extension. From these perspectives, a metaphor can be said to be:

1) cliched or blind if it has become a set turn of phrase in the language, e.g. *a source of woe* (bearing in mind that the original meaning of *source* is a spring); *a flood of calls*; *the root of all evil*; *a heart of stone*.

2) a living metaphor if it is novel, e.g. *Art adorned in new attire. In November Denmark's oldest art gallery will reopen by hosting a large fashion show.*

3) an extended metaphor if it is sustained throughout a segment of text, e.g. *Deep in the interior, there were mountains of beds and household furnishings, Stratified one atop the other. Everywhere, on plateaus and ledges, or sometimes on a precarious, lonely ridge, there stood yet another ornamental clock, a crucifix, or a wax angel and the like.* (G. Keller).

Metaphor comprises a major method for term formation, e.g., *dovetail back saw* – *шипорізальна пилка*, *goose-neck pipe* – *коліно повітрянпроводу*, *diaphragm left* – *пелюстка діафрагми*, etc. Care should be taken in translating such terms cause

metaphors vary from language to language.

Metaphoric translation is based on the similarity or affinity of two objects or notions. We can observe the following semantic metaphoric modifications: metaphorization, remetaphorization and demetaphorization.

Metaphorization involves the change of a non-metaphoric expression into metaphoric, e.g. *старий (банальний) жарт – a threadbare joke, плаксуха – a crybaby, балакун- a windbag (gasbag), успішні бізнесмени- whizz-kids of business.*

Remetaphorization- the change of metaphors, mostly in translation of phraseological units, e.g. *in for a penny, in for a pound* (to be already involved in something and have to complete it whatever time, money, or effort is needed) - *обізвався грибом – лізь у кіш (борш); to be on cloud nine* (informal to be very happy about something) - *бути на сьомому небі.*

Demetaphorization – metaphoric expression loses its expressiveness in translation, e.g. *Every president should remember that charity begins at home. Кожен президент повинен пам'ятати, що в першу чергу треба навести лад в своїй країні.*

1. Analyze the use of metaphors in the following sentences. Translate into Ukrainian.

1. They tried to dig up something from his past to spoil his chances of being elected.

2. The government will plough ahead with tests this year, despite a boycott from teachers.

3. Time flies when you're having fun!

4. The worsening weather conditions made the traffic crawl along.

5. Don't think you can smokescreen me with all that literary crap.

6. My teacher said that my writing was in a whipped-cream style. Is that good or bad? – Don't worry too much about your literary style; with your peaches and cream complexion you'll go far.

7. The news that ignited his face snuffed out her smile.

8. Rivers of raindrops created the illusion that all the faces were melting, were weeping.

9. There was a deathly silence in the room, and everyone looked at me. I had nothing to say, I'd lost my train of thought.

10. Despite being the life and soul of the party, he somehow contrived to seem very wooden during his lectures.

11. Maybe your brother would lend you the money? – Huh, fat chance! Don't get upset. They're only winding you up.

13. The government should not waste money supporting lame ducks.

14. Their talking shop was so boring and incomprehensible that I just stood among them looking like a fish out of water.

15. I couldn't imagine her as a mother – rug-rats had never been her cup of tea.

16. Increasingly, threadbare schools are turning to parents for goods and services that taxpayers have stopped providing.

2. Match the following phrases (when used metaphorically) with their definitions. Translate into Ukrainian.

- | | |
|--------------------------------------|--|
| 1) wet blanket | a) a woman who looks after a baby but does not breast-feed it |
| 2) give somebody the cold shoulder | b) used in children's games, to say that someone is further away from the hidden object or answer they are trying to find |
| 3) like getting blood out of a stone | c) in a cruel and deliberate way |
| 4) hot ticket | d) extremely hard work |
| 5) dry-nurse | e) an unfriendly person who seems to have no strong feelings |
| 6) leave somebody cold | f) used to say that you cannot find someone because it has been too long since they passed or lived in a particular place |
| 7) blood, sweat, and tears | g) a long and difficult task |
| 8) somebody's trail/scent is cold | h) capital transferred from one country to another for the sake of high interest rates or to avoid the effects of currency devaluation |
| 9) hot seat | i) the person, team, horse etc that people think is most likely to win |
| 10) you're getting colder! | j) informal to deliberately ignore someone or be unfriendly to them, especially because they have upset or offended you |
| 11) hot favourite | k) a position of difficult responsibility, also slang US the electric chair; |
| 12) cold fish | l) a gloomy person who stifles others' enjoyment |
| 13) hot water | m) an event that is very popular or fashionable, and that everyone wants to go and see |
| 14) in cold blood | n) to not feel interested in or affected by something in any way |
| 15) hot money | o) trouble, difficulty |

3. Translate the following sentences into English. Analyze the use of metaphors.

1. Навіть думка про можливу зустріч кидала його то в жар, то в холод.
2. Цей вислів вийшов із вжитку ще на початку ХХ-го століття.
3. Не чіпляйся до слів, нічого поганого я не мав на увазі.
4. Ось і перегорнулася ще одна сторінка книги життя.
5. Весна, нарешті, нам посміхнулася: пестить нас сонечко, біжать струмочки, квітнуть школярки.
6. Вочевидь, вся ця символіка збереглася ще з тих пір, коли Англія була царицею хвиль.
7. Цей упертюх завжди їде не в той бік вулицею з одностороннім рухом.
8. Її палка душа тяглася до високого і прекрасного.

9. Цей актор вражає своєю грою: така глибина думки та почуттів; а яка міміка! Здається, навіть волати він може мовчки.

(II) *Metonymic translation*

Metonymic translation is based on contiguity of notions between the SL and TL and takes its place among other lexico-semantic transformations.

Metonymy is a transfer of name based on the association of contiguity (nearness) of objects or phenomena in reality. Examples of such relationship, among others, include that of:

1) a container and its contents, e.g. *Will you have another cup? (A cup of tea is meant);*

2) a concrete thing used instead of an abstract notion. In this case the thing becomes a symbol of the notion, e.g. *My brass will call your brass;*

3) the part and the whole (this case of metonymy is often viewed independently as synecdoche), e.g. *I heard that Ian had new wheels (Ian had a new car).*

1. Analyze the use of metonymy in the following sentences. Translate into Ukrainian.

1. I need to buy some new sounds.

2. The Parliamentary whip was not the most gentle of persuaders.

3. Lately, the restaurant chain, which caters mainly to blue-collar diners, has been hurt by competition.

4. The whole town turned out to watch the procession.

5. Heaven only knew what Whitehall and Downing Street would say. (C.S. Forester)

6. The United States may be called to account before the bar of world opinion for its Latin-American policy.

7. There were claims that the White House had received warnings of a possible terrorist attack before September 11th.

8. They should also inform shoppers as to the product's environmental friendliness from cradle to grave – evaluated according to standardized criteria.

9. My sharp tongue will get me into trouble one day.

10. The victims were no strangers to the killers, authorities said.

11. Note also that an 8 ohm loudspeaker is needed.

12. Families are classified by the occupation of the head of the household (= the person who earns the most money and is most respected in a house).

13. Both Alfa and Telenor jointly control Vimpelcom and Kyivstar.

14. The Kyiv Mayor's office would have to support the project, that is to say, not charge the developer for permits.

15. Kyiv has also demanded that Russia surrender lighthouses and other property along the Crimean coast that Ukraine claims were not part of the fleet agreement.

16. We believe that Antonovs will continue flying the skies.

17. The Ukrainian President had instructed Naftogas to do without Russian gas for as long as possible.

18. Russia took over the rotating presidency of G8 on January 1 and named

“energy security” as one of its main themes for that year.

19. The issue will be presented before the Verkhovna Rada this spring.

20. The President will address both houses of Congress.

21. The show has been playing to packed houses since it opened.

22. Address your questions to the chair, please.

2. Translate the following sentences into English.

1. На двадцятих зимових Олімпійських іграх Руслан Гончаров виграв бронзу в свій день народження.

2. Тримай язик за зубами.

3. Майдан зустрів гостей бурхливими оплесками.

4. Дивіться, сусідній столик вже почав десерт.

5. В цій команді немає жодного знайомого обличчя, суцільні варяги.

6. Цікаво, як Банківська відреагує на ці події.

7. Чомусь перша скрипка сьогодні не в кращій формі. Мабуть складно давати по три концерти кожен день.

8. У країнська мова повертає собі статус мови великої європейської нації. Українське слово звучить гордо.

9. Кращі голови протягом віків намагалися розв'язати цю проблему.

10. Якщо Тегеран наполягатиме на обробці урану, кажуть дипломати, то щодо щирих намірів країни щодо цього питання виникатиме дедалі більше сумнівів.

Translator's nightmare

(I) There are many differences between Ukrainian and English in the ways that academic work is described. The most dramatic of these differences is the use of **thesis** (дисертація), which in English is used to mean the single piece of academic writing submitted to gain a higher degree, such as a Doctorate or part of the requirement to become a Professor, e.g. His PhD thesis was on the textile trade in Manchester in the nineteenth century (SOED).

A major work that is the sole submission for a Master's degree or sometimes part of a first degree is a **dissertation** (бакалаврська або магістерська робота). Although there are other meanings of the word, in universities the term is only normally used in such a way. e.g. Veronica submitted a dissertation on reproduction by barnacles to obtain her MSc in biology. Tom needed to submit a dissertation on a relevant subject of his choice as 35 % of the final year's marks for his Bachelor's degree.

A **quotation** (пряме цитування) is the inclusion of a short piece of text, highlighted by inverted commas or italics, into academic writing, to illustrate a point by using the direct words of another.

Although many dictionaries use the word **citation** (непряме цитування) as a synonym for quotation, it more usually is used in academic writing to refer indirectly to points made by another author, e.g. *As may be seen in the essay by Smith, titled "... (1998)", the key topics should include...* In this **case**, the detailed statements by Smith

in a particular work of a particular year are the citation, e.g. *Also, as seen in on the site www.un.org, there are certain essential elements to consider...* In this instance, the detail is to be looked on a website, and the address is the citation.

A **reference** (посилання) is the specific identification of a source, however the source is mentioned, usually by putting the author's name, work and date in brackets after the mention, e.g. The most important factor to consider in this area is the scale of thermonuclear emission (Smith, "Thermonuclear analysis" 2006).

Task: match the words in the left column to their equivalents in the right column.

- | | |
|------------------------|-------------------------|
| а) посилання | 1) bullet-points |
| б) цитата | 2) thesis |
| в) непряма цитата | 3) MSc dissertation |
| г) науковий керівник | 4) reference |
| д) тези | 5) quotation |
| е) магістерська робота | 6) citation |
| ж) курсова робота | 7) an academic paper |
| з) вчене звання | 8) a course work |
| и) науковий ступінь | 9) a source |
| й) дисертація | 10) an academic degree |
| к) джерело | 11) an academic title |
| л) доцент | 12) associate professor |
| м) наукова робота | 13) tutor |

Translate the following:

1. Ти написав тези сьогоднішнього виступу?
2. Студенти захищають свої наукові роботи наприкінці навчального року.
3. Бібліографія повинна містити список теоретичних джерел та ілюстративного матеріалу.
4. Теми магістерських робіт затверджуються на початку року.
5. Він виконав докторську дисертацію в нашому університеті.
6. Науковий ступінь присуджується за написання відповідної наукової роботи.
7. Звання професора пан Олександр отримав нещодавно.
8. То яка існує відмінність між прямим та непрямим цитуванням?
9. На нашій кафедрі працює багато доцентів.
10. То хто в тебе керівник курсової роботи?

(I) When talking to Americans or Brits, they may refer to their **"garden"** (садочок) but their image of what they mean could be very different to that of a Ukrainian. With the exception of the relatively small number who live in city-centre apartments, most live in suburban houses with an attached "garden". This may have different forms, but almost all of them are decorative and not 'practical' in terms of growing things.

A garden is an attached plot of land that may be concreted patio, lawn, flowerbeds,

shrubberies or any mixture. If there are trees, they will probably be decorative, such as lilac, laburnum or flowering cherries that don't bear fruit. Such gardens may sometimes have a specific name, such as **“country garden”** (селянський садочок) if it contains a very large number of flowers, **“rose garden”** (розарій) if there is an exceptionally large number of roses, **“water garden”** (садочок зі ставком) if there are ponds with fish and amphibians, or **“tropical garden”** (зимовий сад) if it is under glass.

An **“orchard”** (фруктовий сад) is usually a large plot of land with fruit trees, generally commercially farmed. If such an area contains mostly decorative or non-fruit trees, it is called an **“arboretum”** (дендрарій).

Large houses that were once mansions or palaces will usually have **“Gardens”** (скоріше парк, ніж сад) which generally charge admission fees to the public and contain over a very large area, many different kinds of separate gardens and lawns. One of the most endearing images of Britain for many visitors is that of a palace and its attached gardens, now owned by the National Trust or English Heritage, with hectares of lawn with sheep and deer grazing.

“Parks” (парки) or **“Botanical Gardens”** (ботанічні сади) are usually free to enter and are similar to the **“Gardens”** of a mansion – but the former implies a smaller area and the latter a larger area.

Extremely large areas of land, open to the public and free to enter (except some in the USA) are **“National Parks”** (національні парки). These may often have farms, villages or even small towns on their territory. These dwellings are of course private, as is any attached farmland or garden, but the surrounding areas are public. Some of the largest, such as Denali in Alaska, can also be called a **“Wilderness”** (парк дикої природи) or a **“Nature Reserve”** (природний заповідник) where hunting and fishing are strictly forbidden except under tightly-controlled and licensed circumstances.

In some areas of England, there are **“Forests”** (мисливські угіддя) such as the New Forest and Sherwood Forest, which used to be hunting areas for royalty in medieval times and are now National Parks.

Translate the following into English:

1. В Англії майже кожен будинок має невеличкий садочок, де родина відпочиває в гарну погоду.

2. Ботанічні сади часто мають теплиці для тропічних рослин.

3. Великі маєтки з будинками палацового типу в Англії завжди мали свої парки.

4. В середні віки в королівських лісах полювати дозволялося лише королівській родині.

5. Природний національний парк ще може називатися парком Дикої природи.

6. Міські парки – оази зелені та чистого повітря в доволі забруднених великих містах.

7. По дорозі до Криму ми проїжджали повз великі фруктові сади.

8. Ботанічний сад імені акад. Фоміна – прекрасний зразок Дендрарію.

9. На сучасних дачах остання тенденція озеленення – це селянський

садочок”.

10. У Франції є багато великих парків троянд, деякі з них муніципальні, деякі приватні.

11. У мене на дачі непоганий розарій – понад п’ятдесят кущів.

12. Мати садок зі ставком тепер стало дуже модно, звичайно, якщо для цього є місце.

13. Полювання та рибальство в природних заповідниках заборонені.

14. Зимовий сад – це сад під склом для тропічних рослин.

UNIT 2

Topic: English National Festivals, Holidays and Cuisine

Grammar: Different ways of expressing modality

Functional Expressions: Asking for and giving explanations. Changing the subject

Writing: Summary Report

INTRODUCTION

1. Discuss the following questions:

1. What is the difference between national festivities and national public holidays?
2. What public holidays celebrated throughout England, Scotland, Wales and Ireland can you name? Which of them are specific for each of the named countries?
3. Which public holidays of those you have just named are also celebrated in Ukraine?
4. What national festivals in Great Britain have you heard of?
5. Why do you think it is important for people to have holidays and festivities?
6. What are the origins of most Christian holidays?
7. What food and dishes are associated in your minds with the English?
8. Would you expect to find many English restaurants throughout the world? If not, why not?
9. What do you think “European Cuisine” is? Could you define it?

2. Discuss the following quotations giving your view on what is meant:

1. There is nothing funny about Halloween. This sarcastic festival reflects, rather, an infernal demand for revenge by children on the adult world. (Jean Baudrillard)
2. I do not like broccoli. And I haven't liked it since I was a little kid and my mother made me eat it. I am President of the United States, and I'm not going to eat any more broccoli. (George Bush)
3. A gourmet is just a gourmand with brains. (Phillip Haberman)
4. Bognor Regis has always meant to me the quintessential English seaside experience (before all this global warming stuff): driving in the rain to get there, walking around in the rain looking for something to do when you're there, and driving home in the rain again... (Terry Pratchett)
5. The English contribution to world cuisine – the chip. (John Cleese)
6. The red-letter days, now become, to all intents and purposes, dead-letter days. (Charles Lamb)

3. Without looking in your textbooks, listen to the recorded dialogue “At Easter” (Version 1), to get its main message. At the same time, try to identify the functional expressions used in it.

Dialogue: At Easter – Version 1

Kate: Could you explain to me why we've still not got round to finishing the shopping for Easter eggs?

Ian: Instead of that, how about taking Tanya to the seaside as we Promised?

K: We need to get the rest of the chocolate eggs before the shops shut.

I: Oh come on, the Tesco's open around the clock now.

K: Then why do we have to wait until three in the morning to go shopping?

I: Maybe because it's a beautiful, sunny spring morning and I'd love to be by the sea.

Tanya: Why have you been telling me I must wear a "Kiss-me-quick" hat when we get there?

K: For the same reason you're going to eat some Seaside Rock.

T: Rock? – what on earth do you mean?

Left a stick of typical, mint-flavoured rock in the form of a stick with an inscription all the way through the middle.

4. Listen to the same dialogue again. Write down all the culture-specific terms and functional phrases. Compare your notes with your neighbour. Answer the following questions:

a) What is the subject/subjects of the discussion? At what point does it change?

b) What is the prevailing mood of the discussion?

c) What are the relations between the participants? How many of them are there? Are they all of the same cultural background? Why do you think so?

d) What is the speech register of the conversation? Define the style of the dialogue as formal, informal, colloquial or highly colloquial.

e) How many participants in the dialogue seek explanations? What sort of explanations are sought? Were there any explanations given eventually? Why?

f) Can you predict any further actions or discussions by the participants of the dialogue?

5. a) Working with the text of the dialogue, find among the expressions given below those that were used in the dialogues or any very similar ones.

b) Go through the table looking for expressions of the same function. Try to memorise as many of them as possible.

Note that changing the subject in everyday speech is frequently done by a joke or startling comment, but there are some common phrases used to introduce a change, rather than just surprising the person to whom you 're talking, as given in column three.

Asking for explanations	Giving explanations	Changing the subject
Could you explain to me...?	As I said,...	Rather than ... how about?
Why is it that...?	As far as it goes, ...	Rather than ... should we?
Why have you been telling me ...?	As it happens, ...	That reminds me of
What on earth do you mean?	As far as I know, ...	Couldn't we talk about... instead?
How on earth did it happen?	As you can see, ...	Shouldn't we move on to ... now?
What do you mean?	As you know, ...	
	I assure you...	

Maybe I don't understand, but...	To be honest, ...	Instead of that, should ...?
Maybe I'm being a bit slow here, but...	Well, I'll tell you one thing.	Before I forget...
Why do we have to...?	You know what I mean.	I've just remembered...
I don't know what you mean.	What happened was...	Let's leave ... and talk about ... instead.
	Before you jump to conclusions...	I'm fed up of... shouldn't we ...?

6. Looking at the text of the dialogue and, not looking in the table, substitute the dialogue's functional expressions with their synonymous expressions you've just learnt.

7. Listen to the dialogue for the third time paying attention to logical stress and intonation.

8. Read the dialogue in pairs replacing its functional expressions with the synonyms you've just learnt.

9. Listen to Version 2 of the same functional dialogue. Identify its speech register and compare this version with Version 1. Make a list of the expressions and grammatical forms that change as the speech register changes.

Dialogue: At Easter - Version 2

Kate: So how come we still haven't done with the shopping for Easter eggs?

Ian: Hold fire, how's about taking Tanya to the seaside – we promised, didn't we?

K: We've got to get the rest of the chocolate eggs before the shops shut.

I: Oh come off it, Tesco's open 24 hours.

K: You really want to go shopping at three in the morning?

I: What I really want is to get down to the seaside 'cos it's a beautiful day.

Tanya: What's all this about me wearing this "Kiss-me-quick" hat when we're there?

K: Just like you're going to eat some Seaside Rock.

T: Rock? – what are you going on about?

10. Looking at Version 2 of the functional dialogue, find in it phrases that correspond to the definitions given below. Translate the second version of the dialogue paying especial attention to the speech register of the Ukrainian translation.

1. A stick of hard candy. 2. Stop talking about it! 3. A novelty hat with a joke inscription on it. 4. How can it be? 5. To complete something. 6. To close.

11. Retell one of the Versions in pairs, in class.

12. Give English equivalents to the following Ukrainian functional phrases using your new knowledge.

З'ясування: чи не могли би ви мені пояснити...; я не розумію, про що ви говорите; про що це ви в дідька говорите; чому ви кажете/казали...; як в біса це могло трапитися; може, я не розумію, але...; може, я не так швидко розумію, про що ви говорите; і чому ми мусимо...

Пояснення: як я казав; як ви знаєте/бачите; наскільки мені відомо; так воно сталося; я вас запевняю; чесно кажучи; ви знаєте, про що я; я скажу вам одне.

Зміна теми розмови: я вже більше про це не можу, чи не ...; щойно згадав; це мені нагадало; давайте закінчимо з цим і натомість поговоримо про...; перш ніж я забуду; замість цього чи не обговорити нам; чи не перейти нам до ...; ніж ... як щодо; ніж ... не краще нам...

13. Translate the following dialogue into English:

Тоня: Чи не можеш ти мені пояснити, чому чашка чаю опинилася серед головних символів всього англійського за результатами недавнього опитування “БіБіСі Ньюс”?

Іра: Наскільки мені відомо, вона символізує Англію з її промисловою революцією, під час якої почали масово виробляти порцеляну.

Тоня: Я не розумію, до чого тут чай?

Іра: Так воно сталося, що в той самий час англійці почали пити безпечний напій з кип'ятку, який вбивав усі мікроби, та чаю, який теж мав антисептичні властивості. До того ж напій був відносно дешевим на відміну від кави. Скажу одне: чай з Індії був більш популярним, ніж китайський, і пили його завжди з молоком. Але досить про це. Чому ти не питаєш про будиночки під солом'яними стріхами, які так само символізують “стару, добру Англію”?

Тоня: Можу тебе запевнити, про це я знаю досить багато, адже колись готувала виступ на семінарі з цієї теми. Чесно кажучи, це бажання англійців жити радше під солом'яною стріхою, ніж під череп'яним Дахом мені не зовсім зрозуміле. Але твоя правда: будиночки ці дуже Мальовничі, в наш час мають всі зручності, і садочок в селянському стилі так само дуже гарний. Тож щось у цьому є.

READING 1

1. Think of ten to fifteen thematic words which you are likely to find in the following text on ‘English Cuisine’ and write them down, checking later whether the words you predict actually appear. How many of them are culture specific words?

2. Learn the pronunciation of the following words:

Cuisine, lager, pasty, unimaginative, les rosbif, allegedly, to be complemented, ginger, gourmet, elite, esoteric, banger, episode, Sherlock Holmes, Doctor Watson, cereals, marmalade, vegetarian, vegan, lasagne, fromage frais, crème fraiche,

ubiquitous, pommes frites, malt, haggis, mead, draught, cider, sherry, Thai, Nepalese, tandoor, Glaswegian.

3. To facilitate reading comprehension of the text, look through the following comments:

Comments

1. **Yeomen of the Guard.** The official name of the monarch's bodyguard soldiers at the Tower of London. *Англійський лейб-гвардієць.*

2. **Beefeater, n.** The popular name for the monarch's bodyguard soldiers at the Tower of London. *Біфітер або солдат охорони лондонського Тауера.*

3. **Les Rosbif.** The French colloquial nickname for the British, literally "the roast-beefs".

4. **Curry, n.** A mixture of strongly-flavoured spices and turmeric used to flavour the sauce of various dishes from India, Pakistan, China, Thailand, etc. *Кари/ кері.*

5. **Ginger beer.** A non-alcoholic soft drink flavoured with ginger. *Імбирний напій.*

6. **Chocolate limes.** Boiled sweets with a lime-flavoured outer shell and a chocolate centre. *Даймові цукерки з шоколадною начинкою.*

7. **Dons.** Most often senior members of staff at Oxford or Cambridge colleges but now often applied to most university teachers. *Викладачі в Оксфорді та Кембриджі.*

8. **Tartare sauce.** A sauce made from mayonnaise and very finely chopped capers, gherkins and other chef-specific ingredients. *Соус "Тартар".*

9. **Yorkshire puddings.** A baked dish from pancake batter, usually bowl shaped. *Йоркширський пудинг.*

10. **Bangers.** A popular name for British sausages. *Британські ковбаски.*

11. **Fish and Chip Shop or chippie.** A shop selling freshly-cooked chips and fish, pies and black pudding, often with a range of other similar food, cooked whenever possible in a deep-fat-fryer. *їжа на виніс "Фіш енд чіпс".*

12. **Fish fingers.** Whole pieces of filleted fish cut into finger-shaped lengths and coated in breadcrumbs or batter. *Рибні палички.*

13. **Steak and kidney pudding.** A stew of beef steak and beef kidney pieces in a rich gravy, inside a soft pastry case, steamed to cook it. The pastry is very similar to that used for *varenyky*. *Несолодка страва з м'ясною начинкою, яка готується на парові.*

14. **Black Pudding.** A sausage made primarily from pig's blood, cereal and pork fat. *Кров'янка.*

15. **Toad in the Hole.** British sausages baked in a Yorkshire pudding-style batter, a London dish often served with onion gravy. *Сосиски у тісті.*

16. **Malt vinegar.** Vinegar traditionally brewed with malt (and hence brown). *Солодовий оцет.*

17. **Mushy peas.** Large mature peas boiled until converted into a paste. *Горохове пюре.*

18. **Haggis, n.** A Scottish traditional dish of mixed, minced offal baked in a sheep's stomach with suet, oatmeal and other ingredients. Regarded either as a delicacy or an abomination, loved or hated, with few neutral observers. *Овечий кендюх з тельбухами*

та приправами.

19. **Winter ale.** An especially strong dark beer traditionally brewed for the winter. *Темне пиво на кшталт "Портера" заводу "Оболонь".*

20. **IPA.** India Pale Ale, a long-life beer originally exported in bottles to expatriates in India. *Світле індійське пиво.*

21. **Stout porter** or simply **stout.** A black beer brewed from charred malt and so very bitter, mostly brewed nowadays in Ireland. *Міцне гіркувате чорне пиво, портер.*

22. **Scrumpy, n.** Unfiltered cider, traditionally extremely high in alcoholic content. *Міцний або темний сидр.*

23. **Chicken Tikka Masala (CTM).** A fusion dish of roast marinated chicken, Indian tikka, with a sauce based on garam masala spices, probably invented in Glasgow, Scotland. *Курка "тіка масала".*

24. **Tandoor, n.** A clay oven that reaches very high temperatures. *Індійська піч або духовка.*

4. Read the text "English Cuisine" for the first time and choose a suitable heading for each paragraph or groups of paragraphs from the list below. Put together a plan of the text and use it when retelling the text later.

- a) The traditional English breakfast.
- b) Vegetarian attitudes in England.
- c) Few exotic exceptions in classical English cuisine.
- d) Fusion cuisine.
- e) General description of English cuisine.
- f) National classic dishes.
- g) Fish dishes and the way fish is consumed.
- h) Bread consumed in England.
- i) The staple food before the Gastronomic Revolution.
- j) Takeaway food.
- k) Milk products in England.
- l) The most popular British dishes today.
- m) Traditional English drinks.
- n) The Gastronomic revolution.
- o) New tendencies in drinking.

Text 1: English Cuisine

Ukrainian restaurants are fond of claiming to offer "European cuisine" and one of the main threads of "European Cuisine" is that of England – itself often dramatically distinct from Scottish, Welsh and Irish cuisine. Once clearly recognizable, English cuisine is today a **fusion** of English, Indian, Chinese and several other European cuisines. Here we attempt to untangle just what is that is actually eaten in England.

English cuisine has long suffered from accusations of being **bland**, unimaginative and boring. Its culinary highlight was roast beef, to such an extent that the French nicknamed the English **les rosbif**. The **yeomen of the Guard** at the Tower of London are still called "**Beefeaters**". Even today, although there are many thousands of

restaurants offering the cooking of over 180 countries in New York, there is allegedly not one single restaurant serving solely English food.

Historically eating turnips, parsnips, swedes, with buckwheat as **the staple** in the middle Ages, the British excitedly adopted potatoes after their introduction from the New World, and for special occasions, boiled beef and carrots complemented a glass of gin. Little changed until after the Second World War. Despite being a European **hub** of the spice trade, only salt and **pepper** was commonly used until recently and garlic was despised by the majority of the population before the Gastronomic Revolutions in the 1960s. The special dish created to commemorate the Coronation of Queen Elizabeth II in 1953 called, not surprisingly, Coronation Chicken, was scandalous in that it contained a hint of Indian **curry** spices.

Exotic exceptions long found in classical English cuisine were few, such as **ginger beer** and **chocolate limes**. The former is a sweet non-alcoholic soft drink with ginger and the latter are lime-flavoured boiled sweets with a chocolate centre. Ginger and limes were both introduced from the West Indies in the 17th century.

National classic dishes that excite gourmets are few, expensive and only for the elite – such as venison, Dover sole, pheasant and salmon. The most **esoteric** is roast swan, forbidden by law to be eaten other than by Royalty and the **dons** at Oxford and Cambridge Universities by Royal Charter.

More usual are lamb (often eaten with mint sauce), pork (often eaten with apple sauce), chicken, duck (often eaten with orange sauce), white sea-fish (frequently eaten with **tartare sauce**) and inevitably beef (when roasted, eaten usually with **Yorkshire puddings**). British sausages or “**bangers**”, eaten with brown sauce, are uniquely flavoured with pepper and various cereals to give them an unusual flavour that often surprises foreign visitors.

Pies with short pastry or flaky pastry continue to be popular – the most popular fillings for hot pies being steak and kidney, beef and onion, chicken and mushroom, lamb and mushroom, cheese and onion and, meat and potato.

Fish consumed in Britain is most frequently sea fish as no point in Britain is far from the sea. River fish most usually eaten are salmon or trout, while pike, perch and other such river fish are rarely eaten. Most fish is bought cooked and hot from **Fish and Chip shops** although **fish fingers** made from cod and cooked from frozen, are very popular, especially as a children’s meal.

The traditional English breakfast has now become the traditional British breakfast – the traditional oat porridge breakfast in Scotland has mostly disappeared. Despite perhaps every episode of Conan Doyle’s Sherlock Holmes stories produced in Russia featuring Holmes and Watson breakfasting on oat porridge, this was not the case in the original literature and extremely rare in England.

The English breakfast is designed to make people fat, with its usually fried components being a selection (or sometimes all) of bacon, eggs, sausages, **black pudding**, mushrooms, tomatoes, baked beans and fried bread.

A fried breakfast may be preceded by cereals and milk, and followed by toast with marmalade. Orange marmalade is by far the most popular although lime marmalade may be found. Although traditionally the British drank Indian tea with milk, coffee, also

usually drunk with milk, is more widespread in the 21st century. At the same time, the convenience of instant coffee is being overtaken by the preferential taste of natural coffee.

Statistics vary enormously as to the extent of vegetarian attitudes to food in Britain. It is probably the case that up to half the population will reduce their meat intake, occasionally or frequently, for dietary or ideological reasons with a proportion of those being vegetarian and a small percentage **vegan**. For example, vegetarian lasagne is frequently offered alongside traditional lasagne and often omnivores will choose the vegetarian option purely for variety.

While yoghurt was only a food-faddist's rarity 30 years ago, today it is a popular breakfast food, along with **fromage frais**. Whereas cream until the past few years was always fresh and sold as single, double or whipped, recently "**crème fraîche**" has appeared on almost all supermarket shelves.

As supermarkets spread and grew in size, their "**in-store bakeries**" have caused an explosion in the choice of kinds of fresh bread and today most supermarkets will offer a wide range of French, Italian, Greek, Indian, German and even sometimes traditional Scottish, Irish and Welsh breads.

Regional dishes are also plentiful. London, for example, has the wonderfully-named **Toad in the Hole** – pork sausages cooked in batter.

The most widespread take-away food (called "carry-out" food in Scotland) always used to be from the ubiquitous Fish and Chip Shop. A "**chippie**" has huge deep-fat fryers, once using lard but today usually using vegetable oil and small ovens in order to cook potatoes and various fish and meat dishes. Chips are large and finger-sized and so, being less crispy and, containing less fat than American fries or Belgian/French *pommes frites*, have their own particular taste and softness. They are usually eaten sprinkled with salt and **malt vinegar**. Fish is usually white sea-fish such as cod or haddock, covered in batter and deep-fried until crispy. Pies and pasties are always sold but the fillings vary by region. A chippie also sells pickled onions, pickled eggs, **mushy peas** and chicken portions.

Most chippies around Britain will also **sell**, deep-fried in batter, sausages, cod roe, burgers, sometimes black pudding, mushrooms and pineapple rings. In the North-East of England and Scotland, small **haggises** may be deep-fried in batter and Glasgow chippies are notorious for deep-fried Mars bars in batter.

Generally, sweet dishes tend to traditionally be in three groups: stodgy puddings served with hot custard, cakes and fruit dishes.

The British have always brewed beer and although historically **mead**, made with beer and honey, was once drunk in the Middle Ages, today pubs serve bitter or mild beer, and lager. Each region has its own preferences and often bottled specialities such as strong **winter ales**, **IPA**, **stout** or **porter**. Originally always served draught from barrels, there was a move to "bright" pressurized **keg** beers in the 1960's, that by the 1970's reversed to trends towards "Real Ale", again served draught and pulled by a "beer engine" rather than fed by CO₂ pressure. The Scots have tended to have heavier, stronger beers, indeed often called "a pint o' heavy" graded traditionally by shillings, from the strength and hence the amount of duty payable on each barrel.

The south-west regions of England, as well as Breton area in French Brittany have always been famous for cider made from apples, usually sold filtered and ‘bright’. There is also a stronger form of cider which is cloudy and unfiltered, called “**scrumpy**”. Traditionally, a rooster was thrown in the vat when scrumpy was being made to give additional flavour.

Gin has always been the principal spirit drink in England, and whisky in Scotland and Ireland. Rum, the traditional drink of the Royal Navy, and brandy or cognac have also been commonly drunk. And finally, the only widespread wines in the past used to be champagne, sherry and port. The latter two being fortified wines, tended to be drunk in small quantities.

Everything began to change in the 1960s. Before then, wine, garlic and foreign food were regarded with distrust if not distaste. Then a tendency toward the new, the unusual and variety began to accelerate. Forty years ago in Coventry, a provincial city roughly the size of Vinnitsya, there would have been no take-away food other than from one of about 60 Fish and Chip shops. Today there are about 25 chippies, 30 Chinese take-aways, 20 Indian take-aways, 10 Kebab houses, 10 Pizza take-aways and a few offering Thai, Nepalese, American burgers or other cuisine.

Supermarkets now stock vast ranges of products and ingredients from literally all over the world, especially Indian, Chinese, Italian, French, Thai, Mexican and Greek. Pasta and rice are today’s staples as much as potatoes, with dishes that vary hugely in scope.

Wine used to be an insignificant minority drink, but over the past 30–40 years has begun to challenge beer as the main alcoholic drink. Today the most popular wines are from Australia and New Zealand, both red and white, and most supermarkets and **off-licences** will stock wine from at least 20 countries. There has since the 1980’s been a challenge to the pub as “wine bars” have opened around the country selling a wide range of wines by the bottle or by the glass.

The most popular British dish today is either lasagne or **Chicken Tikka Masala**, depending on which survey is read.

Chicken Tikka is a traditional Indian dish, a kebab of marinated chicken breast cooked in a **tandoor**. But Chicken Tikka Masala was created in Britain, probably in Glasgow in the late 1960s when a legendary Glaswegian insisted on his chicken tikka and rice having a sauce, so the Indian chef quickly produced a tomato-based sauce with garam masala spices.

What once was clearly ‘traditional’ cuisine and often unimaginative, is today one of the most varied in the world, bringing together both dishes from around the world as well as ‘fusion’ cooking so popular today.

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

1. What is the word in the text that describes contemporary English cuisine in general?
2. What was the largest country in the British Empire in the first half of the 20th century which most influenced contemporary British cuisine?
3. What was the traditional meat most often eaten in England?

4. Who are *les ros bif*? Why are they called this?
5. What is the historical fact behind “Coronation Chicken”?
6. Why do the British eat so much sea fish?
7. What were the traditional English drinks? What are they now?
8. Why is take-away food so popular with the British?
9. What was the “gastronomic revolution” in Britain? When did it take place?
10. Why do you think oriental cuisine has so much influence on food in Britain?

6. Go through the text, picking out all the culture specific words and compare them with the list of those words that you wrote earlier. How many of them have coincided?

7. Find in the text instances where the meanings of culture-specific words are explained. Were those explanations enough to understand new culture-specific notions? What typographical devices are used to indicate that these expressions are being explained?

8. Study the following vocabulary notes. Then go through the text again and give Ukrainian equivalents to the highlighted words:

Vocabulary notes:

1. **Fusion**, *n.* Food or cooking that incorporates elements of both eastern and western cuisine – змішана кухня. Other meanings of the noun include:

1) the process of melting by means of intense heat – плавлення, e.g. Nuclear fusion is a potential source of energy.

2) the union, blending or bonding together as one whole of different things as by melting – сплав, злиття, об’єднання, e.g. There were widespread fusions which eventually formed the pieces into a single continent.

3) the coalition of political parties and factions – злиття, об’єднання, e.g. The fusion of the Liberals and the Social Democrats founded the Liberal Democrat Party.

4) music in which elements of more than one popular style are combined – поєднання, e.g. Martin brought home the latest jazz-rock fusion CD.

Der.: fusionist – той, хто намагається об’єднати, примирити політичні партії та фракції; fusional – синтетичний (про мову).

2. **Untangle**, *v.* To free from a tangled state. Розплутувати, **тут:** розібратися, e.g. We spent ages untangling the Christmas tree lights.

3. **Bland**, *adj.*

1) gentle in manner – ввічливий, лагідний, м’який, ласкавий (про людину), e.g. The politician behaved in a bland manner for once in his life.

2) mild, soothing – слабкий, заспокійливий, e.g. Bland music is often played in restaurants.

3) not irritating, not stimulating – прісний, негострий, e.g. She was told to follow a bland diet for a week or two.

4. **Staple**, *n.* A staple commodity; the principal or an important item of diet, production, trade; a major component or element. Основний предмет торгівлі,

основний продукт, що виробляється в даному районі, головний елемент чогось, e.g. For many years, potatoes were the staple vegetable. The same scenes have been the staple of television for years.

5. **Hub**, *n.* Usually used figuratively to mean “the central part of an activity and interest”. Центр уваги, діяльності, інтересів, e.g. The critic lived at the very hub of London’s literary life. The original meaning of the word is that of “the central solid part of a wheel from which the spokes radiate” – маточина колеса, втулка.

6. **Esoteric**, *adj.*

1) appropriate to an inner circle of advanced or privileged disciples, communicated only to initiated – езотеричний, втаємничений, відомий або зрозумілий лише тим, кому це відкрито, e.g. The magician is an esoteric figure – part priest, part philosopher, part artist. Unless we are to interpret ‘poetry’ in some esoteric sense of our own.

2) not openly stated or admitted, confidential, secret – таємний, втаємничений, e.g. His esoteric project was the original ambition of Christopher Columbus.

7. **Vegan**, *n, adj.* A person who abstains from all food of animal origin, an “extreme” vegetarian. Ті, хто дотримуються крайньої форми вегетаріанства, e.g. The children of many vegans have diseases caused by a lack of calcium.

8. **Food-faddist**, *adj.* As eaten by those with food fads, meaning “пунктик, примха, швидкоплинне захоплення”, e.g. Some of his food-faddist notions made her want a divorce.

9. **Fromage frais**. A light, cream-cheese-based food product usually flavoured with fruit. Нежирний рідкий сирок з фруктами, e.g. A tub of fromage frais is popular in many children’s lunchboxes.

10. **Crème fraîche**. A cream product soured by particular bacteria. Сметана, e.g. Many foreign visitors to Britain are surprised to see “smetana” labelled as “crème fraîche”.

11. **In-store bakery**. A section of a supermarket or hypermarket where bread and pastries are baked on the premises. Пекарня в супермаркеті, e.g. I was delighted when my local supermarket’s in-store bakery began to sell authentic croissants.

12. **Mead**, *n.* Alcoholic liquor produced by fermenting a mixture of honey and water, a drink of this. Мед (напій), e.g. The consumption of mead is characteristic of Britain in the Middle Ages.

13. **Off-license**, *n.* A shop or other establishment where an alcoholic drink is sold for consumption elsewhere, e.g. The off-licence section of the supermarket was closed until 12.00 on Sundays. Місця продажу алкогольних напоїв на винос.

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

10. Read the following sentences below. State which of them summarizes the main idea of the text best of all.

1. Although originally very bland, English cuisine now uses a lot of oriental spices.
2. English cuisine has always been a fusion cuisine. 3. European cuisine is Oriental in

character. 4. Despite many years of tradition, English cuisine has become cosmopolitan and varied. 5. Take-away food, especially Chinese, Indian and Greek, is now the basis of European cuisine.

11. Find in the text the sentences containing specific information on the following subjects:

- a) The staple food in the Middle Ages.
- b) The first instance of use of oriental spices in English cooking that became a well-known fact.
- c) National classic dishes for gourmets.
- d) The ingredients which give unique flavouring to English sausages.
- e) The peculiar name of the London regional dish mentioned in the text.
- f) The abbreviated or colloquial form for “fish and chip shop”.
- g) Historical English drinks.
- h) The name of the drink which was once prepared with a rooster in it.
- i) The kind of drinking establishments which are now strong competition for English pubs.
- j) The traditional grading for beer in Scotland.
- k) The name of the most popular British dish today.

12. Decide whether the following statements are true or false. For those that are false, give a correct description.

1. Traditional English cuisine is very bland. 2. The Yeomen of the Guard at the Tower of London are still called les rosbifs. 3. Yorkshire puddings, eaten with onion gravy, are a famous English dessert. 4. Traditional salted oat porridge for breakfast was typically English. 5. The most popular takeaway food always used to be from the ubiquitous Fish and Chip Shop. 6. The only widespread wines in the past used to be champagne, sherry and port. 7. The English always drink their tea with milk. 8. England had never been an international hub of the spice trade. 9. Ginger beer is an alcoholic drink that has ginger in it. 10. Ginger and limes were both introduced from the West Indies in the 17th century. 11. The English eat a lot of lamb. 12. The English breakfast is destined to make people fat, as it has a lot of fried components. 13. Vegetarian food can rarely be found in England. 14. “Crème fraiche” is a traditional English milk product. 15. Puddings are always desserts in England. 16. Malt vinegar is usually sprinkled on fish and chips. 17. Haggis is a traditional Irish dish. 18. Rum was a traditional drink of the Royal Navy. 19. Supermarkets now stock wide ranges of products from literally all over the world. 20. The English historically drank more wine than the French. 21. Chicken Tikka Masala is a traditional Indian dish. 22. Black pudding is a sweet dessert dish made with chocolate.

13. Although the text does not contain direct instructions, based on the given information, try to work out what dishes the author would not recommend to tourists.

14. How would you define the author’s style of writing? Choose among the following

descriptions: flamboyant, colloquial, informative, neutral, slang-ridden, naïve, ducated, logical, emotional, matter-of-fact, wandering, poetic, precise, woolly.

15. How would you describe the text in general? Choose one or more from: *narrative, informative, fictional, humorous, critical, poetic, documentary or instructive.*

16. Retell the text in detail using the plan you put together when doing Ex. 4.

VOCABULARY PRACTICE 1

17. Study the meaning of the highlighted words using the Vocabulary Notes and translate the following sentences into Ukrainian.

1. Tex-Mex **fusion** cuisine as popularised by TGI Friday restaurants around the world has become very popular. 2. His young daughter decided to try to **untangle** her portion of spaghetti. 3. He decided his food was too **bland** and covered it in tomato ketchup. 4. Her **bland** expression gave away no sign of her true feelings. 5. Before potatoes were introduced, buckwheat was the **staple** in Britain. 6. The **hub** of activity was in the Physics Department, where a Press Conference was being held. 7. Georgina adopted an **esoteric** diet where she avoided any foods that contained milk products or eggs. 8. Many British people like to have at least one “**vegetarian day**” each week. 9. The **vegan** family would prepare imitation chicken nuggets made from soya for their children. 10. When English castles have replica medieval banquets, **mead** is often served. 11. Ian rushed to the **off-license** to buy some more six-packs of beer. 12. Many cooks argue about whether **short pastry** should be made with margarine or butter. 13. The most popular **fillings** for fruit pies in England are apple, apple and blackberry, and apricot. 14. Most supermarkets now stock a range of pizzas that are made to be **cooked from frozen**. 15. Many supermarkets now have cafes where food and drink may be **consumed on the premises**, while alcohol sales are only for consumption **off the premises**. 16. Ira was told to dramatically reduce her **intake** of alcohol. 17. The Scots have a cultural mania to **deep-fry** very many foods, even Mars Bars. 18. There was trouble **brewing** at the factory. 19. Monks in many countries became specialists at **brewing** fine beers. 20. Most Ukrainian bars serve high-quality Ukrainian beer **on draught** although some elitist bars only serve extremely expensive **bottled** beer as a novelty. 21. Many staple vegetables, such as turnip and swede, are becoming a **minority food** in Britain. 22. The chain of supermarkets finally decided **to stock** real Indian spices.

18. Match the words in the first column, as they were used in the text, to their meanings in the second column:

- | | |
|------------------|---|
| a) to complement | 1) a mixture of flour, eggs and water for coating food for frying |
| b) pasty | 2) the fat of a pig |
| c) batter | 3) to add something that improves the whole |
| d) episode | 4) a very selective eater of the finest foods |
| e) to feature | 5) one of a sequential series |

- | | |
|-----------------------|--|
| f) food-faddist | 6) to be highlighted or to star |
| g) gourmet | 7) a person or animal that eats both meat and fruits / vegetables |
| h) ubiquitous | 8) a person with unusual views as to what their diet should be |
| i) stodgy | 9) found everywhere |
| j) lard | 10) a small individual pie |
| k) custard | 11) fattening, heavy and filling |
| l) gravy | 12) a hot vanilla sauce for desserts |
| m) omnivore | 13) a meat sauce, usually added to roast meats |
| n) barrel | 14) a large container for liquids |
| o) cereals | 15) meat grilled on a skewer, often eaten in pita bread with salad |
| P) speciality | 16) a food speciality that is seen as better than the rest |
| q) culinary highlight | 17) something best produced in one place only |
| r) kebab | 18) edible grain from arable farming |

19. Sort out the following list of food mentioned in the text into the following categories: a) main dishes; b) drinks; c) deserts; d) snacks. Which of them may be considered as belonging to two groups? Which of these do not belong to English cuisine?

Roast beef, gin, curry, ginger beer, beer, champagne, chocolate limes, roast swan, Yorkshire puddings, bangers, cereals, steak and kidney pie, fish and chips, fish fingers, oat porridge, port, traditional English breakfast, cereals, cherry, toast with marmalade, lasagne, yoghurt, pies, pickled onions, pickled eggs, mushy peas, stout porter, black pudding, pineapple rings, deep-fried Mars bars, Toad in the Hole, haggis, cider, cake, fruit dish, ale, stodgy pudding, steak and kidney pudding, mead, chicken tikka masala.

20. State with what foods the following sauces are consumed:

Tartare sauce, mint sauce, orange sauce, apple sauce, brown sauce, gravy, custard, ketchup.

21. Match the following English words that name different kinds of meat, fish, vegetables and spices historically and currently consumed in England to their Ukrainian equivalents.

- | | |
|--------------|--------------|
| a) turnip | 1) ріпа |
| b) swedes | 2) пастернак |
| c) bacon | 3) бруква |
| d) venison | 4) гречка |
| e) parsnip | 5) імбир |
| f) buckwheat | 6) оленина |
| g) ginger | 7) свинина |
| h) pork | 8) сьомга |
| i) sole | 9) камбала |
| j) cod | 10) форель |
| k) rosemary | 11) тріска |

- | | |
|------------|--------------|
| l) salmon | 12) бекон |
| m) beans | 13) боби |
| n) trout | 14) лайм |
| o) dill | 15) ікра |
| p) lime | 16) петрушка |
| q) roe | 17) кріп |
| r) parsley | 18) розмарин |

22. Form adjectives from the following geographical names of countries that contributed to English cuisine and give their Ukrainian equivalents. Name several dishes or products that were borrowed from these countries.

Scotland, Wales, Ireland, India, China, France, Italy, Greece, Germany, Brittany, Taiwan, Nepal, the USA, Mexico, Australia, New Zealand.

23. Which adjectives characterise traditional English cuisine and which contemporary English cuisine? Give Ukrainian equivalents.

Clearly recognizable, bland, unimaginative, boring, varied, fusion, spicy, Asian, Oriental, roast, boiled, tandoori, stir-fried (in a wok), stewed, stodgy, grilled, vinegary, mushy.

24. Look into the word formation processes for the following words containing des/dis as their part. In which cases do des/dis form parts of the root? And in which cases they represent negative prefixes used to form words with negative meaning? Study the etymology of the former group using special dictionaries. Use the words below to describe the tendencies and attitudes in English cuisine.

Despise, distaste, distrust, disappear, describe, discern, despite, disaster, disciple, disagree, displease, dissuade, dislike, discontent, discomfort, disturb, disappoint, disapprove, distill, desperate, distinguish.

25. Revise the vocabulary of the section by quickly giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

Buckwheat, sole, lamb, black pudding, omnivore, fad, food-faddist, lard, cod roe, pickle, shilling, kebab, sherry, crispy, cuisine, bland, turnip, parsnip, swede, staple (food), hub, soft drink, gourmet, esoteric, venison, pheasant, salmon, cereal, speciality food, herb, flaky pastry, savoury, pike, perch, trout, fish fingers, intake, deep-fat fryer, sprinkle, batter, notorious, to brew, draught beer, keg beer, pint, malt, cider, scrumpy, spirit drink, distaste, to stock, fusion cookery, thread, culinary delight, to complement, unimaginative, boring, gourmet, don, Royal Charter, sauce, filling, to feature, episode, toast, omnivore, cream, ubiquitous, lard, vinegar, peas, stodgy, pudding, gravy, speciality, draught, barrel, keg, fortified wine, garlic, pepper, take-away, ingredient, marinated, varied.

26. Reinforce your knowledge of the Vocabulary of the lesson by quickly giving English equivalents to the following expressions:

Внесок, традиційна кухня, прісний, основний продукт, центр торгівлі, зневажати, натяк, безалкогольний напій, гурман, ненажера, оленина, лосось, баранина, яловичина, смак, спеції, листове тісто, хрусткий, начинка, несолодкий, форель, щука, окунь, рибні палички, вівсяна каша, швидкорозчинна кава, міркування здоров'я, посудомийна машина, всеїдний, м'ясоїдний, травоїдний, вершки, сметана, пекарня, їжа на виніс, фритюрниця, на розлив, варити пиво, спиртний напій, відраза, мати на продажу, злиття, ріпа, пастернак, бруква, гречка, імбир, злакові культури, солод, бризкати, кров'янка, запечений, діжечка, міцне вино, херес, джин, шампанське, втаємничений, спеції, м'ятний соус, начинка, нирки, зображувати, грінка, мармелад, розчинна кава, примхи в їжі, всюдисущий, рослинна олія, вершкове масло, сало, пиріг, пиріжок, ситний, світле пиво, міцне пиво, півень, портвейн, часник, перець, відраза, недовіра, десерт, компонент в їжі, асортимент товарів, макаронні вироби, розібратися, домашній сир, мед (напій).

27. Find answers to the following using additional sources of information:

1. Name 8 kinds of pasta by their European names – (macaroni is one).
2. Name 3 popular Indian dishes.
3. Name 3 popular Chinese dishes.
4. Name 3 kinds of kebabs by names that would be recognized in Europe.
5. Name and describe one traditional Welsh dish.
6. Why do Macdonald's, Burger King, Wendy's and other such American fast-food chains have relatively so few branches in Britain?
7. The most quickly expanding fast-food chain at the time of writing is Starbucks, competing hard with Costa's. What do they primarily offer?
8. From what countries do these popular beers, all top-sellers in Britain, originate? Foster's, Stella Artois, Heineken, Beck's, Carlsberg, Tuborg, Kingfisher and Tiger.
9. Name 3 kinds of British cheese.
10. Name 3 of Britain's supermarket giants, other than Tesco's.

28. Read the following BBC news item and translate it into Ukrainian. Based on the context try to work out the meaning of the following words: deskfast, to wolf down, a "greasy spoon" café. When translating the text use the following prompts: R.I.P. (Latin: *requiescat in pace*) – упокої Господь, його душу, fare – їжа, haunt – пристановище, demise – кончина, смерть, spat – варена ковбаса, siblings – діти одних батьків, unsolicited – непроханий, небажаний.

R.I.P. Full English Breakfast

The FULL ENGLISH BREAKFAST has seen its last dawn, market researchers have announced. Full English – or Fry-up, as it was affectionately known to those who found calorific comfort in its fried bacon, sausage, mushroom, eggs and tomato – could not survive in the modern world. According to Datamonitor, notoriously unhealthy Fry-up was killed by a flurry of activity. Britons are increasingly busy in the mornings and Full English was just too "time consuming to prepare".

Though cooking burns 100 more calories an hour than sitting down, people neglected Full English (admittedly 127 calories per sausage) in favour of convenience foods they could wolf down on the way to work or actually at their desks.

“Deskfast” fare such as cereal bars and, God forbid, fruit are preparing to dance on Full English’s grave, says Datamonitor. There are even rumours Full English’s evil foreign enemies (Swiss muesli, French croissants and American muffins) had a hand in the death. Full English may not even be survived by its old haunts. More than one in nine old-style “greasy spoon” cafes have shut down since 1997. Fry-up’s legacy may at least linger in the very heart of the information age blamed for its demise. Full English was instrumental in the writing of the Monty Python spam sketch (Waitress: Well, there’s egg and spam; egg, sausage and spam; egg and double spam; egg, bacon and spam...”), which gave annoying and unsolicited mass e-mails their nickname.

Full English is thought to be survived by an identical twin across the Irish sea, Ulster Fry. There is also a relative north of the Border, Full Scottish which is almost identical to its Sassenach sibling except for the addition of haggis. No flowers.

29. Answer the following questions to the text above.

1. What is the style of the passage? Comment on it.
2. What does the last sentence mean in terms of burial rites?
3. Why has the full English breakfast fallen out of favour?
4. What are the main rivals?
5. Why do you feel the Full Scottish and the Ulster Fry have survived?

30. Translate the following sentences into English using the active vocabulary of the section.

1. Злиття цих двох політичних партій було неминучим. 2. Англійська кухня поєднує здобутки декількох національних кухонь сходу. 3. Розплутати цю ситуацію здавалося неможливим. 4. Ти завжди готуєш все таке прісно. 5. Рис – основний продукт харчування в Китаї. 6. Ця людина має лагідну вдачу. 7. Це місто на перехресті шляхів завжди було центром торгівлі. 8. Існують різні форми вегетаріанства: є й такі, де не вживаються будь-які продукти тваринного походження. 9. На нашій вулиці є магазин езотеричних товарів. 10. Це була одна з його примх: їсти хліб лише у вигляді тостів. 11. Сметана в нашому розумінні раніше продавалась в Англії лише в польських магазинах. 12. Майже всі супермаркети в Великій Британії мають свої власні пекарні. 13. Домашній сир можна купити і на ринку і в супермаркеті. 14. Напій з меду був поширений у середні віки в багатьох країнах Західної Європи. 15. Де тут поблизу є магазин алкогольних напоїв на виніс? 16. Листкове тісто може мати різні начинки – як солодкі, так і несолодкі. 17. Тост з мармеладом – улюблена страва англійців на сніданок. 18. Готелі в Великій Британії на сніданок пропонують лише традиційний англійський сніданок або шведський стіл. 19. Дехто вважає, що пиво на розлив завжди смачніше. 20. Ми купили фритюрницю, щоб готувати чіпси вдома. 21. Найкращим його кулінарним досягненням була курка в апельсиновому соусі. 22. Англійці люблять запікати гов’ядину в духовці. 23. Фазан, лосось та дичина –

їжа для англійських гурманів. 24. Солоня вівсянка була традиційною їжею незаможних верств населення в Шотландії. 25. Яблучний оцет з різними спеціями та олією вживається як заправка для овочевих салатів. 26. Ситні десерти заливаються спеціальним яєчним соусом. 27. Портвейн, херес, сидр та джін – традиційні англійські алкогольні напої. 28. Маю відразу до такої їжі. 29. Мариновані яйця подаються як закуска в англійських пабах. 30. Супермаркети мають в асортименті інгредієнти для приготування їжі з різних країн світу.

Test your knowledge of English!

Which one of these is a **spice**?

- a. basil b. garlic c. salt d. cinnamon

“Welsh Rabbit” is what **on toast**?

- a. rabbit b. cheese c. onions d. minced lamb

If you’re served **bubble and squeak** in England you get..?

- a. soap b. cat food c. fried potatoes and cabbage d. a live mouse

You’re in Britain and you ask for **bangers and mash**. What do you get?

- a. Sausages and pureed potatoes b. fireworks c. a good beating d. tea and cake

If something is **plain vanilla** then it’s..?

- a. the basic version b. dull c. boring d. a dessert

READING 2

1. Think of ten to fifteen thematic words which you are likely to find in the following text on ‘National Festivals and Holidays’ and write them down, checking later whether the words you predict actually appear. How many of them are culture specific words?

2. To facilitate reading comprehension of the text, look through the following comments before the first reading:

Comments

1. **“Fellow of the Institute”**. A Fellow is a formal designation for a member of a learned society or academic body. *Член наукового товариства або установи.*

2. **May Day**. One of the most important pagan fertility festivals was May Day, which is still celebrated in a “cute” manner today in Britain and some European countries. Traditions include nominating a “May Queen”, a “May King” and dancing around a maypole. This festival was later subsumed by the International Socialist Organization. *Травневе свято.*

3. **Maypole or May tree**. The symbol around which villagers danced, during part of the May Day celebration. *Травневе дерево.*

4. **Morris Dancers**. A ritualized form of folk-dancing dating back to the 15th century. *Виконавці народних танців.*

5. **Beltane, n**. An ancient Gaelic festival celebrated around 1st May, the exact date depending on the position of the sun. *Белтейн.*

6. **New-Year’s-Resolution diet**. It is traditional on 1st January in some countries to

make a resolution to improve something that is seen as not good enough, especially in behaviour or habits. After over-eating over Christmas, many people vow to go on a diet. *Зарок дотримуватися дієти, який дається на новий рік.*

7. **Goths.** In contemporary society, this is a social group or subculture that tends to dress all in black, listen to Gothic Rock music, wear military boots, etc. *Готи, прихильники готичного року.*

8. **New-Agers.** A generic term for many contemporary subcultures, linked by beliefs in “alternative spirituality” or “alternative religion”. *Представники напрямку “нового віку”.*

9. **Modern druids.** Druids were ancient Celtic priests. One of the more specific New Age groups base their belief system on some interpretations of what Druid religions may have been. *Сучасні друїди.*

10. **Crufts.** The largest national dog show in the UK. *Крафтс.*

11. **BMF.** British Motorcycle Federation. *Британська федерація мотоциклістів.*

Text 2: National Festivals and Holidays

Kate Fox

Kate Fox is a social anthropologist and is Co-Director of the Social Issues Research Centre in Oxford and a Fellow of the Institute for Cultural Research. In 2004 she published a bestseller called “Watching the English” from which these two short extracts are taken. Her section on Christmas has not been used, as the topic was covered as a lesson in this series of textbooks, Year 1.

And as New Year’s Eve is understood to be the most debauched and **disinhibited** of our **calendrical rites**, the rest (Hallowe’en, Guy Fawkes’s Night, Easter, May Day, Valentine’s, etc.) tend to be pretty tame – although they all have their origins in much more boisterous pagan festivals.

Our **May Day**, with staid, respectable, usually middle-aged **Morris Dancers** and the occasional innocent children’s maypole, is a revival of the ancient pagan rites of **Beltane**. In some parts of the country, **counter-culture/New Age** revellers with **dreadlocks**, beads and multiple body-piercings celebrate May Day alongside the Morris Dancers – an odd-looking **juxtaposition**, but generally amicable. Hallowe’en – fancy dress and sweets – is a descendant of All Souls’ Eve, a festival of communion with the dead, also of pagan origin and celebrated in various forms in many cultures around the world.

The practice of lighting bonfires and **burning effigies** in early November is another pagan one – common at ‘fire festivals’ welcoming the winter (the effigies represented the old year) – adapted in the 17th century to commemorate the defeat of Guy Fawkes’s plot to blow up the Houses of Parliament. It is still also known as Bonfire Night and Fireworks Night, and is now celebrated with firework-parties over a period of at least a fortnight, rather than just on the night of the 5th November. Valentine’s Day – cards, flowers, chocolate – is a **sanitized** Christian version of the Ancient Roman Festival of Lupercalia, originally held on the 15th February, which was a much more raunchy celebration of the ‘coming of spring’ (in other words, the start of the mating season) designed to ensure the fertility of fields, flocks and people.

Many people think of Easter as one of the few genuinely Christian calendricals, but even its name is not Christian, being a variant of Eostre, the Saxon goddess of spring, and many of our Easter customs – eggs and so on – are based on pagan fertility rites. Some otherwise non-practicing Christians may go to a church service on Easter Sunday, and even some totally non-religious people ‘give something up’ for the traditional fasting period of Lent (it’s a popular time to restart one’s **New-Year’s-Resolution diet**, which somehow lost its momentum by the third week in January...)

In addition to these ‘mainstream’ national calendricals, every English ethnic group and religious minority has its own national holidays... And every English **sub-culture** has its own calendricals- its own **tribal** gatherings and festivals. These include the upper-class ‘Season’, of which the Royal Ascot race meeting, the Henley Regatta and Wimbledon tennis championships, are the principal events.

The racing fraternity have the Grand National, the Cheltenham Festival and the Derby in addition to Ascot: Goths have their annual Convention at Whitby in Yorkshire: New Agers, other counter-culture groups and young music lovers have their festival at Glastonbury: Modern Druids have the Summer Solstice at Stonehenge: opera-lovers have Glyndebourne; dog-lovers have **Crufts**; bikers have the **BMF** show at Peterborough; horsey folk have Badminton, Hickstead and the Horse of the Year Show; and so on.

There are thousands of these sub-cultural calendricals, far too many to list, but each one, to its **adherents**, may be much more important than Christmas...

We need these special days, these little mini-festivals, to provide breaks from our routine and give structure to our years, just as regular mealtimes structure our days. That’s ‘we humans’, of course, not just ‘we English’, but we English do seem to have a particular need for regular ‘time out’ from our rigid social controls.

Which brings me rather neatly to the concept of holidays, and especially the summer holiday...

This two- or three-week break is a time outside regular, **mundane** existence, a special time when the normal controls, routines and restraints are suspended, and we feel a sense of liberation from the workaday world. We are free from the shackles of work, school or housekeeping routines – this is playtime, ‘free’ time, time that is ‘ours’. On holiday, we say, ‘your time is your own’.

Summer holidays are an alternative reality: if we can, we go to another country; we dress differently; we eat different, special, more **indulgent** food (‘Go on, have another ice-cream, you’re on holiday!’) – and we behave differently. The English on their summer holiday are more relaxed, more sociable, more spontaneous, less **hidebound** and uptight. We speak of holidays as a time to ‘**let our hair down**’, ‘have fun’, ‘let off steam’, ‘unwind’, ‘go a bit mad’. We may even talk to strangers. The English don’t often cross cultural boundaries like that. English holidays – summer holidays in particular – are governed by the same laws of cultural **remission** as carnivals and festivals.

Like ‘celebration’, ‘holiday’ is a magic word. As with festivals, however, cultural remission does not mean an unbridled, anarchic free-for-all, but rather a regulated sort of rowdiness, a selective spontaneity, in which specified inhibitions are shed in a

prescribed, conventional manner.

The English on holiday do not suddenly or entirely stop being English. Our defining qualities do not disappear: our behaviour is still dictated by the **ingrained** rules of humour, hypocrisy, modesty, class-consciousness, fair play, social unease, and so on. But we do **let our guard down** a bit. The cultural remission of holiday law does not cure us of our social unease, but the symptoms are to some extent “in remission”. We do not miraculously become any more socially skilled, of course, but we do become socially inclined – more open, less buttoned-up...

For good or ill, the transitional laws of carnival/holiday time apply to minor calendricals such as Bank holidays as well - and even to ordinary weekends... Evenings and lunch hours are also mini-remissions, and even coffee- and tea- breaks can be – what’s even smaller? – **nano-remissions**, perhaps.

We talk about ‘getting back to reality’ or ‘back to the real world’ after a holiday, and part of the meaning and function of holidays is to define that ‘real world’ more sharply. Holidays and mini-remissions do not challenge or **subvert** the norms and laws that are sometimes suspended for their duration; quite the opposite: holidays highlight and reinforce these rules. By breaking the rules in a conscious, structured manner, we throw these important norms into sharp relief, and ensure our own obedience to them back in ‘real time’. Holidays help us to appreciate the structure and certainties – and even the restraints – of our ‘normal’ life and routines. By the end of the summer holidays, we have had enough of **indulgence** and excess, and yearn for a bit of moderation.

3. Answer the following questions after the first reading of the text and using your background knowledge:

1. What is by far the biggest national holiday in Great Britain?
2. What other British national holidays were described in this text? Which of them are celebrated in Ukraine?
3. What are the origins of most national holidays?
4. What is the historical fact behind Fireworks night?
5. Into what two large groups does the author divide all national holidays?
6. What groups of people are meant by sub-culture and counterculture?
7. What are mini-festivals in terms of the author’s views?
8. Why do people need holidays and mini-festivals?
9. Why are holidays described as ‘alternative reality’ by Kate Fox?
10. What is the connection between ‘reality’ and holidays?

4. Write out from the text 4-6 sentences which you believe summarise its main idea/ideas best of all.

5. Write out 15 key words on the topic of the text and compare them with the list of those thematic words that you wrote earlier. How many of them have coincided? Find any clues to their general meanings in the text if there are any.

6. Choose one of the following definitions for the words from the text, which ideally suit the context in which they were used.

1) A Fellow: a) *colloq.* a man or boy; b) a member of a learned society; c) a comrade.

2) Remission: a) reduction of a prison sentence; b) forgiveness of sins; c) remitting of a debt; d) the lessening of the effects of something; e) the lessening of rigid control.

3) Calendrical rites: a) formalized procedures determined by the date; b) religious observances on certain days; c) funeral rituals.

4) Communion: a) body or group within the Christian faith; b) fellowship; c) the Catholic Eucharist; d) participation and sharing.

5) Sanitized: a) *colloq.* censored; b) having all germs removed; c) disinfected.

6) Convention: a) an agreement on social behaviour; b) a formal agreement between nations; c) a meeting of like-minded individuals; d) customary practice.

7) Nano-: a) one thousand-millionth; b) *colloq.* a tiny amount.

7. Study the following notes:

Vocabulary notes

1. **Disinhibited**, *participle*. *AmE*: to be freed from inhibitions – inhibitions are those behaviours that repress many desires felt to be unseemly or undesirable. Нестриманий, безперешкодний, беззаборонний, непригнічений, вільний.

The word is not part of Anglo-English but is sometimes borrowed from American English to be used in academic writing. In American English, for example: On her birthday she felt disinhibited because her parents weren't present. The equivalent in Anglo-English: On her birthday she acted in an uninhibited manner, as her parents weren't there.

Inhibit, *v.*

1) hinder, prevent, restrain- перешкоджати, стримувати, пригнічувати, e.g. Her very presence inhibited any kind of conversation.

2) forbid a person to do something – забороняти, e.g. As one of the conditions of parole, he was inhibited from going to bars or nightclubs.

Der.: inhibition, *n* – затримка, гальмування, стримування, перешкоджання, заборона, inhibitor *n* – інгібітор, inhibited *participle* – заборонений, затриманий, приглушений, загальмований.

Syn.: to prevent – to stop something from happening, to obstruct – to place obstacles in the way, to encumber – to burden with something relatively ill-defined or abstract, to hinder – to get in the way of something, to impede – to stand in the way, to hamper – to make more difficult, to bar – to prohibit or prevent, to handicap – to burden with something specific.

3. **Calendrical/calendric**, *adj.* Rare adjectives, only normally used in highly specific academic writing. They are derived from the word 'calendar'. Календарний, e.g. A very complex calendrical calculation is made to determine the date of Easter.

4. **Communion**, *n.* Used in one of three main meanings, in the text it is used as formal communication in a ritual manner. Спілкування. The other meanings include:

1) generalized communication in an abstract sense – спілкування, e.g. She always felt revitalized after a period of communion with nature.

2) (more fully Holy Communion) a formal church ceremony – причастя, e.g. He went to Communion as often as he could.

5. **Rites**, *n.* Normally used in a religious context in set phrases but is used here as a specific Social Science term to describe a ritualistic way of doing something.

The Catholic Church uses the word to formally describe the ceremonies, prayers or functions of any religious body – обряд, церемонія, ритуал, e.g. The rites of the Catholic Mass seem very strange to most Protestants. It is also used to describe a period of significant change - церемонія посвяти, e.g. Most people regard puberty as one of the rites of passage of young people.

Comb.: the rites of hospitality – обряд гостинності, funeral rites/the Last Rites – похоронний обряд/ритуал, the rite of passage – обряд посвяти, the rites of Spring – весняні обряди.

6. **Dreadlocks**, *n.* A hairstyle of tight braids, in which the head is covered with them hanging down loose. Африканські коски. e.g. Most Rastafarians wear dreadlocks and the hairstyle has very much become associated with that religion.

7. **Counterculture**, *n.* Today a popular term adopted from anthropology that describes a set of social norms and beliefs that are contrary to established society, or the group of people that live in such a way. Альтернативна культура. Неформали, e.g. Opponents of the Vietnam War formed a significant counterculture during the 1970s.

8. **Juxtaposition**, *n.* The placing of two or more things side by side. Безпосереднє сусідство, стикання, накладання, зіставлення, e.g. To her artistic sense, the juxtaposition of red shoes and a lilac handbag was horrible.

Суп.: comparison – placing items literally or metaphorically side-by-side in order to make decisions or judgments about them, contrast – to select the differences between things being considered, adjacency – the way that items may be placed or found literally next to one another, proximity – to be in the general area of a selected item.

9. **Effigy**, *n.* A representation usually of a person in the form of a sculptured figure or a dummy. Зображення, фігурка (людини тощо), e.g. The most common effigies seen today are in Waxworks museums.

Comb.: bum in effigy – спалити чиясь фігурку (як символічне покарання того, кого вона зображує), hang in effigy- повісити чиясь зображення або фігурку (як символічне покарання), e.g. Guy Fawkes is to this day burned in effigy on the 5th of November in Britain.

10. **Sanitized**, *participle.*

1) *lit.* that which is cleaned to be free of germs or microbes – просанований (від санація), продезинфікований, незаражений, e.g. Many hotels place “Sanitized for your health and comfort” notices over a toilet after the chambermaid has been.

2) *fig.* that which has unpleasant or disturbing or secret elements removed – облагороджений, оброблений, пом’якшений, з видаленими неприємними або секретними елементами, e.g. The film presents a less sanitized version of the war. To sanitize negative features ... To sanitize a hard disk...

11. **Subculture**, *n.* A group or class within a culture or even a counterculture, often

having beliefs that conflict with or differ from the main group. Субкультура, e.g. The photographer was sent to take shots of the latest celebrities of the rock subculture.

12. **Tribal**, *adj.*

1) *lit.* characteristic of a member of an ethnic group or division – родовий, племінний, e.g. Tribal sovereignty has been described in detail by George W. Bush during many interviews.

2) *in academic writing* characterized by the tendency to form groups or by strong group loyalty – груповий, e.g. Organizational politics is frequently described in tribal terms.

12. **Adherent**, *n.* Used figuratively to describe somebody who ‘attaches’ themselves to a group. Прихильник, послідовник.

Syn.: fan – short for ‘fanatic’, someone who is emotionally very much in favour of something or somebody, supporter – someone who gives their help or encouragement, follower – someone who follows a leader, faith, rule of conduct, etc., disciple – a follower who believes absolutely in something, admirer – someone who looks positively at someone or something, ally – a formally defined supporter of a cause.

Ant.: dropout – someone who refuses to do what is expected of them, renegade – someone who abandons their religious or political beliefs, defector – a person who changes sides, deserter – someone who runs away from an environment, especially in the military, rebel – someone who wants to change the established order.

13. **Mundane**, *adj.* Pertaining to everyday life, dull, routine – буденний, щоденний, рутинний, e.g. He got very bored with many of the mundane aspects of his job. Also pertaining to this world – світський, мирський, земний, e.g. We may live mundane lives, but we can all dream of the stars.

14. **Hidebound**, *adj.* Constrained by ideas or beliefs that seem to be unable to be changed – обмежений, з вузьким світоглядом, закоснілий. e.g. His hidebound attitude to so many everyday activities began to seriously irritate his wife.

15. **Free-for-all**, *n.* A game, contest or discussion that is unrestricted and generally without rules – букв, загальна бійка, сутичка, *перен.* гра без правил, e.g. After the referee sent off a player for no good reason, the game descended into a free-for-all.

16. **To let your hair down**.

1) *fig (colloq.)* relax from rules and restraints, cease to be formal and enjoy yourself, often in an uninhibited fashion- розслабитися, e.g. It’ll be great when he decides to let his hair down and join the rest of us for some light-hearted entertainment after the meeting.

2) *lit.* release the hair from a style in which it is held on the top of the head – розпустити волосся, e.g. After a long day at work, she changed into her jeans and let her hair down.

17. **Remission**, *n.* Here used figuratively as a specific academic term to describe the temporary freeing of a person from certain cultural norms or constraints. Ремісія, послаблення.

1) a respite; a release from captivity – тимчасове звільнення (від покарання), e.g. The prison warden decided to give her a remission of sentence.

2) *medicine* temporary lessening of symptoms – зменшення, послаблення болю,

ремісія, e.g. His cancer had gone into remission, but the respite was brief.

18. **Nano-remission**, *n.* The author's neologism, invented to explain the point of her argument. "Nano" is literally a factor of one thousand-millionth and so a tiny amount. "Nano" is now being used in many sciences to describe extreme miniaturization, e.g. nanotechnology.

19. **Let your guard down**. To relax, to lower defenses. Розслабитися, e.g. In the last few minutes of the football match, the home team let its guard down and conceded a goal.

20. **Subvert**, *v.* To disturb or overthrow a government, cultural norm or societal attitude. Скидати, повалити, підірвати (монархію, уряд, устої суспільства тощо), e.g. Nothing so much strengthens any government as an unsuccessful endeavour to subvert it.

21. **Indulgence**, *n.* Gratification of another's desires or humour, the fact of being gratified. Потурання, поблажливість, терпимість, толерантність. e.g. Her mother's indulgence of her baby was getting on her nerves.

22. **Indulge**, *v.* Treat a person with excessive kindness, gratify or humour this person's desires. Потурати, ставитися поблажливо, e.g. Mary-Lou was terribly spoiled because her parents indulged her every whim.

23. **Indulgent**, *adj.* That allows himself or someone else to receive additional pleasure by the removal of constraints. Поблажливий, терпимий, толерантний, e.g. He let his son act in an indulgent manner when they went to the sea-side every now and again.

24. **Ingrained**, *adj.* In the inmost texture, deeply rooted. Що проникає, просочує, в'їлося. Притаманний, характерний, e.g. His dislike of liver and onions was deeply ingrained.

8. Read the text for the second time. Find the Ukrainian equivalents for the highlighted words in the Vocabulary Notes and Comments.

9. To facilitate the translation task, match the following English words from the text that characterise the behaviour of the British both everyday and on holiday to their Ukrainian equivalents. Use the words in brackets as prompts.

Boisterous (noisy)	Нудний, скромний
Debauched (lacking morals)	Урівноважений, статечний
Tame (unexciting)	Шумливий, бурхливий
Staid (respectable)	Сексуальний
Raunchy (sexually provocative)	Розбещений, бешкетний
Rigid (strict)	Спонтанний
Spontaneous (unprepared)	Заскнілий, з вузьким світоглядом
Hidebound (narrow-minded)	Непохитно традиційний
Uptight (rigidly conventional)	Суворий
Unbridled (unrestrained)	Анархічний
Anarchic (against order)	Дружелюбний
Rowdy (disorderly)	Розгнузданий, свавільний

Buttoned-up (incommunicative)
Amicable (friendly)

Замкнений, відлюдний
Безладний, галасливий

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

11. Find in the text and write down the events and festivals that are forever linked for the British with the following place names:

Ascot, Henley, Wimbledon (*right*), Cheltenham, Derby, Whitby, Glastonbury, Stonehenge, Glyndeboume, Crufts, Peterborough, Badminton, Hickstead.

12. Find in the text explanations for the words and word combinations given below. Comment on their position in relation to the words they define and punctuation marks, if any, used to introduce them into the sentence.

- All Souls' Eve
- Lupercalia
- Eostre
- Subculture calendricals
- Socially inclined
- Fire festivals.

13. a) How would you describe the text in general? As a clue read once more the note about the author before the text itself. Define the text's genre, choosing from: a) academic; b) fiction; c) documentary; d) journalistic; e) comedy; f) travelogue; g) social commentary.

b) Find in the text words specific only to this sort of text, using the Vocabulary Notes for general guidance. What would you call such words?

c) Find instances of humour in the text and comment on them. What aspects of English character are they describing?

14. Fill out the following table that compares and contrasts the behaviour of the British in their everyday life and on holidays by finishing the sentences if you remember them, if not, then by consulting the text.

Everyday behaviour	Behaviour on holidays
English seem to need regular "time out" from their everyday ...	New Year's Eve is understood to be ...
Usually the British tend to be ...	Holidays other than New Year's Eve tend to be ...
They never talk to ...	The Ancient Roman Festival of Lupercalia was a rather ... celebration of the "coming of spring"
The behaviour is dictated by the ingrained rules of...	On holidays the British feel a sense of... from the workaday world.
The British do not let their guard ...	On holidays "your time is ..."
Social ... is a characteristic feature for the British.	On holidays the British are free from the shackles of... The British dress ..., eat... food.

The British are not usually socially ... very much. Holidays are regulated sort of...
On holidays the British become socially ...

15. Discuss the contents of the text using the following bullet-points:

- Most Christian holidays originate from boisterous pagan festivities.
- the ways of celebrating May Day by traditional and counter-culture revellers.
- The historical fact behind Fireworks night and its current form.
- How Valentine's day and Easter celebrate the coming ofspring.
- Sub-culture tribal gatherings and festivities.
- Summer holidays as a break from mundane existence.
- The English on holiday.
- Why we need breaks from our "real" lives.

16. Retell the text in detail using the bullet-points above.

VOCABULARY PRACTICE 2

17. Study the meaning of the italicized words using the Vocabulary Notes and translate the following sentences into Ukrainian.

1. She shook her head in bewilderment that anything so *mundane* could produce a heightening of sensation (M. Walters). 2. The idea that football was the key to existence had been *ingrained* into him since he was a toddler. 3. Her grandmother couldn't resist being *indulgent* when taking little Johnny to the shops. 4. She wanted to work for the government in order to *subvert* from within. 5. He had a brief *remission* from the pain before he fell seriously ill again. 6. She'd become totally bored with Bohdan- she needed to be with someone less *hidebound* and more open-minded. 7. The *adherents* of the religious sect met every Tuesday evening in their rented hall. 8. Levi liked to talk about his Native American *tribal* ancestry. 9. Every time I try to define a *sub-culture*, it spawns a sub-culture of its own. 10. The operating theatre had to be *sanitized* all over again after the accident. 11. The Iraqis regularly *burned* George W. Bush *in effigy* whenever the U.S. troops were not present. 12. The *juxtaposition* of the Hummer and the Zaporozhets made a strong statement about the unequal salaries in the company. 13. The football player had grown a fine set of *dreadlocks*. 14. One of my favourite pieces of classical music is Stravinsky's "*The Rites of Spring*". 15. She felt *inhibited* talking about her boyfriend in front of her father.

18. Sort the list of adjectives below, characterising the behaviour of the English on different occasions, into two rows of words that are more or less opposite in meaning. What may be the occasions when the two groups of characteristics overlap? Translate the words into Ukrainian.

Boisterous, spontaneous, staid, debauched, tame, hidebound, raunchy, uptight, unbridled, buttoned-up, amicable, open, indulgent, rigid, anarchic, modest, hypocritical, class-conscious, relaxed, ironic, socially inclined, rowdy, disinhibited, hidebound, conventional, excessive, routine, moderated.

19. Continue the following rows of synonyms using the vocabulary of the Section and dictionaries of synonyms:

- a. Noisy, loud ...
- b. Spoilt...
- c. Respectable ...
- d. Sexual ...
- e. Closed, uncommunicative...
- f. Friendly ...
- g. Excessive ...
- h. Traditional ...
- i. Everyday ...
- j. To relax ...

20. Replace the Ukrainian words in brackets with their English equivalents.

1. From time to time his neighbours complain that he has (галасливий) parties. 2. Byron was renowned for his (розбещений) behaviour. 3. This film's a bit (нудний) for my liking. 4. His spinster aunt was the embodiment of a (врівноважений) and considerate old lady. 5. Britney Spears' (сексуально провокаційний) stage act was designed to appeal especially to American teenagers. 6. The college's (суворий) code of conduct was a shock to some new students. 7. The attendees of the meeting broke out into (несподіваний) applause at the end of her presentation. 8. Women in the 1920's threw off many of the (застарілий) shackles of their previous generations. 9. "Don't be so (традиційний, скутий)! Relax and enjoy yourself!" 10. His anger was (нестримуваний) when he realized what had happened. 11. Teenagers thought it was fun to put (анархічний) inscriptions on their T-shirts. 12. As the evening wore on, the crowd became more and more (безладний). 13. The two political parties reached an (дружній) agreement on the formation of the Cabinet. 14. The homeopathic doctor rarely took a (традиційний) approach to a medical issue. 15. The more (щоденний) aspect of housework drove her crazy. 16. Binge-drinking, that is drinking too much too quickly, is one of the worst forms of (надмірний) behaviour. 17. Goths and punks developed distinct (груповий) identities. 18. Although cute, the dog was very (дивного вигляду). 19. Spring is a (шлюбний) period for many species on our planet. 20. It became a (заведений) exercise for her to virus-scan her computer. 21. Many believe that a (помірний) intake of alcohol may not be harmful. 22. The (перехідний) phase of the project seemed to cause more worries than any other. 23. She was (схильний) to avoiding any academic work on Sundays. 24. He felt it to be (лицемірний) to pretend that he was interested in working for that company.

21. Translate the text below into Ukrainian using words, word combinations and phrases from the following list as prompts: *і оком не мигнути; бути на волосок від чогось; запальний; розслабитися; перемивати кісточки; карколомний; лкогельний напій, який помагає від похмілля; втрати самовладання; скрутний; не гарячкувати.*

Tanya groaned as she opened her bleary eyes. As she remembered her *hair-raising*

adventures the previous evening, she realised that she'd *been a hair's breadth* from getting into a truly *hairy* situation. She'd had a *hair-trigger* temper since childhood and any person in a bar that got *in her hair* was just asking for trouble. Last night her hairdresser, called Sasha, who in any discussion couldn't resist endlessly *splitting hairs* had bored everyone silly.

Determined *to let her hair down*, Tanya had *not turned a hair* when her best friend Masha had stormed off having *lost her hair*, exasperated with Sasha. Tanya had asked Masha to keep *her hair on*, to no effect. Never mind, she thought and reached for the half-empty bottle of wine, deciding to try *the hair of the dog*.

22. Replace the italicized words with synonyms from the vocabulary of the lesson.

1. They stopped in the museum corridor to look at the *figure* of Yaroslav the Wise. 2. She wants to emigrate, having become totally fed up with her *everyday* existence. 3. After the conference ended, one group of delegates decided that it was time to *go off and have fun*. 4. The trouble with organizational politics is that it tends to *undermine* company strategy. 5. Through habits *deeply rooted* since childhood, he was eager to please them. 6. It was a *absolutely minute* deviation from their original plan. 7. They couldn't get to sleep in their hotel room as they kept hearing a group of *people partying* in the street outside. 8. Many New Age mystics believe in the essential element of *communication* with Mother Nature. 9. The government decided to *put off* the introduction of the Bill until the autumn. 10. Although she was asked to be creative in her work, there were too many *limitations* placed on her and she didn't feel truly effective. 11. He resigned as he felt there was too much *insincerity* from his boss. 12. The soldier was horrified when he realised what the initiation *rituals* were in his new company. 13. The *adjacent positioning* of red curtains and mauve wallpaper turned her stomach. 14. When the new software was installed, there was a slow and painful *in-between* period until all the bugs were sorted.

23. Insert one synonym from the following list into each of the following sentences. There is not always one single, clear-cut answer, but the most commonly used choices by a native speaker are given in the key.

A to impede, to bar, to prevent, to encumber, to obstruct, to hamper, to handicap, to stand in someone's way, to inhibit, to restrain, to hinder

1. The police decided to ... the demonstrators from marching into the square. 2. In Britain it is an offence, punishable by a fine, to ... a public footpath. 3. The explorer was keen not to let the weight of her backpack ... her progress. 4. Conflicting legislation across Europe has begun to seriously ... stem cell research. 5. The British medical Journal stated that it appears that many families of the deceased ... organ transplants. 6. The landlord of the pub decided to ... the football team from his premises. 7. I was so grateful that my parents did not ... when I said that I wanted to study at Manchester University. 8. At horseracing events around the world, one of the jobs of the stewards is to calculate how much to ... each horse. 9. The chemist added a reagent to ... the violent reaction. 10. Her brother had to hold her back, to ... her from attacking the demonstrators. 11. The large number of Customs regulations and taxes were what he

felt ... him from exporting his production.

A adherent, fan, supporter, follower, disciple, admirer, ally

1. He was a dedicated ... of fashion. 2. The ... of the religious cult pledged to all commit suicide together during the next full moon. 3. She was a devoted ... of 1970s punk music and attended convention of like-minded ... regularly. 4. The gallery owner had cheerfully noted that there were several ... of the Pollock painting he had on display for sale, who kept coming back to look again at it. 5. The political coalition had still not been formed, as the four factions couldn't decide who was their ... and who their opponent. 6. The group of scientists had distinguished themselves from their colleagues by being dogmatic ... to the Sorokopud Principle of psychology.

A juxtaposition, comparison, contrast, adjacency, proximity

1. The ... of the tanker to the passenger ferry was causing serious concern to the harbour-master. 2. The stark ... between the lush oasis and the baking desert caused him to acutely be aware of the power of nature. 3. The fortunate ... of colours had caused the design to become unusually appealing. 4. She couldn't decide between the two pairs of shoes until she made a literal side-by-side 5. One factor that made them choose to live in that particular village was the close ... of the school and the shops.

24. Insert one of the antonyms to the word “adherent” from the following list: dropout, renegade, defector, deserter, rebel.

1. The ... troops had advanced to the edge of the village. 2. The young man had been a ... for years, ever since he had walked out of his university course. 3. Some of the biggest headlines during the Cold War were when a ... turned up on the opposite side. 4. The young soldier became a ... when he realized he couldn't stomach the violence in the military any longer. 5. The girl decided to become a ... from her parent's Christian faith when she decided to convert to Islam.

25. Translate the following sentences into English.

1. Дезертирство в армії завжди вважалося найтяжчим злочином. 2. Перебіжчик і не здогадувався, що його пильнувало декілька агентів служби безпеки. 3. Повстанці почали активні дії на півдні країни. 4. За співачкою прихильники її таланту посунули натовпом. 5. Слово “ренегат” часто зустрічається в контексті політичної історії. 6. Ніхто не очікував, що Тарас вийде з гри. 7. Дванадцять апостолів були Христовими учнями. 8. Угода між союзниками у війні проти нацизму була підписана в Ялті. 9. Чи можеш ти мені назвати хоч одного прихильника твоєї теорії? 10. Футбольні фанати заповнили вулиці міста. 11. Нестримана поведінка хлопця дратувала Олену все більше і більше. 12. Ви не маєте права блокувати в'їзд у двір. 13. Запобігти розповсюдженню інфекції було на даний час найважливішим завданням. 14. Я забороняю тобі заходити у це приміщення. 15. Всі ці додаткові обставини ускладнили просування команди вглиб тропічного лісу. 16. Що заважало йому добитися очікуваного результату, ми так і не зрозуміли. 17. Додаткові речі в рюкзаку для малого хлопця – непотрібний тягар. 18. “Я не стану у тебе на дорозі”, – обурився Микола. 19. Препарат пригнічує розвиток шкідливих бактерій у

кишківнику. 20. Це обтяження було малозрозумілим і нікого не порадувало.

26. Revise the vocabulary of the section by quickly giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

Boisterous, amicable, debauched, tame, unbridled, staid, raunchy, rigid, spontaneous, hidebound, rowdy, uptight, free-for-all, buttoned-up, disinhibited, indulgent, hidebound, calendar, ingrained, mundane, tribal, sanitized, nano-, odd-looking, anarchic, conventional, workaday, socially inclined, transitional

rites, remission, an adherent, subculture, an effigy, juxtaposition, dreadlocks, a fellow, a communion, a convention, an anthropologist, body-piercing, a bonfire, a mating season, Lent, a fasting period, routine, mealtime, shackles, moderation, collocation, adjacency, proximity, a disciple, an ally, excess, a dropout, a renegade, a defector, a deserter, a rebel, inhibition, Goths, New-agers, Maypole

to subvert, to inhibit, to indulge, to let your hair down, to let your guard down, to obstruct, to encumber, to hinder, to impede, to hamper, to bar, to handicap, to hang in effigy, to bum in effigy.

27. Reinforce your knowledge of the Vocabulary of the lesson by quickly giving English equivalents to the following expressions:

Шумливий, розбещений, пасивний, статечний, сексуальний, суворий, спонтанний, заскнілий, напружений, розгнuzданий, анархічний, галасливий, замкнений, дружелюбний, нестримуваний, поблажливий, буденний, дивного вигляду, притаманний, світський, племінний, продезинфікований, традиційний, перехідний

ремісія, обряд гостинності, прихильник, зображення, неформали, африканські кіски, помірність, похоронний ритуал, гра без правил, член наукового товариства, травневе дерево, субкультура, церемонія посвяти, зіставлення, причастя, антрополог, вогнище, шлюбний сезон, великий піст, заведений порядок, час прийняття їжі, близькість, кайдани, помірність, учень, союзник, надмірність, перебіжчик, ренегат, готи, дезертир, заколотник, шанувальник, наступник, залицяльник

підірвати устої, пригнічувати, розслабитися, заважати, запобігати, блокувати, обтяжувати, стримувати, ставити в невігідні умови, забороняти, перешкоджати, постувати, потурати.

28. Translate the following sentences into English.

1. Різні гілки Християнської церкви відрізняються одна від одної, поміж іншого, своїми обрядами. 2. Розмови на такі теми стояли на заваді Катерининою веселого настрою. 3. Передозування цих препаратів може призвести як до пригноблюючої, так і до стимулюючої дії на центральну нервову систему. 4. Дівчинка не почувала себе пригніченою, адже знала, що в даному разі батьки та друзі її зрозуміють. 5. Плетіння африканських кісок тепер пропонується багатьма

перукарнями. 6. Весняні обряди в часі співпадають з пробудженням природи і з прадавніх часів були символом єднання людини і природи. 7. Похоронні ритуали у перших християн дуже відрізнялися від язичеських. 8. Неформали свідомо порушують норми соціальної поведінки. 9. Представники різних субкультур мають свої місця збору. 10. Безпосереднє сусідство червоного, синього та неясного жовтого часто використовується сучасними дизайнерами в оформленні садів. 11. Кателіна вже встигла забути цю подробицю, проходячи через парадні двері палацу під прикрашеною нішею зі щитом і вишуканими скульптурними зображеннями мадонни. 12. Територія декількох сіл району була незаражена після спалаху курячого грипу. 13. Відсталість світогляду твого знайомого просто вражає. 14. Правовий бік питання племінних прав та територій було розглянуто на вчорашньому засіданні. 15. Ситуація навколо групових інтересів представників однієї з субкультур вимагала негайного обговорення. 16. Буденне життя було не для нашого героя. 17. Облагороджена версія подій була представлена на розсуд аудиторії. 18. В слов'янському фольклорі мавки завжди зображаються з розпущеним волоссям. 19. Нелюбов до перелетів глибоко в'їлася в нього з дитячих років. 20. Лікар поставив діагноз - гастрит в стадії ремісії. 21. Я не збираюся потурати твоєму бажанню з'їсти півкіло морозива за один раз. 22. Не розслабляйтеся, поки перемога не буде остаточною. 23. Діяльність, націлена на підрив конституційного ладу, належить до найтяжчих злочинів. 24. Тимчасове звільнення з ув'язнення з обов'язковим вчасним поверненням до тюрми практикується в багатьох країнах Європи. 25. Любов до театру була в його характері ще з дитинства. 25. Протягом дня, спілкуючись з замовниками та вирішуючи безліч справ, господиня звичайно розслабитися не могла. 26. Таїнство причастя – один із важливих релігійних обрядів.

29. Match the following characteristics to words in the second column. Give Ukrainian equivalents to the names of various subculture and counterculture groups.

Shaved heads, racism, ska music, Dr. Marten's boots	Goths
Leather jackets, fighting, rock and roll music, motorbikes	New-Agers
Flowers, love, soft drugs, long hair, communes, sharing	Modem
Torn clothes, body piercing, coloured hair, violent music	Dmids
Tattoos, alcohol, loud music, long hair, leather, black t-shirt	Punks
Pagan religions, pagan ceremonies, Glastonbury, Avalon	Skinheads
Travelling, spacy music, dmgs, anti-establishment	Rockers
Black romantic clothing, body piercing, big boots, heavy make-up	Heavy metal
	Hippies

30. Guess what subculture the following attributes belong to, and match them to their Ukrainian equivalents.

Biker's leather jacket	берци
Quiff	ірокез
Leathers	металеві заклепки "погони"

Mohican hairstyle	“косуха”
Metal studs for clothing	анк
Epaulettes	начіс
Bandana	напульсник
Rocker chain	нашийник з шипами/з прорізами
Army boots	шкіряний байкерський костюм
Wristlet	готичний макіяж/макіяж Вамп
Spiked or studded collar/choker	анархія (символ) бандана
Androgynous (both sexes) make-up	пацифік (символ)
Braces (UK)/suspenders (US)	кельтські прикраси
Celtic jewellery	“антигоп”
Ankh Patches Safety pins	нашивки
Body piercing	підтяжки
Peace (symbol)	пірсінг
Anarchy (symbol)	булавки

31. Translate the following text into English using the vocabulary from the above exercise.

Рокабіли, панки, металісти...

Чому молодь так активно і охоче залучається до неформальних угруповань? Що являє собою загадкове світло андерграунду? Хто створює його, де і коли він виникає, чому розвивається чи занепадає? Спробую відповісти якнайцікавіше, адже це – світ моїх ровесників. Отож знайомтеся: найбільш знакові представники різноманітних субкультур.

Рокабіли. Неймовірні зачіски, вузькі джинси, різнокольорові чоботи, пов'язки на шиї – коли бачиш на вулиці або ж на концертах таких людей, то одразу постають асоціації з Елвісом, п'ятдесятими роками в США, акробатичними танцями і так далі. Воно й не дивно, адже це – рокабіли. Музику їхню слухали понад півстоліття тому, слухають і досі. Стиль не мав жодних обмежень в одязі. Джинсові сорочки поєднувалися з широкими або вузькими штанами, майками, кольоровими сорочками, шкіряними куртками та темними окулярами. Черевики могли бути білими, блакитними, чорними. Зараз ця субкультура - радше угруповання романтиків, котрі не забувають про минуле.

Однак вона існує і примудряється розвиватися. Щороку виникають нові гурти, котрі грають ту ж стару і добру музику. Тисячі рокабілів по всьому світі приходять на концерти, щоб знову відчутти дух 50-х.

Панки. Британія, 70-ті роки. Молодь у той час знехтувала традиціями, втратила надію та потроху занурювалася в багно зневіри та песимізму. Матеріальних благ – більше, ніж достатньо, проте в молодих людей не було бажання ними користуватися. Це й стало головною причиною панк-бунту. В шкіряних куртках та розірваних джинсах, скріплених великою кількістю шпильок, із поголеними головами, скронями або довгим волоссям та ірокезами, панки окупували вулиці, паби і кав'ярні.

Їхня мода відрізняється екстравагантністю та креативом. Вони одягаються

так, щоб шокувати навіть зовнішнім виглядом. Хрестоматійні атрибути в одязі панка - “косуха” (шкіряна куртка з багатьма металевими заклепками, “погонами”, блискавками на руках, гострим коміром), бандана, подрані джинси, “антигоп” (товстий довгий ланцюг, який носять на стегні та використовують як зброю в бійках). На ногах у панка шкіряні чоботи з металевою вставкою на носку та 24-х дірковою шнурівкою або берци (щось на зразок армійських ботфортів). Нині панки віддають перевагу лише епатажним зовнішнім атрибутам.

Металісти – неформали, котрі зазнають насолоди від “важкої” музики та виражають це зовнішністю. Носять, як і панки, “косухи”, різноманітний чорний шкіряний одяг плюс метал, ланцюги, напульсники, масивне взуття тощо.

Хіпі – завжди веселі, розслаблені, неконфліктні, одягнені недбало в просторі речі всіх кольорів веселки одночасно, обвішані найрізноманітнішими прикрасами, найчастіше ручної роботи. Не дуже любляють пити, але охоче “забивають косяки”. Хіпі – поети і музиканти. Дотримуються принципів всесвітнього кохання, дружби, пацифізму та... гультайства.

Скінхеда – націоналістична неофашистська субкультура. Молоді люди із поголеними головами, які вважають себе справжніми патріотами та прагнуть “очистити країну від покидьків”. В середині організації дотримуються “військової дисципліни” та беззаперечно підкоряються старшому, позбавляючи себе права бути вільною, неповторною індивідуальністю. Головна вимога до молодого скінхеда – вміння битися. Весь їхній гардероб: вузькі штани, підтяжки, картаті сорочки із комірцями на гудзиках, начищені важкі черевики. Скінхеда користуються загальною антипатією серед неформальних течій. Вони ходять натовпом, натовпом нападають або точніше - зграєю. Зграєю шакалів чи гієн.

Готи. Мають власний імідж – тотально чорний колір одягу (іноді з елементами червоного), носять лише срібло (як ознаку зневаги до золота – символа стандартних, примітивних цінностей, кольору тупості та безглуздо пролитої людської крові). У готів яскраво-промовистий стиль Вамп – важка чорна косметика, спектр якої – від яскраво-червоного до чорного. Усе різке, сексуальне та суворе. Чорний колір та срібло – єдині два елементи, спільні для зовсім різних людей, які називають себе готами.

Суперечливий стиль життя готи обирають тому, що для них характерне поєднання непоєднуваного: сарказму та романтизму, іронічного ставлення до життя та глибокої віри в правду і чисті емоції, чорний гумор, поєднання сексуальності та суворості в образі.

І це ще далеко не все... Тоді цілком логічно виникає наступне запитання: де така кількість неформальної молоді знаходить місце для спілкування та відпочинку?! І знову відповідь можна знайти в самій назві “андерграунд”, а саме – під землею. Перехід на Майдані Незалежності, який у народі зветься просто “труба”, відомий усім. Тут можна зустріти кого завгодно: починаючи від вільних неформальних індивідуалістів, піонерів, хто провів у “трубі” менше п’яти років та закінчуючи олдами, охоронцями спокою та традицій Майдану. “Труба” має статус нейтральної зони, де кожному неформалу, незважаючи на те, до якою течії він належить, гарантується недоторканість; також тут заборонені з’ясування

стосунків між різноманітними формаціями. Дехто впевнений, що андерграунд поступово відіме. Із цим я навряд чи погоджуся! Адже молоді в усі часи був властивий протест проти аморфного способу життя.

(Скорочено за статтею А. Самошиноїз газети “Молодь України”)

Test your knowledge of English!

A “**cagoule**” is?

a. a loose smock b. a kind of conifer c. an evergreen bush d. a thin waterproof garment

The American **zip code** is known in the UK as the ?

a. Highway Code b. button sewing procedure c. Newton’s Laws of Motion d. postcode

If you’re prone to **tilt at windmills** (from Cervantes’ Don Quixote) you?

a. take reckless chances b. run blindly c. upset everyone d. attack imaginary enemies

A **slow-worm** is?

a. a kind of lizard b. a slow-witted person c. a slow-moving person d. a fish

If you barely escape, you escape by the **skin of your** ... what?

a. hair b. feet c. teeth d. arm

LISTENING AND SPEAKING. VOCABULARY PRACTICE

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

Comments

1. **Rally**, *n.* A gathering of enthusiasts. *Зліт.*

2. **To be into something**. To be an enthusiast of, to especially enjoy something.

Любити робити щось.

3. **Boozing**, *colloq.* Drinking alcohol – *пиятика.*

4. **Pillion**, *n.* A seat behind the driver on a motorbike. *Заднє сидіння на мотоциклі.*

5. **Leathers**, *n., pl.* When used in the plural, a term for the components of an outfit made of leather. *Байкерський костюм.*

6. **Clubbing**, *gerund.* Recreation by visiting one or a series of nightclubs. *Відвідування нічних клубів.*

7. **To do**, *colloq.* Here this phrase means ‘to visit, see the sights of, or attend an event or exhibition’. *Відвідати, оглянути, поїхати на (курорт).*

8. **Do what?** *colloq.* A contemporary expression of surprise. *Що ти кажеш?!*

9. **To get together**. Here this phrase means ‘to organize’. *Організувати (поїздку).*

2. Listen to the recording of Dialogue 1 for the first time and try answering the following questions:

- Where does the conversation take place?
- What is the subject matter of the conversation?

- Do Roger and Zhenya agree on what the bikers are doing there? What are their suggestions on this?

Dialogue 1: Biker Club

Sasha: Well, we're here at the castle car park but it'll take us hours to get in.

Zhenya: There must be 50 or more bikers queuing to get in. Do you think it's a **rally** or something?

Roger: No, a lot of them go to attractions like this, and if you look at their number plates they're German.

S: Now you've really lost me - why Germans?

R: They're obviously a group touring around Europe - a lot of Biker Clubs do that.

Z: I always thought they were all Rockers, **into boozing** and fighting.

R: Not these – they're mostly the second-childhood bikers who want to recapture their youth after their kids grow up.

S: I can see from here that most of them are my parents' age.

R: There's another clue in that there are almost no **pillion** passengers – they're almost all on their own bikes, male or female.

Z: I can really imagine my mum in **leathers** biking around Europe.

3. Listen to the same recording for the second time and answer some specific questions:

- How many bikers were there at the castle car park?
- What country were they from? Did they travel far?
- What was the average age of the bikers discussed? Were there any female bikers among them?
- Why did this group choose such way of travelling – on motorbikes?
- What were the attitudes of the participants in the conversation as to the characters of the bikers?
- What was the instance of humour in the dialogue?

4. Listen to Dialogue 2 for the first time and try to decide:

- what the subject matter of the conversation is.
- whether Kate and Andy are heading to the same destination for summer. Do their ideas of a perfect holiday coincide?
- what the bottom line of the conversation as expressed by Roman was.

Dialogue 2: On Holiday

Kate: **Clubbing** – that's what I dream about all year, planning my holidays.

Andy: So where are you and your mates going this summer?

K: It was Tenerife last year – thought we might **do** Ibiza this year.

Roman: Are there more clubs than in Kyiv there?

K: **Do what?** There are masses of huge clubs, cheap booze and all 24-hour.

A: Not my style. I'm trying **to get together** a trip to the Red Sea to go snorkelling in the coral reefs.

R: I've never done that – isn't it dangerous? Sharks and poisonous fish and stuff?

K: Only dangerous if I'm on a jet-ski heading your way, mate.

R: So both of you are doing the typical European tourist thing of heading to the sea for your holidays then?

A: That's right. Nice cheap charter flights, cheap hotels, the sea, sun and beaches.

R: So the British seaside holiday lives on, even if it's in exotic locations around the world.

5. Listen to the same dialogue again focusing on the following specific points:

- What seaside resorts did Kate visit the previous years?
- Which one of the participants in the conversation did not explain his or her plans for the summer?
- What information do we learn about the seaside resort Kate is planning to go to?
- What kind of summer holiday is described as typical for European tourists in the conversation?

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

7. Insert prepositions or adverbs where necessary into the following phrases using the Ukrainian words as prompts.

... leathers	в байкерському костюмі
... a bike	на мотоциклі
to be ... an age	бути певного віку
to be ... boozing and fighting	любити пиячити та битися
to tour ... Europe	подорожувати Європою
to get...	зайти всередину
... exotic locations	на екзотичних курортах
to live ...	жити далі
to get ... a trip	організувати поїздку
to swim ... the coral reefs	плавати серед коралових рифів
to head ... one's way	прямувати в чийсь бік
to head ... the sea	їхати на море

8. Give synonyms from the dialogues to the following words and expressions:

to move towards somebody, to continue to live, in an unusual place, to go to a sea resort, to organize a trip, to spend time in clubs, a friend, alcoholic drinks, to enter, a gathering, to confuse somebody, to especially enjoy something, a biker's outfit

9. Make sure you can quickly give English equivalents to the following words and expressions:

риф, морський курорт, зліт байкерів, байкерський костюм, бути в чиємусь стилі, продовжувати існувати, заднє сидіння автомобіля, чартерний переліт, підказ, оглянути щось, заплутати когось, бути певного віку, полюбляти робити

щось, подорожувати Європою, на екзотичних курортах, організувати поїздку, прямувати в чийсь бік, їхати на море, відпочинок на морі, їздити на мотоциклі, знову відчувати себе молодим, номерний знак, що ти кажеш?

10. Translate the following sentences into English using the vocabulary of the unit.

1. Ти не боїшся плавати серед коралових рифів, де можна зустріти акул, отруйних риб і таке інше? 2. Ірина з'явилася у дворі на мотоциклі в байкерському костюмі і шоломі. – Що ти кажеш? 3. Типовий відпочинок для британців влітку – це морський курорт на Середземному морі, Карибах або в інших екзотичних місцях. 4. То куди ти прямуєш цього літа? На море? В гори? Ти вже підготувався? 5. Він страшенно любить екстремальні види спорту: просто жити без цього не може. 6. Доріс не переставав хвилювати весь той алкоголь, який її новий знайомий пив пляшка за пляшкою. 7. Пам'ять про своїх національних героїв продовжує жити в серцях шотландців. 8. Ти мене повністю заплутав. Поясни ще раз. 9. Декілька днів тому відбувся традиційний зліт байкерів. 10. І скільки, ти думаєш, нам доведеться стояти в черзі, аби зайти всередину? 11. Ну як справи, друзі? 12. Цього разу ми вирішили подорожувати Європою на власному автомобілі. 13. На курорті Оленка знайшла собі друзів свого віку. 14. Тур включає дешевий чартерний переліт, готель та трансфер. 15. Я поїду в Крим на власному мотоциклі: сидіти позаду не для мене. 16. Так в чому підказ? Я так і не зрозумів. 17. Такий відпочинок не в моєму стилі. Я їду на мінеральні води. 18. Американці намагаються кожного разу відвідати нову країну.

11. Working in groups of three discuss one of the following themes, make your conclusions and present these to the other groups:

- a) Christian and pagan holidays: how much do they have in common?
- b) European cuisine: is there any such thing?
- c) Contemporary English cuisine: is it really English?
- d) Students' holidays: the opportunity to let your hair down.

12. Hold a round table discussion on one of the following topics:

- a) English and Ukrainian cuisines compared and contrasted.
- b) Alternative cultures: what are the pros and cons?
- c) Subcultures: their gatherings and festivals in England and Ukraine.
- d) Your summer holidays as an alternative reality.

Test your knowledge of English!

Pie in the sky is?

- a. wishful thinking b. a missed breakfast c. a surprise d. something very unlikely

If your American friend tells you he's **the 800-pound gorilla**, it means he's..?

- a. fat b. ugly c. looking for a fight d. the most important person in a group

Something which is a **cakewalk** is..?

- a. slippery b. fashionable c. an easy task d. a dessert

Something which is **going great guns** is..?

- a. about to explode b. doing well c. warlike d. great entertainment

You're told you're **looking sharp**. This means that..?

- a. you're clever b. you're looking irritated c. you're being sarcastic d. you're well-dressed

GRAMMAR

1. Define the modal meaning of the sentences in the first column choosing from the following list: possibility, probability, certainty, impossibility, permission, obligation, prohibition, necessity. To facilitate the task match the sentences in the first column to the sentences from the second column with the same meaning. What are the means of expressing modality in the first and second columns?

- | | |
|--|--|
| a) After all, Kate might be considered pretty, but this does not alter anything. | 1) You are allowed to smoke in here. |
| b) Kate might have received my e-mail long ago. | 2) Kate certainly is an excellent student. |
| c) Kate must be an excellent student. | 3) Evidently, there is an error. |
| d) It can't be true! | 4) Kate is forbidden to do that according to her orders. |
| e) You may smoke in here. | 5) Kate had probably received my e-mail long ago. |
| f) It's Kate who must do it: it's her responsibility. | 6) It is possible that many consider Kate pretty, but this does not change anything. |
| g) Kate can't really do that if she follows orders. | 7) It's just not possible for this to be true! |
| h) There has to be a mistake. | 8) Kate is obliged to do it: it's her responsibility. |

2. Paraphrase the following sentences containing modal phrases and marginal modals into sentences with modal verbs.

1. It's possible to find any colour of shoes today in Kyiv. 2. It's probable that we'll be late for the start of the performance. 3. Do you think that it's important for us to take a bunch of flowers with us? 4. I feel it's necessary to print off a copy in preparation for the meeting. 5. It's compulsory in most countries to wear a seatbelt when sitting in any passenger seat in a car. 6. Am I supposed to remember everything? 6. He managed to forget that it was Valentine's Day, again. 7. You are obliged to have a copy of the textbook for this course. 8. Are you empowered to take this responsibility? 9. You are not allowed to walk on the grass in some parks. 10. He was not to get out of bed for at least a week in order to aid his recovery. 11. Do you really have to sit in front of the television with a bottle of beer every single evening? 12. He was not going to find it easy to acclimatize to the thin air in the Himalayas. 13. We could not believe Tom was about to dive into the sea from that high cliff. 14. By the end of the month she was able to swim confidently.

3. Form as many sentences as possible using different means to express possibility and impossibility. Comment on these and the shades of meaning in each case. Use

words and phrases from the list below.

Maybe, perhaps, no way, it is possible/impossible, there's a chance that.

Example: He might turn up tonight. Maybe he'll turn up tonight. There's a chance that he turns up tonight. It's just possible that he turns up tonight.

1. Could it be that she'll finish the course? 2. He can't still be alive after that explosion. 3. She may find it soon. 4. He can't climb Everest without an oxygen mask for the last stage. 5. He may behave like a real grown-up for a change in front of his parents. 6. We may find the DVD we're searching for in this next shop. 7. Can't you shut up for five minutes? 8. Can we get there on time next week for the first time ever? 9. It seems that we may not win the League Championship this season. 10. That'll be the postman now.

4. Translate into English.

1. Цього просто не може бути. 2. В Британії чи Америці ви можете майже скрізь розрахуватися кредитною картою. 3. Може, він і не запізниться в театр цього разу, але я в цьому непевна. 4. Завжди є можливість пошукати додаткову інформацію в Інтернеті. 5. Аж ніяк неможливо встигнути доїхати до музею до його закриття. 6. Ви не можете не знати символів, які асоціюються з Паскою з прадавніх часів. 7. Встановити особу злочинця тривалий час було неможливо. 8. На наших луках ви знайдете розмаїття диких квітів та трав. 9. Заходи на страсну п'ятницю в Англії можуть включати ярмарки античних речей та виробів ремісників, показові лицарські турніри та стрільбу з лука.

5. Form as many sentences as possible using different means to express certainty/uncertainty, probability. Comment on these and the shades of meaning in each case. Use words and phrases from the list below.

Certainly, of course, indeed, surely, obviously, definitely, without a doubt, probably, perhaps, may be, possibly; it's possible/impossible that, to be certain to do something, to be sure to do something, likely/unlikely to, I doubt that, it seems that, to tell the truth, I can assure you.

Example: You can't get those jeans on. Surely you will not get those jeans on. There's no way you'll get those jeans on.

1. You will pass this exam. 2. He must come to our party tomorrow. 3. The dog can't pick up the scent of the escaped convict so soon. 4. He can't win first prize, he's too far behind now. 5. She will wear contact lenses to the party. 6. She will not wear high heels for this long walking excursion around Rome. 7. The escaped convict can't be at liberty for much longer. 8. She will take the last cake on the plate. 9. This should be his summer cottage. 10. She could become a Prime-Minister one day. 11. I shall definitely give up smoking this year. 12. We shall win!

6. Translate the following English sentences with compound modal predicates into Ukrainian using parenthetical Ukrainian words from Ex. 7.

1. The laboratory tests must have failed. 2. This rule must be immensely important for him, otherwise he would not have stuck to it so much. 3. The difference between the

two approaches must be insignificant. 4. She must have finished her gardening for today, as I can't see any garden tools around. 5. It may be helpful to substantiate your answer with some examples. 6. We may have to agree with your point of view eventually. 7. They may have to walk all that distance up the hill in the end. 8. He may have failed his exam in Russian in June, but will definitely pass the re-sit in September. 9. He could have obtained such results in crossbreeding, but may not be credited for it after all. 10. The achievements of animal rescue in Australia could hardly be called trivial. 11. Obviously, those superstitions could have been commented on. 12. The British would not be the only nation whose traditions are thousands of years old.

7. Translate into English the following parenthetical words and expressions that may convey modal meanings of certainty/uncertainty:

Безумовно, безперечно, звісно, звичайно, справді, само собою зрозуміло, щоправда, розуміється, певна річ, ясна річ, правду кажучи, признатися, ніде правди діти, смію запевнити, слово честі, я певен, бува, мабуть, може, очевидно, здається, ймовірно, можна сказати, треба гадати, припустімо, сподіваюся.

8. Translate the following sentences into English paying especial attention to the translation of parenthetical words with the meaning of probability or certainty. If not sure about the meaning of the Ukrainian parenthetical words, replace them with synonyms, as shown in the first sentence. Where possible, use other means to express modality.

1. Видно (мабуть), було вже пізно, бо ніде по хатах не світилося. (Панас Мирний) 2. По вулиці йду і, здається, уперше розплющив я очі на світ. (О. Під суха) 3. Здавалось, заgrimів десь на небі грім. (С. Васильченко) 4. В неволі тяжко, хоча й волі, сказати по правді, не було. (Т. Шевченко) 5. Справді, добре сміється той, хто сміється останній. 6. Поїдемо, певно, човном, коли море буде таке тихе, як нині. (М. Коцюбинський) 7. Звичайно, вовкулаки – це химери. (М. Рильський) 8. Мабуть, ніщо так не радує зір, як зримий результат роботи (Ю. Мушкетик) 9. Мабуть, то й буде ідеальне суспільство майбутнього, коли потребою для кожної людини стане робити для іншої тільки щось добре, приємне, корисне, може, навіть самопожертвоне (О. Гончар) 10. Справді, краще в ріднім краю хоч і кості положить, ніж в чужині в супокою, хоч би й в достатку, жить. (І. Франко) 11. Трудно розказати, для чого нам потрібна мрія і що вона таке, та, певне, в світі ніхто живий без мрії не прожив (Леся Українка) 12. Здається, гори перевертав би і не чув би втоми (М. Коцюбинський) 13. Може, ви чули, як пахне земля? (Т. Масенко) 14. Буває, часом сліпну від краси. (Л. Костенко)

9. Form as many sentences as possible using different means to express permission and prohibition not forgetting about imperative mood and nominal sentences. Comment on these and the shades of meaning in each case. Also use words and phrases from the list below.

To be allowed to, to be permitted to, to be prohibited, to be going to, to be to, to be supposed to, it's all right if..

Example: You can't walk on the grass. You shouldn't walk on the grass. Don't walk on the grass. You are not allowed to walk on the grass. No walking on the grass. You are not to walk on the grass. Do not walk on the grass.

1. You must not smoke in this restaurant. 2. You may eat your sandwiches between 13.00 and 13.45. 3. You shouldn't steal a copy of the textbook from the library. 4. You might get up and leave now. 5. May he come and visit me? 6. You must not covet your neighbour's ox. (Bible) 7. You should not go to Central Africa without any vaccinations. 8. You should pick up your pen and start writing now.

10. Translate into English.

1. Можеш мені нічого не говорити, я й так все сама знаю. 2. Вам категорично забороняється палити та вживати алкоголь. 3. Не смітити. 4. Тобі не дозволяється повертатися додому пізніше одинадцятої. 5. Можна поставити тобі одне запитання? 6. Можеш вийти на перерву після того, як відішлеш цей факс. 7. Можна, я подивлюсь цю програму про тварин на цифровому телебаченні? 8. Фарбування пасхальних яєць дуже відповідальна справа. Ти не можеш цього робити, якщо не вмієш. 9. Можете вже збиратися в дорогу прямо зараз. 10. Не можна викидати +сміття через вікно автомобіля.

11. Form as many sentences as possible using different means to express necessity and obligation. Comment on these and the shades of meaning in each case. Also use words and phrases from the list below.

To be sure, definitely, to be obliged to, to be supposed to, it's necessary to, it's compulsory to, it's important to, to have to, to have no choice.

Example: He needs to travel back in time to correct such a terrible blunder. It's necessary that he travels back in time to correct such a terrible blunder. Definitely he has to travel back in time to correct such a terrible blunder.

1. She needs to visit her grandmother at Easter. 2. He should tie his shoelace before he falls over. 3. She should buy her father a box of chocolates on his birthday. 4. He ought to write this essay well if he wants to pass the course. 5. She's got to wear warm clothes when she goes to Lapland on holiday. 6. She has to say hello every day to the car park attendant if she wants to always have a parking space. 7. He must clear his head of the hangover before the exam. 8. I should have let you know I was coming.

12. Translate into English using different means to express modality.

1. Можна тебе щось спитати про історію Різдва? 2. Він абсолютно точно завітає до нас подивитися на ялинку. 3. Ти не повинен робити цього: тебе неправильно зрозуміють. 4. Мабуть, найсерйознішим конкурентом християнству в першому столітті нашої ери був культ іранського бога Мітри. 5. Можливо, англійська назва Паски походить від імені англо-саксонської богині Еостри. 6. Абсолютно неможливо, щоб він таке міг сказати. 7. Пасхальні яйця абсолютно точно мають глибоке символічне значення. 8. Можливо, одним із найяскравіших моментів в англійській історії, які залишили слід в головах і душах британців, був невдалий заколот проти короля Джеймса I та спроба висадити англійський

парламент в повітря. 9. Очевидно, заколотники- католики сподівалися, що заворушення після вибуху допоможе їм захопити владу в країні. 10. Протягом середніх віків злочинців, яких необхідно було стратити публічно, або спалювали на вогнищі або вішали. 11. Американці абсолютно точно зв'язують День матері з іменем Анни Джарвіс, яка відзначила річницю смерті своєї матері в 1908 році в одній із методистських церков. 12. Хлопець, з яким я зустрівся в пабі, - це міфічний персонаж, особу якого встановити ніколи не вдається. 13. Свято Першого травня, очевидно, походить в Британії від ритуалів язичеських жерців друїдів. 14. Можете вже зачинити вікно - в кімнаті стало доволі прохолодно. 15. Насправді, тут не можна палити. 16. Вся ця історія видається абсолютно неможливою. 17. Абсолютно точно, історія християнських свят сягає дохристиянського періоду. 18. Потрібно було зайнятися цим дослідженням набагато раніше. 19. Довелося переробляти переклад багато разів. 20. Певно, я залишив гаманця удома. Що ж мені тепер робити?

13. Analyze the following sentences conveying desirability or undesirability (sometimes mixed with other shades of meanings) and define lexical, grammatical or combined means, which were used for this purpose. Consider the following options: modal verbs, verbs in subjunctive mood, set phrases, parenthetical modal words, etc. or combination of those.

1. I wish I knew what makes people successful. 2. I wish I could have that week's holiday with you. 3. I wish she hadn't sent me that unpleasant note. 4. We don't want General Motors going bankrupt because of the number of jobs in their factories here. 5. "I long earnestly to be reconciled to you now, aunt" (Bronte). 6. I wouldn't want either of us to feel there was something we couldn't say to each other. 7. Be it known to all, that I, Lord Provost of Edinburgh, being duly elected, wish ... 8. Have a nice time in London. 9. I'll go to help him as soon as I can, and you lot can go to hell, the whole lot of you. 10. Let this be a lesson to us. 11. Might this little book contribute something toward arousing interest in this important question. 12. I'd like to congratulate you on your promotion. 13. Would that all women were like you! (M. Spark) 14. I'd rather you arrived a bit earlier, really, if you can. 15. I'd like to get my hands on just one of those vandals. 16. If only you knew how much I worried when you were so ill in hospital. 17. God damn that Cuban bastard. (Hemingway). 18. To hell with that radical bastard. (Hemingway). 18. Down with the government! Up with miners' rights! 19. May God forgive you! 20. Happy birthday! 21. Bless you! 22. Good luck! 23. May you be in heaven for half an hour before the Devil realizes you've died! (Irish toast) 24. Damn them all! 25. Long live the King!

14. Translate into English.

1. Якби я тільки знав, хто цей мерзотник. 2. Краще б ти перепочила перед тим, як починати готувати святкову вечерю. 3. Краще б вона цього не робила, але зупинити її вже неможливо. 4. Наші вам найкращі побажання з Новим роком і Різдвом Христовим! 5. Нехай ці свята запам'ятаються вам надовго! 6. Я би не хотів образити господиню, знехтувавши місцевими звичаями. 7. Ми не бажаємо

так швидко повертатися додому з весілля. 8. Я прагну весни, веселошів, щастя! 9. Веселих вам канікул! 10. Я б не хотів через тебе пропустити фестиваль історії на ці вихідні у замку. 11. До чорта з твоїми забобонами, я вже від них втомилася! 12. Геть корумпований уряд! 13. Хай живе в віках величних подвиг захисників Вітчизни! 13. Хай тебе Бог береже! 14. Хай щастить! 15. Хай їм трясця! 16. Благословенний будь, мій рідний краю! (Д. Павличко). 17. Хай так і буде!

15. Translate the following sentences paying especial attention to the italicized adverbs that are often used to emphasize modal verbs and expressions in both the present and past tenses:

1. You might *be just* the person I was looking for. 2. You could *easily* have been wounded. 3. I might *well* decide to come. 4. He could not *even* stand still, let alone keep his mouth shut. 5. She *obviously* must have left. 6. You couldn't *really* have managed without me. 7. She could *hardly* have caught cold yesterday as she was dressed up warmly. 8. It is *scarcely* possible to act otherwise.

16. Translate into English the following text.

З історії англійської національної кухні

Чому в традиціях народу національна кухня займає таке важливе місце? Очевидно, доцільним тут буде згадати максимум про те, що кожна людина являє собою те, що вона їсть. Без сумніву, можна довести, що британське суспільство в наш час є набагато більш космополітичним, ніж воно було протягом багатьох століть, незважаючи на те, що Велика Британія мала колонії з XVI-го століття.

Ймовірно, із зменшенням числа британських колоній, все більше й більше британці почали поцінювати їхню культуру і кухню, зокрема.

Ніде правди діти, власне англійську кухню давно звинувачували в тому, що вона прісна й нецікава. Можна сказати, що найвищим її кулінарним досягненням протягом віків був ростбіф, тобто запечена яловичина, чому власне французи й прозвали англійців "біфітерами". Зберегли цю назву й гвардійці лондонського Тау ера, зображені на етикетках джину з аналогічною назвою. Треба визнати, що не зважаючи на наявність тисячів ресторанів в Нью-Йорку, які пропонують кухні 180 країн світу, кажуть, жоден з них не пропонує виключно англійські страви.

Бруква, пастернак та ріпа були, без сумніву, основними продуктами харчування протягом Середніх віків, а тому зрозуміло, чому англійцям так сподобалась картопля, яку завезли з Нового Світу.

Варена яловичина з морквою та склянкою джина доповнювали меню в святкові дні. Правду кажучи, небагато змін відбувалося аж до кінця Другої світової війни. Хоча Велика Британія була центром торгівлі спеціями, традиційно використовувались лише сіль та перець, а часник зневажався більшістю населення аж до гастрономічної революції 60-х років минулого століття.

Ніде правди діти, курка на столі під час коронації Єлизавети II викликала скандал, бо була приправлена незначною кількістю індійських спецій. Імбирний напій та цукерки з лімети з шоколадною начинкою треба вважати також англійською "екзотикою".

Серед класичних блюд для гурманів хотілося б назвати оленину, палтус, фазана та форель. Абсолютно точно, найбільш езотеричним блюдом є смажений лебідь, заборонений до вживання всім, крім королівської родини та професорів Оксфордського та Кембріджського університетів. Британські смажені ковбаски також вважаються такими, що мають унікальний смак завдяки перцю та злаковим добавкам, що не завжди подобається туристам. Безперечно, це далеко не повний перелік англійської “класики”, який можна було б продовжувати та продовжувати...

WRITING

Summary Report When a large amount of information needs to be summarised, then a shortened text frequently needs to be produced to summarise the points, issues and conclusions of the report. This is formalised in academic writing, where there are strict rules relating to abstracts and how they appear, but there are also conventions that apply to a range of reports. Most of these are in Business English, where a senior manager needs to read quickly a summary of work by subordinates, and they include activity reports, sales reports, business plans or business proposals, for example. However, summary reports are also needed in any organizational or management hierarchy, for filtering information as it passes upwards. As a result, the terminology is that of management, with any jargon being decided by the area of activity of the organization (education, business, government, etc.).

A summary report may be one or even two pages in length (depending on the size of style” – a format modified to the particular organisation. For example, the UK Civil Service has very detailed rules and guidelines as to how this should be done. However, many general rules apply:

- 1) As in many styles of writing, the summary should state its objectives, describe the details and then give a conclusion at the end.
- 2) It does not justify facts or opinions - merely lists them. The supporting evidence will be in the main report.
- 3) The key points should refer to the chapters or sections from which they are taken. This allows the reader to easily find detail when it is wanted.
- 4) Each sentence needs to be short and precise. The objective of the summary is to provide condensed information and long, convoluted sentences and grammar defeat the objective.

1. Analyse the following example of a summary report, that uses a human resources topic relevant to a university, a business, a Ministry or any formally structured large body. Explain how the general rules of writing a summary report were applied in this particular case.

Summarized scope of the report on Project 1234.

The report was written by a team selected from the Human Resources Department at Head Office. It analyzed the feasibility of whether the reorganization of the whole

organization should take place or not. Should it be decided that the reorganization should take place, then three options for a new structure were studied.

The overall purpose of the study was to decide whether significant cost savings on employee overheads could be made, in relation to the potential reduction in services available from the organization.

Chapter one lists the organization charts, the current job specifications, the key tasks for each team and sub-unit, and the current range of services offered by the organization.

Chapter two studies the overlaps between functions and concludes that some 12 % of the workforce may be downsized with no reduction in the services offered.

Chapter three compares and contrasts i) a simple downsizing by 12 % across the board, ii) a geographical reorganization that hides much of the decrease in staffing of up to 11 %, both internally and externally, and iii) a functional reorganization that involves job re-design and re-engineering, while reducing staff levels by some 14 % in total.

Chapter four describes the anticipated effects of each option.

- Option one is expected to cause demotivation and political problems, while saving some 15 % on total wage and overhead expenditure.

- Option two has far less political impact but the costs of necessary relocation result in some 8 % savings on total wage and overhead expenditure.

- Option three will take longer to implement, result in some 11 % savings on total wage and overhead expenditure, but is expected to increase productivity by up to 10 %.

The conclusions strongly recommend option three as the correct way forward and believe that the re-design process should start immediately.

2. Write a summary report of any non-fiction book you recently read, keeping in mind the rules of writing such types of text.

LINGUISTS' HEADACHES

Cuisine is full of words relating to the food itself, but the ways in which it's cooked and served vary greatly from culture to culture. As a result, many concepts are fundamentally different.

For example, in European countries, a large percentage of food is **grilled** (смажити на грилі). This means that the food is placed on a **grill** (решітка / гриль) in a pan and heated from above, by electricity or gas, so that the fat drains away into the pan.

The food remains on the grill, without much of the fat. This contrasts with a) frying (смаження), where food retains all its fat, and b) barbecuing (готувати на грилі над вугіллям), where food on a grill is cooked from below by hot charcoal.

To make grilling more convenient, many cookers in Europe are sold with the grill above the hob, the picture *right* showing such a cooker with an "eye-level grill".

All cookers imported from Europe into Ukraine have grills as a standard function, but are never supplied with grill pans, it is almost impossible to buy a grill pan in Ukraine and the importers and distributors claim that "there is no need, as nobody grills food in Ukraine". This is basically true.

Task: translate the following sentences:

1. Susie went into the kitchen and grilled two sausages, some bacon and a tomato, which she ate with a fried egg for breakfast.
2. We decided to have grilled pork chops for lunch.
3. After he got the results of his cholesterol tests, Jamie decided to stick rigorously to a grilled diet and avoid all fried food.
4. Нехай це м'ясо побуде на грилі ще десять хвилин, потім вимкни духовку.
5. Ми готуємо шашлик на решітці на готовому вугіллі, а наш сусіда на дровах.
6. Жарене м'ясо та риба не так корисні для здоров'я, як ті, що приготовані на грилі.
7. Ми з нетерпінням чекали гарної погоди, щоб поїхати на барбекю.
8. М'ясо зажариться на грилі швидко, дивись, щоб воно не згоріло.

Many European countries have stew (тушковане м'ясо та/або овочі) as common way of eating fish or meat with vegetables, which are cooked slowly together in a closed vessel with liquids. This means that the dish is neither dry nor a soup, and historically, a highly effective way of making dull vegetables and poor cuts of meat or fish, tender and tasty.

If fish, fruit, eggs or vegetables are cooked slowly on a pan with liquid, then they are poached (варити будь-що на повільному вогні, варити яйця без шкарлупки в окропі), while any food cooked like this in a sealed vessel is braised (тушкувати).

The English language uses "stew" as a generic name, but has adopted many other names from other languages and cultures to define specific forms of stew. For example, goulash (гуляш) is meat stew cooked with large quantities of paprika, named after the Hungarian dish. Curry (каппі) is a highly spiced stew of meat, fish or just vegetables, named after the Indian mixture of spices used. Ragout (рагу) is highly seasoned meat cut into very small pieces and stewed with vegetables.

If a stew is very liquid, it becomes a soup (суп). Some Northern European countries have such thick soups with chunks of meat that Southern European Countries think of them as stews. In England, a soup tends to be a liquid dish

with pureed (or creamed) vegetables (суп-море), with or without meat or fish. However, a clear soup is usually called a consommé (консоме) or bouillon (бульйон), from the French, although categorized as a soup.

Task: translate into Ukrainian:

1. The artist, Andy Warhol, was fascinated by Campbell's Cream of Tomato soup and often used images of the soup can's design in his art, throughout his career.
2. We made a stew from mutton with a wide selection of vegetables.
3. Lesya couldn't eat goulash as she was allergic to hot peppers.
4. While recovering from her illness, she ate little more than clear soup.
5. Having become bored with fried eggs, scrambled eggs and omelettes for breakfast, we had poached eggs in the hotel we stayed at on holiday.
6. After the day sightseeing, we ate in a restaurant and I had some wonderful

braised venison.

7. After an evening in the pub, many British people like to go for a curry.

8. He sat stewing in the waiting room, while the mechanics seemed to spend forever mending his car.

Task: translate into English:

1. З супів-пюре я надаю перевагу супу з цвітної капусти з сухариками.

2. Коли будемо в Європі, треба обов'язково спробувати яйця, зварені без шкаралупи.

3. Тушковане м'ясо з овочами – традиційне англійське блюдо.

4. Хвилювання не покидало його вже декілька годин.

5. Ми хотіли знайти ресторан, де подають тушковану дичину.

6. Прозорі супи в У країні користуються більшою популярністю, ніж супи-пюре.

7. Не роби суп дуже густим, я такий не люблю.

8. Тарілка консоме – це саме те, що треба скуштувати у Франції.

9. Хочеш щойно звареного курячого бульйону?

10. Тушковані блюда дуже корисні, адже в них не так багато жиру.

DEVELOPING TRANSLATION SKILLS

(I) Adequacy and equivalence

To evaluate the quality of any translation is difficult, since it is not entirely clear what the focus of the evaluation should be. Surely, a good translation has to capture the meaning of the foreign original. At the same time, it is desirable to have fluent output that can be read easily.

These two goals, **adequacy** and **equivalence (fluency)**, are the main criteria in translation evaluation. Equivalence refers to the degree to which the output is well-formed according to the target language's grammar, lexis, syntax etc. *Adequacy* refers to the degree to which the output communicates the information present in the reference translation.

The measure of adequacy in translation is the degree of equivalence between the meaning of the original message and the meaning of the translated one. Thus, we presume that adequacy is the goal and result of a good translation, while equivalence is the means to achieve this goal.

For example, if we compare the original text *Everyone thinks he 'll be Director of the firm one day. He's the blue-eyed boy* and its translation *Всі вважають, що одного дня він стане директором фірми. У нього сині очі*, it is obvious that although the target text is equivalent to the original on grammatical, syntactic and lexical level, it does not convey the original implication (*Він є улюбленцем керівництва*).

The same may be said about the following example: *I think people who help the old, sick and homeless are the salt of the earth*. It is possible to make the target text equivalent to the original on all the levels, including idiomatic (*Я вважаю, що ті, хто допомагають старим, хворим та бездомним, – це сіль землі*), but if the readers do

not recognize the Biblical allusion or this idiom gets another shade of meaning in the target culture, the idea is lost. It would be better to render it by means of a neutral correspondence (*Я схиляюся перед людьми, які допомагають старим, хворим та бездомним*).

1. Discuss in class how you might translate the following advertisements into Ukrainian. Try to make your translations adequate, bearing in mind the products they are promoting.

1. Give lashes what they long for. ('Maximum Length' mascara)
2. Tonight unbottle your wildest fantasies. (Shampoo)
3. Most phones are from Mars. This one's from Venus.
4. Thou shalt not use hours to steal your best friend's man. (The Gospel according to Hairline products)
5. Fed up with blind dates? Try our contact lenses free and see clearly without glasses.
6. Speaks Latin. Reads philosophy. Plays the cello. Been an extra in a soap. Owns 12 pairs of shoes. Favourite flowers are orchids. Has seen Pulp Fiction 50 times. Wears a Watch. It's all in the detail.
7. Lips signed by Dior.
8. Maybe she's bom with it. Maybe it's Maybelline.
9. Xtreme. Xhilarating. Live colour XXL (Hair-colouring line).
10. With the tightest turning circle and the shortest braking distance in its class, you'll be able to handle whatever Rome serves up. (Car)

2. Compare the original text and its translation. Comment on the adequacy of the translation. Suggest your own alternative.

Marketing translations	Маркетингові переклади
<p>Cracking an international market is a goal of most growing corporations. It shouldn't be that hard, yet even the big multi-nationals run into trouble because of language and cultural differences. Study the examples below.</p> <p>The name Coca-Cola in China was first rendered as Ke-kou-ke-la. Unfortunately, the Coke company did not discover until after thousands of signs had been printed that the phrase means "bite the wax tadpole" or "female horse stuffed with wax" depending on the dialect. Coke then researched 40,000</p>	<p>Більшість зростаючих корпорацій прагнуть захопити міжнародний ринок. Це не так вже й важко, проте навіть транснаціональні гіганти іноді потрапляють у халепу через лінгвістичні та культурні розбіжності. Ознайомтеся з наведеними прикладами.</p> <p>Назва «Кока-Коли» в Китаї спочатку писа-лася «Ке-коу-ке-ла». Лише надрукувавши тисячі рекламних постерів, представники компанії дізналися, що в перекладі з китайської ця фраза означає «вкуси воскового пуголовка» або «кобила, начинена воском», залежно від діалекту. Тоді</p>

<p>Chinese characters and found a close phonetic equivalent, “ko-kou-ko-le,” which can be loosely translated as “happiness in the mouth.”</p> <p>In Taiwan, the translation of the Pepsi slogan “Come alive with the Pepsi Generation” came out as “Pepsi will bring your ancestors back from the dead.”</p> <p>Also in Chinese, the Kentucky Fried Chicken slogan “finger-lickin’ good” came out as “eat your fingers off.”</p> <p>The American slogan for Salem cigarettes, “Salem – Feeling Free,” got translated in the Japanese market into “When smoking Salem, you feel so refreshed that your mind seems to be free and empty.”</p> <p>When General Motors introduced the Chevrolet Nova in South America, it was apparently unaware that “no va” means “it won’t go.” After the company figured out why it wasn’t selling any cars, it renamed the car in its Spanish markets to the Caribe.</p> <p>When Parker Pen marketed a ballpoint pen in Mexico, its ads were supposed to say “It won’t leak in your pocket and embarrass you.” However, the company mistakenly thought the Spanish word “embarazar” meant embarrass. Instead the ads said that “It won’t leak in your pocket and make you pregnant.”</p> <p>An American T-shirt maker in Miami printed shirts for the Spanish market which promoted the Pope’s visit. Instead of the desired “I Saw the Pope” in Spanish, the shirts proclaimed “I Saw</p>	<p>компанія «Кока-Кола» проаналізувала 40 тисяч китайських ієрогліфів і знайшла близький фонетичний еквівалент «ко-коу-ко-ле», що у вільному перекладі є «щастям у роті».</p> <p>У Тайвані переклад рекламного лозунгу «Пепсі» «Відчуй смак життя разом з новим поколінням любителів «Пепсі» прозвучав так: «Пепсі» воскресить твоїх предків».</p> <p>У китайській мові рекламний лозунг компанії “Кентакі Фрайд Чікен” «такий смачний, що пальчики оближеш» перетворився на наказ «відкуси собі пальці».</p> <p>Американський слоган сигарет компанії “Салем”, «Salem – Відчуття свободи», на японському ринку був перекладений: «Коли куриш Salem, сили твої відновлюються, а мозок стає вільним і порожнім».</p> <p>Коли корпорація “Дженерал Моторе” почала продавати в Латинській Америці нову марку машини «Nova», її представники не здогадувалися, що “no va” іспанською мовою означає «вона не буде їздити». Збагнувши причину відсутності попиту на іспаномовних ринках, компанія перейменувала марку на «Caribe».</p> <p>Виробник ручок «Паркер» підготував для мексиканського ринку рекламу кулькової ручки «Ця ручка не змусить вас соромитися, протікши в кишені». Представники фірми вирішили, що слово “embarazar” іспанською мовою означає «викликати сором». Натомість реклама стверджувала: «Ця ручка не протече у вашій кишені, й ви не завагітнієте».</p> <p>Виробник футболок із Маямі спеціально для іспанського ринку випустив серію футболок з нагоди візиту Папи Римського. Однак замість напису «Я бачив Папу» іспанською мовою на них</p>
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the Potato.” Colgate introduced a toothpaste in France called Cue, the name of a notorious porno magazine.	було написано «Я бачив картоплину». Компанія “Колгейт” намагалась запровадити на французькому ринку зубну пасту “Сие”, назва якої асоціюється з назвою скандального порно-журналу.
In Italy, a campaign for Schweppes Tonic Water translated the name into Schweppes Toilet Water.	В Італії під час однієї рекламної компанії в результаті невдалого перекладу відбулася підміна “Тоніку Швепс” “Туалетною водою Швепс”.

3. Translate the following text into English as adequately as possible. Try to achieve equivalence.

Обрано сотню найогидніших чоловіків

Американська газета “The Phoenix” опублікувала список «ста найбридкіших чоловіків світу». Вибір зробили в редакції видання, оцінюючи відгуки читачів щодо тієї чи іншої американської знаменитості.

На першому місці виявився телевізійний комік Гілбрет Готтфрід “з голосом папуги і завжди кислим виразом обличчя”. На другому – бейсболіст команди “New York Yankees” Ренді Джонсон, на третьому - кінокритик Роджер Еберт.

Зі знаменитостей, широко відомих за межами США, у список увійшов, приміром, бас-гітарист групи “R.E.M.” Майк Міллз, який зайняв сьоме місце. Осам бен Ладен виявився на восьмому місці, “незважаючи на те, що представники влади завжди вважалися сексуальними”.

Майклу Джексону, схожому на “нащадка манекена з магазину “J.C. Penney” й серійного убивцю в масці клоуна”, дісталось 11 місце.

Білл Гейтс, “людина, яка уклала угоду з дияволом і одержала 60 мільярдів за умови, що в цьому житті виглядатиме як черепаха”, зайняв 23 місце. Денні де Віто дісталось 52 місце.

Нарешті, на 100-му місці опинився Бред Піт, “якщо дійсно правдою є те, що ми знаємо про його гігієну”. Нещодавно у пресі з’явилися повідомлення про те, що актор занедужав “хворобою немитих рук”.

(за матеріалами сайту IT-репортер)

(II) Descriptive and Explanatory translation

Descriptive translation is a translation procedure of describing a certain notion of the SL using the resources of the TL. This type of translation is sometimes required for rendering non-equivalence, e.g. when the SL word or phrase may express an idea or a concept which is totally unknown in the target language and culture.

This strategy is particularly common in dealing with culture-specific items, modern concepts, and buzz words, e.g.

There’s love the whole world over

Wherever you may be;

Some lose their rest for gay Mae West,

But you ’re my cup of tea (W. H. Auden).

The proper name may be borrowed, transcribed, transliterated or rendered descriptively. The latter seems to be the best option for Ukrainian readers are unlikely to know who Mae West is. One of the suggested versions is:

*Любов у світі править,
І зараз без жалю,
Що брати шлюб не буду з кумиром Голівуду,
Одну тебе люблю.*

Other examples (*landslide – перемога на виборах з великою перевагою, Manila envelope – жовтий конверт з цупкого паперу*) show how long and cumbersome the description may be, although at times is unavoidable.

In some cases even more lengthy and bulky explanations are required. Thus, we resort to **explanatory translation** i.e. the translation procedure when the unknown element (be it realia words, neologisms, lexical lacunas, culture-specific items, etc.) is kept but a short explanation is added. Once explained, the element in question can then be used on its own; the reader understands it and is not distracted by further elaborations.

Using the same example of W. H. Auden's lyrics we may find it necessary in some particular cases to explain that Mae West was an American film star known for her outrageous behaviour, the fact which may find its reflection in translation. This as you may understand can be done only in interlinear translation. Another more prosaic example deals with the realia of Ukrainian life: *Among the most important steps in the reform is the privatization of ZHEKs (state-owned housing and communal services centres), the implementation of energy-saving policies and the construction of high-quality housing.*

1. Analyze the cases of explanation in translation. State whether they are justified.

1. Have you ever had to choose between a rich red soup (borshch) and large meat ravioli (vareniki) with sour cream?

2. I was a witness when at a party in Kyiv one American businessman wondered if he could try a "zalivne" - chilled sturgeon aspic.

3. My Italian friends looked at me proudly as I took my first bite of pizza (real Italian - just tomato paste and cheese on a thin slice of dough).

4. "Yes, Zhenya (the Russian diminutive for Eugenia) has got a famous mum, but we are not superheroes, and we have not done anything big yet to give interviews," he says, with Eugenia echoing him.

5. He says his wife cooks the best solyanka (Ukrainian meat soup) and blinchiki (Russian pancakes) he's ever tried.

2. Translate the following sentences into Ukrainian. Use explanatory translation wherever appropriate. The key words and phrases are explained for you below.

1. The presidium would no longer have *ex-officio* members.

2. Commerce was the town's *raison d'être*.

3. We dined *al fresco*, on a balcony overlooking the sea.

4. The official was accused of acting *ultra vires*.

5. If you lose the certificates, you can sign an affidavit and still retrieve the will.

6. He has always supported the policy of *laissez-faire*.

7. The Patrick Collection has restaurant facilities to suit every taste - from the discerning gourmet, to the Cream Tea expert.

8. This was 2005, just after Ukraine's Orange Revolution, in which she rose to international status as a modern-day Evita.

1) an ex-officio member of an organization is only a member because of their rank or position;

2) the reason why something exists, why someone does something etc;

3) fresco = cool, fresh; al fresco - in the open air;

4) beyond the powers or legal authority of a corporation or person;

5) a written statement that you swear is true, for use as proof in a court of law;

6) the principle that the government should allow the economy or private businesses to develop without any state control or influence; when you do not become involved in other people's personal affairs;

7) Patrick Collection - a privately owned museum of classic cars in the United Kingdom. Cream tea is a traditional afternoon meal, now only for tourists and Britons on holiday, consisting of tea to drink and scones with jam and clotted cream to eat. It can also include sandwiches and cakes;

8) "Evita" is a musical show about the life of Eva Peron, the wife of a former Argentinian leader.

3. Match the following words to their explanations. Translate the words into Ukrainian.

a) outdoorsman

1) a young woman who stays with a family in a foreign country to learn the language, and looks after their children for a small wage

b) hooked rug (AmE)

2) a small round hat that fits close to your head

c) "colour classes" (AmE only)

3) an experience from which you learn something surprising and new

d) eye-opener

4) a speech at the ceremony when American University or college students receive their degrees

e) Commencement address (AmE only)

5) something mass produced and lacking individual character

f) entropy

6) someone who enjoys camping, walking in the countryside etc.

g) "cookie cutter formula" (AmE only)

7) a scientific law that may be popularly summarized as "everything falls apart"

h) beanie (AmE)

8) a rug made by drawing thread or lengths of wool through a canvas using a hook

i) "honour crimes" {AmE only}

9) incoming classes at some American

	colleges which are designated by symbolic colours
j) au pair	10) human rights abuses committed against women, most often by male relatives
k) “marriage penalty” (AmE only)	11) an obligation for the married taxpayers to pay more tax than they would have as single taxpayers

4. Translate the following sentences containing words from the exercise above into Ukrainian. Use descriptive translation wherever possible.

1. The lake has a 550-mile shoreline that offers just about everything the *outdoorsman* might want.
2. We lowered tax rates, so you could keep more of your hard-earned money, we doubled the child credit, and we reduced the *marriage penalty*.
3. I don't think there is any *cookie cutter formula* for personal or professional or public success.
4. When she gave the *Commencement address* back in '92, she spoke about one of her misadventures.
5. It has been quite a lot of years since I had my yellow *beanie* on and my arm full of books.
6. In too many countries, women are victims of domestic abuse and *honour crimes*.
7. The *au pair* may have a different view of her status in the household than her employers do.
8. I never put that much stock in images, but this was an *eye-opener*.
9. We went into the living room in which there was old furniture, a *hooked rug* and a frayed velvet sofa.
10. By now he had to be close to sixty, fighting *entropy* with chemistry and good posture.
11. There was a contest each year for the *colour class* slogan. Students had T-shirts that read “Simply mauvelous” and “Reddy willing and able”.

5. Translate the following sentences into English. Choose the best pattern for explanatory translation: an added explanation, description of function or use of the source text element or an explanation outside the text.

1. На Сході виготовляють Великодні «крашанки», фарбуючи яйця в лушпинні цибулі, а на Західній Україні «писанки» занурюють у віск і розмальовують фарбами.
2. Ми повинні відстояти принципи Майдану, запровадивши їх у власне життя.
3. Моя подруга з Англії минулого літа придбала на Андріївському узвозі розкішну вишиванку.
4. Більшість фальсифікацій під час виборів 2004 року були пов'язані з голосуванням за відкріпними талонами.
5. Темники – це ганебна сторінка української історії, яка була перегорнута

нами раз і назавжди.

6. В Обливаний понеділок молодь поливає одне одного водою з ніг до голови.

7. Область – це адміністративна одиниця України, більша за район, але менша за регіон.

8. Екс-глава СБУ вважає замовленою справу за фактом незаконного прослуховування, з якого у п'ятницю ввечері він свідчив у Генпрокуратурі.

9. Інваліди-чорнобильці та ліквідатори аварії на ЧАЕС досі залишаються однією з найбільш соціально-незахищених груп населення.

10. Сьогодні Вищий адміністративний суд України продовжить розгляд позовів до Центральної виборчої комісії від партій та блоків, які на виборах не подолали тривідсоткового бар'єру.

11. Працівники Державної автоінспекції МВС України вилучили більше ніж 200 дозволів на використання на автомобілях спеціальних світлових і звукових пристроїв. Складено понад 1200 адміністративних протоколів.

Translators' nightmares

One of the most difficult phrases relating to food to translate is “We decided to have steak and kidney pudding and chips for tea”, although a native speaker would think such a sentence to be very simple and obvious. The reasons are that a pudding need not be a dessert and that tea may be the name of a mealtime. This can cause great confusion.

Pudding (будь-яка їжа, яка за формою та консистенцією нагадує пудинг, також власне пудинг) is historically the name of any prepared dish, although it is commonly used today to refer to dessert or the sweet course. However many common dishes use the word in their name, including:

Black pudding (a sausage made with pig's blood) – кров'янка.

Steak and kidney pudding (a pie of soft suet pastry filled with pieces of beef and beef kidney in a thick gravy) – різновид пирога з рідкою м'ясною начинкою).

Yorkshire pudding (a baked batter eaten with onions and beef gravy) – йоркширський пудинг, випічка з несолодкого тіста.

Tea (полуденок, підвечірок) is the contemporary name for a meal eaten between about 16.00 and 19.00, shortened from “teatime”, a name which has rarely been used since the Second World War. This is perhaps due to the change in the drinking habits of the British, where coffee is more often drunk than tea. In Victorian times, “tea was taken” at that time of day and the concept has remained. The word **supper** (вечеря) is now rarely used in Britain and tends to remain only in a few set phrases. The most difficult is the word **dinner** (обід) which in both the USA and Britain varies in its meaning depending on the area. Many books on etiquette in both countries have tried to give the “right” definition according to their authors, but it remains a meal at lunchtime or during the evening depending on the geographical location of the person using the word and their audience. For example, dinner in London is usually in the evening, while in Birmingham it is usually in the middle of the day. But all schools in Britain have

“dinner ladies” who supervise and serve children eating their lunch.

Task: translate the following sentences into Ukrainian:

1. We quickly grilled some lamb chops for tea.
2. Black pudding is a common component of a Full English Breakfast.
3. Roast beef isn't the same without Yorkshire pudding and onion gravy.
4. All fish and chip shops in the north of England sell steak and kidney puddings, although in the south people tend to prefer steak and kidney pies in flaky pastry.
5. You should have seen the look on the vegetarian's face when he was offered black pudding and chips for tea.
6. After a large dinner, she still found room for a huge slice of cake for pudding.
7. As the family sat at the table after their tea, Julia found that she was the only one drinking tea rather than coffee after the meal.
8. In Scotland, a fish supper is when you have fish and chips for your dinner.

Капуста is a common word in Ukrainian but great care has to be taken when translating this word into English, as ‘cabbage’ normally only refers to a single vegetable, a member of the *brassica* family which forms a compact head. This grows as one of two common forms in Britain, white cabbage (білокачанна капуста) and red cabbage (червонокачанна капуста). White cabbage is commonly cooked while red cabbage is commonly pickled. The similar plant which does not form a compact head is Kale (кормова капуста). Other similar plants include:

Brussels Sprouts – брюссельська капуста.

Broccoli – брокколі.

Cauliflower – цвітна капуста.

Task: translate the following sentences into English:

1. Сьогодні в нашому ресторані подають суп з цвітної капусти.
2. На гарнір до м'яса подали відварену брокколі.
3. Пошукай в морозильнику, там повинно бути ще трохи брюссельської капусти.
4. Салат із звичайної капусти - улюблене блюдо моєї дочки.
5. В Англії червонокачанна капуста, як правило, маринується.
6. На городі ми посадили пару рядків кормової капусти.

There are some registered names for products that have become generic names in Ukrainian. Care must be taken when using such terms in translation from Ukrainian. For example:

The only spirit drink allowed to be called Cognac (французький коньяк) is French brandy produced in the Champagne region of France. No other spirit, under European law, is allowed to be called ‘cognac’. The most famous competitor to cognac is armagnac from the north of France, while many other regions have their own distinctive brandies. Other than very specific local names, all other distilled grape spirits are officially only called brandy in Europe.

Champagne (шампанське) is bottle-fermented sparkling wine only produced in the Champagne region of France. No other sparkling wine, under European law, is allowed to be called ‘champagne’. There is a French word used in Europe however, “champenoise”, for such types of wine produced in other countries. The term ‘sparkling wine’ (шипуче вино) is usually used only for non-bottle-fermented wines.

Task: translate the following sentences into English:

1. Як любителю коньяку Алексу друзі та родичі завжди приносили пляшку грецького бренді, іспанського бренді та справжнього французького коньяку.
2. Вірменський коньяк завжди славився своєю якістю.
3. То якому коньяку ти віддаєш перевагу?
4. Шампанське – це різновид шипучого вина з Шампані, бродіння якого відбувається в пляшках.
5. На новорічному столі завжди повинна стояти пляшка шампанського.

UNIT 3

Topic: Books and Writers

Grammar: Infinitive Constructions. Grammatical Synonymy

Functional Expressions: Stating and Justifying Opinions. Correcting

Writing: Publisher's Briefs (Blurbs)

INTRODUCTION

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

1. Books, newspapers, magazines, and other written material on paper, have become old-fashioned and no longer have a mass market.

2. Young people prefer watching TV and surfing the Internet to reading books.

3. People in this country do not limit themselves to reading only Ukrainian writers.

4. We wouldn't have known of any international bestsellers had they not been translated into our native language.

5. Whodunits are meant only for dull-witted housewives.

6. The sales volume of the "Harry Potter" series by J. K. Rowling is comparable to the Bible and the Koran.

7. William Shakespeare has always been at the head of the top twenty books in the "BBC Big Read" survey.

8. The harsh realities of our life do not encourage us to read of unpleasant and shocking topics typical for novels about dystopias.

9. Stories about events in the future which are affected by imaginary developments in science, such as time travel or journeys to other planets with life on them, have always attracted our attention.

10. As in our childhood, we still like to worry about how the hero will win the day and defeat the villain.

2. Comment on the following quotations.

1. The first book of a nation is the dictionary of its language. (Contantin, Comte de Volney)

2. Some books are to be tasted, others to be swallowed, and a few are to be chewed and digested. (Francis Bacon)

3. Having your book turned into a movie is like seeing your oxen turned into bouillon cubes. (John Le Carre)

4. There are three difficulties in authorship: to write anything worth publishing, to find honest men to publish it, and to get sensible men to read it. (C. C. Colton)

5. When I am dead, I hope it may be said: 'His sins were scarlet, but his books were read'. (Hilaire Belloc)

6. Autobiography is a pre-emptive strike against biographers. (Barbara G. Harris)

3. a) Without opening your textbooks, listen to the recording of the Dialogue. The dialogue contains several functional expressions of stating, justifying opinions and correcting.

b) While listening to the same dialogue again, write down these functional expressions in your exercise books.

Dialogue: In a Company Boardroom

Oliver: I have the feeling that your business plan requires some modifications.

Chloe: The situation demands that we take such drastic action.

O: Naturally, we need to consider all the options although I prefer the second of the alternatives.

After studying the possible outcomes I also feel that the second is clearly the least difficult.

O: Before we print the plan, I'd like you to add the other elements we discussed at the last Board Meeting.

C: I feel we shouldn't, in light of the issues that have recently become important to all of us.

4. Listen to the dialogue again. Answer the following questions.

1. What is the topic of the talk?

2. What do you think the speakers are by profession/trade?

3. Do they communicate as peers, relatives, or boss and his/her subordinate?

Explain your choice.

4. Are they equally qualified in the issues they are discussing?

5. Are they engaged in small-talk or professional conversation?

6. Do you consider the dialogue to be logically complete or incomplete? Have the interlocutors just begun their conversation or are they coming to a close?

7. Can you infer that the two speakers would take into account each other's opinions?

8. Define the style of the dialogue as formal, informal, colloquial or highly colloquial.

5. a) Working with the text of the dialogue, find among the expressions given below those that were used in the dialogue or any very similar ones.

b) Go through the table looking for expressions of the same function specifying the speech register for each expression. Try to memorise as many of them as possible.

Stating opinions

I would tend to say that...

I believe that...

In my humble opinion...

I consider it right and proper that...

I've always held the view that...

There can be no denying that...

Justifying opinions

If you look at the evidence, you'll find that...

If you consider the facts, then obviously...

Eat crap. A billion flies can't be wrong...

Having thought carefully about this, I feel that...

I had no other course of

Correcting

I hate to say this, but...

Have you noticed that there's a problem with...?

Could we just run through this again...?

I found this point that should perhaps be looked at again...

I'd like to change this...

From my point of view...	action but to decide that...	I would say that the better
Surely it goes with-out	There was no alterna-tive	option is...
saying that...	but to think that...	We need to modify this
Isn't it obvious that..?	We all agreed that the best	by...
I feel it true to say...	way to consider this was...	Unfortunately there's a
	After years of research, I	mistake here...
	came to the conclusion	
	that...	

6. Translate the following dialogue into English.

Покупець (пробираючись до книжкового лотка): Доброго дня! Що маєте новенького?

Продавець: Ось, два свіжих любовних романи, перекладний трилер, гороскопи, сонники...

П: Е, ні. Таку макулатуру я не читаю.

Пр: Ну, не знаю. Повірте мені, саме таку літературу розкупувають миттево.

П: Я б не сказав, що це справді література. Таке собі легке читиво для не дуже вибагливого читача. Особисто мені шкода витратити на нього свій час.

Пр: У мене інша думка з цього приводу. Втім, про смаки не сперечаються. Спробуйте пошукати щось серйозніше на сусідньому прилавку. Он там, де немає жодного покупця.

7. Make up your own dialogues with the functional expressions listed in Exercise 3.

8. Give English phrases equivalent to the following Ukrainian functional phrases.

Висловлення думки: на мій погляд...; я переконаний, що...; я вважаю цілком слухним, що...; не можна заперечувати той факт, що...; я завжди дотримувався думки, що...; я схилиюсь до думки, що...; звичайно, само собою зрозуміло, що; на мою скромну думку...;

Аргументація висловленої думки: та годі тобі, ти не один такий; якщо розглянути факти, тоді, звичайно, ...; уважно поміркувавши над цим, я відчуваю, що ...; тільки і залишилось думати, що ...; мені нічого не залишається як вирішити, що ...; після тривалого дослідження, я дійшов висновку, що ...; якщо подивитися на докази, можна виявити, що...; всі ми погодилися з тим, що краще за все було б вирішити це ...;

Незгода з думкою: я б сказав, що більш вдалий варіант – це ...; ви помітили, що виникають певні труднощі з ...; чи не могли б ми ще раз переглянути все це ...; мені дуже прикро говорити про це, але ...; я знайшов один пункт, на який, можливо, слід звернути додаткову увагу; я б хотів змінити це ...; нам необхідно вдосконалити це за допомогою ...; на жаль, тут припустилися помилки ...

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 “Literature and writing”, 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 written down.

1. What literature is considered to be the vehicle of our imagination?
2. What skills should a good author possess?
3. What books do you think are on the British favourites chart?
4. What traditional literary prose genres do you know?
5. Do old favourites such as Jane Austen, the Brontes and Charles Dickens still have their admirers?
6. What famous crime writers can you name?
7. What new authors and literary styles do people of your age mostly enjoy?
8. Why does the British publishing industry rely substantially upon sales charts?
9. Where are books sold in most countries nowadays?
10. What can steer you from the created universes or recreated history back towards the real world?

4. Transcribe the following words, practice their pronunciation.

Multimedia, imagery, audio, commentary, criticism, unleash, catalyst, villain, theme, prejudice, guide, potent, genre, epic, fascinating, contemporary, exotic, autobiography, docunovel, utopia, dystopia, envisage, spawn, perpetrator, offshoot, psychological, vehicle, thriller, detective, popularize, whodunit, appalling, metaphysical, e-retailer, espionage.

5. Before reading the text study the definitions of the literary prose genres mentioned in Text 1. Translate the terms and their definitions into Ukrainian.

Literary prose genres:

Commentary – the writings of an author on one or more themes, that give opinion and views rather than necessarily strict fact, frequently using humour. Authors usually have free reign to expose absurdity, celebrate eccentricity and entertain in the process. Examples are Business Commentary (e.g. Scott Adams), Social Commentary (e.g. Michael Moore) and Travel Commentary (e.g. Bill Bryson).

Fantasy is a way of creating a world that does not exist but uses a range of myths, legends and sometimes pagan religion to form imaginary cultures and peoples. Tolkien is of course number one, with J.K. Rowling the best-selling. Terry Pratchett’s Discworld is one of the most popular fantasy worlds that itself is based on ancient Hindu mythology, where Chukwa is the first and oldest turtle, supporting the Earth.

Social Satire is a style first made popular by Jonathan Swift that uses a

combination of stylistic devices such as allusion and allegory, usually together with humour, to paint a world that compares and contrasts to reality.

Historical novels are those set in past times, usually at least 50 years before the time of writing. Most depict historical events and may centre on historical or on fictional characters, but usually represents an honest attempt based on considerable research (or at least serious reading) to tell a story set in the historical past as understood by the author's contemporaries.

Docunovels (or Documentary Novels) use a mixture of non-fiction and fiction to describe what is basically fact, but made more exciting by fictional storytelling styles.

Crime fiction is such a broad genre that many sub-divide it into several categories, depending on the emphasis laid by the author on certain aspects of the crime or those solving the crime. These include: psychological, forensic, detective, police, mystery and historical whodunits.

Whodunit (*informal*). A book, film etc. about a murder case, in which you do not find out who killed the victim until the end.

Action thriller is a generic name for any story that has many fastpaced events. The Odyssey is regarded by many as being the first of this genre.

Science Fiction is a genre of fiction in which advances in science, or contact with more scientifically advanced civilizations, create situations different from those of both the present day and the known past. Although science fiction is often written primarily to entertain, many authors have a deeper purpose, using the genre to provide insight into science, society or the human condition.

6. Read the text "Literature and Writing" and find the key sentences that summarize the main idea of each paragraph.

Text 1: Literature and Writing

When we have so many forms of entertainment and information from various media, so many of which are becoming multimedia in themselves, why do we still need written material on paper? Aren't newspapers and books **old hat**? Isn't a book a poor substitute for **high-definition imagery** and **DTS surround audio**? If we weren't human beings with imaginations, the answer might well be yes.

Many people are still content to read commentary, criticism, analysis and in-depth reporting in newspapers or magazines, at leisure, rather than on TV and the Internet. In the same way, reference material still has a massive market in book and magazine form. However to most people, fiction is still the vehicle for our imagination.

A good author can **unleash** our imagination so that we are not only told a story, but we tell ourselves more of the story by the world we create in our heads. This world can be realistic, fantastic or just different, and the true skill of an author is to provide the catalyst that sets that world in motion.

We like to be told a story - for most people that's what their mothers and fathers did for them when they were little and today we still like to **worry** about how the hero will **win the day** and defeat the villain. Of course the more that fiction is less a "story" and more "literature" then the more complex the distinctions between hero and villain,

good and bad, may be. What is often thought of as “good literature” is made specially complicated by the author so that complex themes and relationships may be examined for artistic reasons.

When looking at the top 20 books in the BBC Big Read survey that hundreds of thousands of British people voted for, we find that almost all of the top 20 either create their own universe or recreate the historic past in our minds.

1. The Lord of the Rings, JRR Tolkien
2. Pride and Prejudice, Jane Austen
3. His Dark Materials, Philip Pullman
4. The Hitchhiker’s Guide to the Galaxy, Douglas Adams
5. Harry Potter and the Goblet of Fire, JK Rowling
6. To Kill a Mockingbird, Harper Lee
7. Winnie the Pooh, A A Milne
8. Nineteen Eighty-Four, George Orwell
9. The Lion, the Witch and the Wardrobe, CS Lewis
10. Jane Eyre, Charlotte Bronte
11. Catch-22, Joseph Heller
12. Wuthering Heights, Emily Bronte
13. Birdsong, Sebastian Faulks
14. Rebecca, Daphne du Maurier
15. The Catcher in the Rye, JD Salinger
16. The Wind in the Willows, Kenneth Grahame
17. Great Expectations, Charles Dickens
18. Little Women, Louisa May Alcott
19. Captain Corelli’s Mandolin, Louis de Bernieres
20. War and Peace, Leo Tolstoy

Of all the different genres, fantasy novels and historical novels are the favourites of most British people, as we can see above.

Of course, Winnie the Pooh is a highly **potent** way of recreating the joys of childhood, but many are surprised how war novels are still such a powerful genre in today’s society. Joseph Heller, Sebastian Faulks, Louis de Bemieres and Leo Tolstoy all wrote deeply impressive novels that dealt with the lives of people under conditions of war. JRR Tolkien and Phillip Pullman also wrote of war, but each created a universe to contain massive epic analyses of the war between good and evil. Tolkien and CS Lewis used imagery that Hollywood has attempted to bring to the **silver screen** reasonably successfully, but Pullman’s books may be too philosophical to translate to film.

Authors often create unique universes we feel at home in, or at least can see as vividly as our own. Tolkien and Pullman, as such authors as Terry Pratchett, Mervyn Peake and JK Rowling, have placed their characters into surroundings that sometimes seem more real than our own. They are often seen as the best storytellers.

It’s fascinating how often imaginary objects can enter the language to describe either reality or another author’s vision: Mervyn Peake’s “Gormenghast”, which first appeared in his novel “Titus Groan”, is often used in literature today to describe a huge, **rambling** castle and its attached society, as an allusion, even though Gormenghast never existed except in our minds.

It’s such a vivid image that reviews of contemporary writers and their universes, such as author China Mieville’s acclaimed book “Perdido Street Station” very often describe such creations as being ‘Gormenghast-like’, as that image is more potent than reality.

We seem to love character studies in unusual or exotic contexts, whether in the form of a novel, a novella or a short story. If not, we may read a biography or autobiography, or perhaps a “docunovel”, which tells non-fiction in the form of a novel. We also like to read of unpleasant and shocking topics. Orwell’s “1984” is a dystopia, and we’re more likely to read of such worlds than utopias - perhaps because we can learn more from envisaging what can go wrong in our society and imagining how we need to avoid the horrors described. Since the original “Utopia” written by Thomas More in 1516, most of the most acclaimed worlds have been dystopias; Yevgeniy Zamyatin’s “We” and Aldous Huxley’s “Brave New World” joining Orwell. Such novels have spawned a whole genre, that of science fiction, where the “what if?” question has been asked in countless worlds in countless universes.

We love to be shocked by crime and join in the hunt for the villain as the forces of law and order seek to bring the **perpetrator** to justice.

Crime fiction and **offshoots** such as psychological thrillers and mystery thrillers, are bought in their millions, and have been ever since the Scotsman Sir Arthur Conan Doyle created the detective Sherlock Holmes in the 19th century and Agatha Christie popularized “whodunits” in the early 20th century. Today skilled crime writers such as Ian Rankin, Michael Connolly, PD James,

Minette Walters, Ruth Rendell, Patricia Cornwell and Nicci French sell many millions of books each year and occupy large sections of bookshops and public libraries in the West.

Action thrillers today usually have a particular theme, such as the law in many of John Grisham’s books, horror in Stephen King’s books, technology in Michael Crichton’s books or espionage in works by John Le Carre or Robert Ludlum. Some of the most successful new bestsellers break the mould and create their own thriller category, like Dan Brown’s “The Da Vinci Code” and “Angels and Demons”.

But authors that create their own universe may often **spark the imagination** more than a single thriller, because the theme of the creation can evolve and develop.

Terry Pratchett’s Discworld series has seen him sell more than 50 million books worldwide, despite the appalling difficulties in trying to translate his metaphysical English humour and use of language into other tongues and cultures. Harry Potter translates more easily, even though Hogwarts and its environment are very particular English institutions. JK Rowling has now sold more books than any other author in history, well over 300 million copies before the final volume was written, beaten only by the Bible and the Koran.

Sales charts are important, because the publishing industry relies upon them, as bestsellers often fund the initial publication of new authors while enabling funds to reprint old favourites. Most countries have large numbers of specialized bookshops, both new and second-hand. But now supermarkets sell vast numbers of popular books and the biggest bookseller in Europe and the USA is “Amazon”, which is one of the Internet’s largest **e-retailers**.

It is interesting to see from Amazon’s international sales charts what authors are still popular. Of those popular in Ukraine, Somerset Maugham has disappeared, as his early 20th century slang and peculiar politics is disliked by native speakers. Of his

works, “Of Human Bondage”, is the only one still in print and easily available and number 24,719 on the Amazon sales chart at the time of writing, while Bulhakov was 3,547 with “Master and Margarita”, with Sidney Sheldon’s most popular novel (“The Other Side of Me”) at 4,785 and as we saw above, “War and Peace” is 20th on the British favourites chart.

So do we like created universes or recreated history? The answer has to be both. We still hugely enjoy Jane Austen, the Brontes, Dickens and Trollope whose classics paint such vivid imagery of times gone by. We also buy today’s historical fiction by Dorothy Dunnett, Bernard Cornwell and Sharon Penman for both the skill in characterization and for the costume drama we build in our imaginations. We still read Harper Lee and Daphne Du Maurier in order to taste, smell, hear, see and touch their worlds in our heads.

Whatever genres or styles we prefer, literature opens the doors of our imagination and transports us to somewhere else. Then maybe we’ll sit down to non-fiction – a bestselling cookbook, diet book, Do-It-Yourself manual or **social commentary**, to **steer** us back towards the real world.

7. Listen to the recording of the text and read it aloud in class.

8. After reading the text, complete the following sentences:

1. Though some consider newspapers and books to be old hat, many people are still content to read ... 2. When looking at the top 20 books in the BBC Big Read survey that hundreds of thousands of British people voted for, we find that... 3. The favourites of most British people are such genres as ... 4. Some authors place their characters into ... 5. Mervyn Peake’s “Gormenghast”, which first appeared in his novel “Titus Groan”, is often used in literature today to describe ... 6. Sometimes we like to read of unpleasant and shocking topics in so-called dystopias, because ... 7. We also love to be shocked by crime and join in the hunt ... 8. Some of the most successful new bestsellers like Dan Brown’s novels ... 9. We also buy today’s historical fiction for ... 10. Whatever genres or styles we prefer, ...

9. Study the following vocabulary notes. Then go through the text again and give the Ukrainian words equivalent to the highlighted words. Translate the text.

Vocabulary notes

1. **Old Hat**, *adj.* [not before noun]. If something is old hat, a lot of people have said or done the same thing before and it is therefore not new or interesting – застарілий, неактуальний, «учорашній день» тощо. e.g. The movie’s special effects now seem rather old hat.

2. **High-definition**, *adj.* [only before noun]. The clear edges, shapes, or sound that something has (a high-definition television or computer shows images very clearly) – висока чіткість (зображення), e.g. The international football matches will be broadcast through high-definition television on to large theatre screens in 20 cities.

3. **Imagery**, *n.*

1) collective images, possibly in different media – образи, e.g. The lark imagery used by the author transferred well to the Hollywood version.

2) rhetorical images, used to create a context – образність, мовленнєві образи, фігури мови, образотворчі (стильові) елементи, система персонажів тощо. e.g. Some authors use a great deal of subtle imagery to set the scene for their novels.

4. **DTS surround sound.** From the name of DTS Inc., a brand name similar to “Dolby” (a system for reducing unwanted noise when you record music or sounds) – система багатоканального цифрового об’ємного звучання, e.g. Many DVDs now have an option to choose between Dolby Sound or DTS, depending on whether a home cinema system is installed.

5. **Unleash, v.**

1) to suddenly let a strong force, feeling, etc have its full effect – розв’язати, звільнити, спровокувати, e.g. to unleash somebody’s imagination – дати волю фантазії.

2) to let a dog run free after it has been held on a leash – відпустити припону, e.g. She unleashed her two terriers as soon as she went onto the beach.

6. **Win the day.** To finally be successful in a discussion or argument – отримати перемогу, виграти бій, взяти гору, тріумфувати, e.g. Common sense won the day, and the plans were dropped.

7. **Potent, adj.** In this context the adjective has the meaning of “having a very powerful effect or influence on your body or mind” – потужний, сильний, ефективний, e.g. The combination of early breakfast, exhaust fumes and nerves is a potent cocktail!

8. **Silver Screen, n.** This is specifically the screen onto which movies are projected, incorporating the chemical compounds of silver used in the screen coating that make it reflect better and so make the image brighter. The term may denote the film industry as a whole, especially in Hollywood – кіноекран, кіноіндустрія, e.g. Many weekly and monthly magazines are sold to detail the lives of the stars of the silver screen.

9. **Ramble AngloE, n.**

1) a walk in the countryside for pleasure – прогулянка, поїздка (без певної мети), e.g. I quite like the idea of going for a ramble one weekend.

Syn.: hike.

2) a speech or piece of writing that is very long and does not seem to be clearly organized – розлогі та неадаптировані розмірковування, описи тощо, e.g. In a ten-page ramble, the author explains why he wrote the book.

Ramble, v.

1) to talk for a long time in a way that does not seem clearly organized, so that other people find it difficult to understand you – говорити багато та незв’язно, e.g. She’s getting old and she tends to ramble a bit.

2) a) [always + adverb/preposition] *AngloE* to go on a walk in the countryside for pleasure - блукати без мети/для втіхи (особливо за містом), e.g. There’s plenty to discover as you ramble around this little island.

Syn.: hike AmE – to take a long walk in the mountains or countryside;

wander – to walk slowly across or around an area, usually without a clear direction or рифове.

b) when used *figuratively* (of the mind or thoughts) it means “wander”, i.e. you no longer pay attention to something, especially because you are bored or worried – говорити незв’язно, перескакувати від думки до думки, блукати, e.g. My thoughts were rambling to distant places.

3) to spread/run/grow, etc. in all directions (of a plant, a stream etc.) – розходитися, поширюватися в різні боки; розтікатися, повзти, витися, e.g. There is a little stream that rambles through the valley.

Phrasal verbs: ramble on, ramble on about – втомлювати нескінченними розмовами тощо, e.g. His father kept rambling on about the war.

Syn.: go on.

Deriv.:

Rambler, n.

1) *AngloE* someone who goes for walks in the countryside for pleasure – гулять, екскурсант, турист, e.g. There will be no pub lunch stop on 7 March so ramblers should be sure to pack some sandwiches.

2) a plant, especially a rose, that grows in all directions – повзуча (витка) рослина, e.g. Many roses, especially the ramblers, have one single flush and no more.

3) *AmE* a single-storey suburban house; a ranch house – одноповерховий заміський будинок; ранчо, e.g. The rambler that still stands and is the heart of the site was built in 1928.

Rambling, n.

1) the activity of going for walks in the countryside for pleasure – екскурсія, прогулянка пішки, похід тощо, e.g. I hadn’t done this amount of countryside rambling since I was drummed out of the Boy Scouts.

2) (*pl.*) incoherent talk – верзіння, маячня, e.g. He refused to listen to their mad ramblings.

Rambling, adj. [usually before noun]

1) a rambling person, life, destiny, etc. is characterized by wandering – той, що тиняється; бродячий, мандрівний, кочовий, мінливий, непостійний, несталий, e.g. There is also rambling thought in which the mind is not pressed to solve anything and merely rambles aimlessly.

2) a rambling building has an irregular shape and covers a large area – розкиданий, безладно збудований, e.g. It was a rambling old place, crooked and picturesque.

3) rambling speech or writing is very long and does not seem to have any clear organization or purpose – безладний, нескладний, плутаний, e.g. He set off on a long rambling account of something that had happened in the bar that afternoon.

4) a rambling plant is straggling, spreading, or climbing freely and irregularly – повзучий, виткий, e.g. Tomatoes leaned on stakes, runner beans twined round a wigwam of canes and rambling roses rambled over their appointed places.

10. **Perpetrator, n.** Someone who does something morally wrong or illegal – зловмисник, правопорушник, злочинець, e.g. The perpetrators of racially motivated

violence must be punished.

Syn.: culprit – someone charged with an offense or crime;

offender – a person who transgresses moral or civil law;

wrongdoer – someone who does wrong, especially morally or ethically.

11. **Offshoot**, *n.* In the text, the word is used to mean “a branch or derivative”, and may be translated as “жанрові різновиди”. This is a figurative meaning for:

1) something such as an organization which has developed from a larger or earlier one – відгалуження, відведення, бічна гілка (спорідненість), додаток, похідне, e.g. The information came from a political group that was an offshoot of the anti-nuclear movement.

2) a stem or branch on a plant – паросток, гілка, нове стебло.

12. **Spark somebody’s interest/hope/curiosity/imagination etc.** To make someone feel interested, hopeful etc – надихати, наснажувати, запалювати, спонукати, підстьобнути, e.g. topics that spark children’s imaginations.

13. **Sales chart**, *n.* Рейтинг продажів, e.g. Many shops show sales charts very prominently, to encourage shoppers to buy the latest product.

14. **E-retailers** are those that sell goods and services over the Internet. Роздрібні торговці через Інтернет. e.g. The company ebay has become such a large e-retailer that it is already becoming an institution.

15. **Universes**, *n.* In this text the word may be interpreted as “художній світ”, e.g. The universes created by fantasy writers can be many and varied.

16. **Costume drama**, *n.* A film, play, TV programme or book that is about a particular time in history, in which people wear costumes from that time – костюмована драма, e.g. Attempts to remove the ‘costume drama’ element of a production, such as setting a Shakespeare play in modern times, are often unsuccessful.

17. **Social commentary**, *n.* See *Literary Prose Genres*. Social commentary is a classification of literature that defines an author’s views of the world and our society. It frequently incorporates humour as a way of highlighting the author’s opinions. There is no direct correspondence of the term in Ukrainian. It may be borrowed, translated by means of generalization or differentiation – соціальний коментар; літературна документалістика; документальний наратив тощо. e.g. Satire has often been combined with social commentary, ever since Swift wrote his novels.

Travel Commentary may be translated as “дорожні нотатки, країна/ подія очима...” тощо and Business Commentary – “бізнес-коментар”.

18. **Steer**, *n.*

1) *AmE colloq.*: a piece of advice or information; a tip; a lead; a direction – натяк; порада, e.g. The public must give a clear steer as to which route the police service should follow.

Comb.: bum steer *slang*, (a piece of) false information or bad advice – погана порада.

2) a young male ox, *esp.* one castrated and raised for beef (chiefly *N. Amer. & Austral.*), any male ox raised for beef – кастрований бичок; молодий віл, e.g. The farmer may castrate the excess bulls, creating steers, or slaughter them.

Steer, v.

1) to control the direction a vehicle is going, for example by turning a wheel – керувати (правити) рулем (кермом, стерном); вести (судно, автомобіль), e.g. Steer slightly to the right as you enter the bend.

2) to guide someone's behaviour or the way a situation develops or decisions being made – спрямовувати зусилля, контролювати дії, керувати, e.g. Teachers try to steer pupils away from drugs.

3) to guide someone to a place, especially while touching them – спрямовувати, вказувати шлях, e.g. Joel steered Don and Louise towards the backyard.

Phrases: informal steer clear (of somebody/something) – уникати когось (чогось), e.g. Jo tried to steer clear of political issues.

steer a middle course – уникати крайнощів, e.g. The government chose to steer a middle course between the two strategies.

Steering, n. The parts of a car, boat etc. that allow you to control its direction – стернове керування, e.g. It would have made more progress if one truck had not lost its steering.

Phrases: steering committee – організаційний, підготовчий комітет; комісія з регламенту чи порядку денного, e.g. Finally, a steering committee was formed late last year and, within two months, the organizational meeting was held.

Steering wheel – 1) стернове (рульове) колесо; 2) штурвал, колесо штурвала, e.g. Karen smiled with enthusiasm at the car-like steering wheel of the boat.

10. Find in Text 1 the sentences containing specific information on the following subjects:

- a) good authors help us create the world in our heads and feel at home in;
- b) for some reason it's not always possible to bring imagery used by individual writers to the silver screen;
- c) it's not only fiction in the form of a novel, a novella or a short story that we enjoy reading;
- d) often the names of imaginary objects can enter the language and be used as literary allusions or become part and parcel of the word stock of this or that language;
- e) if sales charts are anything to go by, a lot of classical writers are still popular both in Ukraine and Great Britain.

11. How would you define the author's style of writing? Choose among the following options: formal, informal, colloquial, neutral, bookish, informative, slang-ridden, naive, educated, logical, emotional, matter-of-fact, wandering, poetic, precise, woolly.

Could you trace a touch of irony in some observations made by the author?

12. How would you describe the text in general? Choose one or more from: narrative, fictional, humorous, critical, poetic, documentary or instructive.

13. Write down your own plan of the text or put together bullet-points for its contents. Retell the text in detail using your plan or bullet-points as a prompt.

VOCABULARY PRACTICE 1

14. In Text 1 find the names of the writers and their books. Have you read any of them in the original/ in translation? How do the names of the writers sound in Ukrainian? How were the titles of the books translated?

15. With what nouns were the words given below used attributively in Text 1? Give their contextual meaning, use them in the sentences of your own.

Massive, realistic, fantastic, different, true, complex, artistic, top, potent, powerful, impressive, philosophical, unique, real, fascinating, imaginary, huge, rambling, vivid, contemporary, attached, acclaimed, unusual, exotic, unpleasant, shocking, countless, psychological, skilled, successful, metaphysical, particular, specialized, second-hand, vast, popular, peculiar, native, available, created, recreated, historical.

16. Match the following words with their definitions. Translate into Ukrainian.

- | | |
|-------------------|--|
| 1) myth | a) a story with a fully developed theme but shorter than a novel |
| 2) novel | b) a book, poem, or film that tells a long story about brave actions and exciting events |
| 3) legend | c) a full-length (especially science fiction or fantasy) story in comic-strip format, published in book form for the adult or teenage market |
| 4) short story | d) a story that is shorter than a novel, but longer than a short story |
| 5) epic | e) an Old Norse prose narrative of Iceland or Norway, especially one which recounts the traditional history of Icelandic families or the kings of Norway |
| 6) novella | f) a traditional story, either wholly or partially fictitious, providing an explanation for or embodying a popular idea concerning some natural or social phenomenon or some religious belief or ritual; spec, one involving supernatural persons, actions, or events; a similar newly created story |
| 7) saga | g) a traditional tale popularly regarded as historical; an inauthentic story popularly regarded as true |
| 8) folk tale | h) a short prose composition on any subject |
| 9) essay | i) a fictitious prose narrative or tale of considerable length representing character or action with some degree of realism; a volume containing such a narrative |
| 10) pgaphic novel | j) an ancient story, especially one invented in order to explain novel natural or historical events |

17. In Text 1 find synonyms of the following words and phrases:

to do something that has never been done before; unusual/extraordinary; spin-off; powerful; tool/instrument; incentive/stimulus/accelerator; natural; triumph; produce; a book that tells you how to prepare and cook food for different diets; an imaginary perfect world where everyone is happy; the activity of making or repairing things

yourself instead of buying them or paying someone else to do it; equivalent/ surrogate; an imaginary place or condition in which everything is as bad as possible; a cookery book

18. Fill in the blanks with the synonyms found in Ex. 17. Translate the sentences into Ukrainian.

1. To look ..., wigs need to be of the highest quality. 2. He had heard of girls marrying a father ..., but he had not met one before. 3. Three major ... of therapy are prayers, surgery, and drugs. (C. Gerald) 4. The town acts as ... for social development producing new cultural orientations among its residents. 5. In the end, good shall 6. A good company pension scheme remains a ... weapon for attracting staff. 7. Forest Goblins wear ... war paint, carry war axes and are often decorated with colourful feathers. 8. She is the author of the popular ... which all those who gave up every hope to loose weight are hunting for. 9. The company was originally ... of Bell Telephones. 10. When they first started, they said they were going ... of British politics. 11. But one major turning point came when she started going to carpentry evening classes and found she had real talent for 12. ... are goals to be reached and ... goals to be avoided. 13. We browse through my ..., perusing recipes, not as formulas or prescriptions but as hints and inspirations for impromptu inventions. 14. The shortages naturally ... corruption as officials, themselves impoverished, exchanged favors for bribes. 15. The new novel usually starts from where one is, seldom from a vision of a lost world or future ...

19. Complete the sentences with one of the following words and phrases, using the Ukrainian words and word-combinations in brackets as a prompt: visual imagery; offshoot; an epic; unleash; reference book; envisage; villain; high-definition television; be still in print; in-depth study.

1. The lyrics (виривати) a gigantic primal scream at the urban alienation and despair of our industrial world. 2. The football matches will be broadcast through (ТВЧ) on to large theatre screens in 20 cities. 3. The committee has ordered (всебічне, ретельне дослідження) of juvenile crime. 4. It serves as an eminently readable (довідник) for those considering a life in the food business. 5. "Speed 2" stars Willem Dafoe as (злочин, негідник) who takes over a luxury cruise ship. 6. The film was billed as (кінопопея) – an adventure story that would take the world and the box-office by storm. 7. (Зорові образи) bridges barriers across differences of language and customs. 8. The scheme cost a lot more than we had originally (передбачувати). 9. Hopkins, millionaire owner of Canadair, (компанія, що відмежувалась) of Consolidated Vultee Aircraft, was not afraid to tackle famous managers. 10. First published in 1937, the book (все ще друкуватися).

20. Translate the following sentences into Ukrainian paying attention to the different meanings of the word still used as the noun, verb, adjective and adverb.

1. The pebble he threw into the river was the only thing that broke up the still of the water. 2. She kept a still tongue in her head on that subject. She would! 3.

Occasional gunshots can still be heard, though no one seems to know who fires the guns and if anyone is hit. 4. He tries to still, or at least to deaden, the undying pain of his spirit. 5. The hotel was terrible. Still, we were lucky with the weather. 6. Would you like your wine still or sparkling, madam? 7. He stilled their protests with a wave of his hands. 8. Over the fire-place hung a still life, part of a series painted during a prolonged stay in Paris. 9. She found lexicology difficult, and stylistics harder still. 10. It was a long, hot, still September afternoon. 11. I also have some rare old stills of Honor Blackman and Sean Connery taken on the set of ‘Goldfinger’. 12. Clare did nothing during the year and I wonder how she still passed the exam. 13. Last night I saw Mike in the street standing stock-still and listening to an elderly stranger. 14. The still of the night was disturbed by the loud music heard from the neighbouring cottage. 15. We bought some cheeseburgers to still our hunger.

21. Find the best Ukrainian words equivalent to the word *ramble* and its derivatives in the following sentences.

1. “I love the old ‘70s rock classics like ‘Lord, I was born a Rambling Man’ 2. “I prefer the really old stuff, like Nat King Cole’s ‘Rambling Rose’. 3. The lecture deteriorated as the speaker began rambling on about his pet theory. 4. The highlight of the Social Club calendar was their Nature Ramble along the Dorset coast. 5. We strolled along the rambling stream, hoping to see a kingfisher. 6. The real estate agent tried really hard to sell a rambler to Yaroslav, as soon as he moved to California. 7. “Stop rambling and get to the point, for goodness’ sake!”. 8. A post-war classic car that is both the object of adoration and a joke simultaneously is the ‘Nash Rambler’.

22. Evolve or develop? Fill in the blanks with the right word in the correct form. In sentence 20 use both the words. Specify the cases when these two verbs are interchangeable and when their meaning do not coincide. Translate the sentences into Ukrainian.

1. Animals ... camouflage to protect themselves from predators. Corsica ... its economy around the tourist industry. 3. Scientists ... new drugs to treat arthritis. 4. Regional clashes could ... into larger quarrels. 5. If you want to be a poet, you must... your own style of writing. 6. We need to help young people ... a sense of responsibility while they’re still at school. 7. The author ... these ideas further in his book. 8. An Honour is a token in which the prestige value far outweighs the monetary value. It gradually ... in settled societies to take the place of the spontaneous rewards of money, jewels or land made by early absolute rulers. 9. Did you ever get the pictures ... ? 10. She ... from a shy child into an international star. 11. It’s hard to believe that a tree can ... from a small seed. 12. He ... a certain affection for me. 13. Many scientists now believe that birds ... from dinosaurs. 14. In some patients, the disease ... very slowly. 15. However, it is now known that some corals can survive settling sediment and that even reefs may ... in muddy surroundings. 16. The school ... its own style of teaching. We would like to see the land ... for low-cost housing. 18. The group gradually ... into a political party. 19. The plane ... engine trouble and was forced to land. 20. But authors that create their own universe may often spark the imagination more than a

single thriller, because the theme of the creation can ... and ... 21. The more massive a star is, the faster it... 22. We will ... a few of these points in the seminar. 23. Brooks's original idea now ... into an official NASA program. 24. The interesting part of the movie is how the two women's relationship ... 25. He tried and failed ... a method of dealing with his mother-in-law.

23. Translate the following pairs of words. Do you consider that they are synonymous pairs representing a typical case of redundancy which should be avoided in translation, or do the components of the pairs differ in meaning?

Old sounds and tunes; the book and volume; my sire and father; trade and commerce; null and void; part and parcel; rest and leisure; shot and murdered; rejected and repudiated; good and positive; fair and square; force and violence; evolve and develop; just and equitable; right and proper; safe and sound; meek and mild; rights and liberties; literature and writing.

24. Give English counterparts of the following Ukrainian terms:

коментар, критика (літературного явища та окремого твору), серйозні рецензії (у газетах та журналах), "фентезі", історичний роман, повість, новела (коротке оповідання), детективна проза, психологічний трилер, готичний трилер, класичний детектив(ний сюжет), соціальна сатира, документальний роман, гостросюжетний детектив ("екшн"), наукова фантастика (sci-fi), дискворлд, документальний наратив (соціальний коментар), костюмована драма, міф, легенда, епопея/епічна поема/епічний цикл, сага, народна казка, есе (есеї), роман-комікс.

25. Find in Text 1 the word-combinations corresponding to the following Ukrainian phrases.

Жалюгідна подоба чого-небудь; на дозвіллі; довідковий матеріал; мати великий попит; друковане видання у вигляді книги чи журналу; засіб впливу на вашу уяву; дати волю уяві; давати поштовх фантазії; розчинити двері фантазії; створити таку силу, яка здатна зрушити світ; здобути перемогу над лиходієм; розглядати з погляду художника; створити власний світ; відтворювати у своїй уяві історичне минуле; відтворювати в пам'яті радощі дитинства; романи, що справляють глибоке враження; широкомасштабне дослідження; екранізувати; зняти фільм за яким-небудь твором; найкращі оповідачі; художні світи, що здобули найширше визнання; дати народження цілому жанру; пускатися навздогін за злочинцем; сили правопорядку; розкуповувати мільйонними накладами; талановиті письменники в жанрі детективної прози; ламати стереотипи / устої; складний для сприйняття англійський гумор; суто англійські явища; наклад, який перевершили тільки Біблія та Коран; колишні улюбленці; мова, характерна для початку двадцятого століття; прадавні часи; переносити в інші всесвіти; взятися за книги, що не стосуються художньої літератури; повернути кого-небудь до реального світу; створити власний різновид трилера; узяти гору; величезний замок химерної форми.

26. Below are given five translations of the sentence *Of course, the more that fiction is less a “story ” and more “literature ”, then the more complex the distinctions between hero and villain, good and bad, may be. Consider which option is more faithful to the original. Explain your choice. Give your own alternative.*

1. Художня література – це швидше вид літературного мистецтва, аніж просто оповідання, тому можуть існувати серйозні розбіжності між героями, добром та злом.

2. Звичайно, чим менше в творах художньої літератури простої белетристики, чим ближче вони до високого мистецтва, тим складніше в них розмежувати позитивних та негативних героїв, добро та зло.

3. Звісно, чим ближче твір до «літератури», ніж до «казочки», тим чіткішою буде різниця між героєм та злодієм, між добром і злом.

4. Чим більше ми відносимо фантастику до художньої літератури, ніж до оповідань, тим, можливо, складніше знайти різницю між позитивним та негативним героєм.

5. Прийнято, що загалом фантастика – це щось менше за оповідання, проте більше за окремий вид літератури й більше, ніж опис сильних відмінностей, можливо, між хорошими та поганими героями.

27. 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. She'd always had to have an **(image)** life simultaneously, as her real one was inadequate. 2. This novel vividly **(create)** 15th-century Spain. 3. There is now **(impress)** evidence that drinking during pregnancy is harmful. 4. The men, convicted on **(spy)** charges, had been sentenced to 15-year prison terms. 5. In chapters 6 and 7 I would like to propose a **(character)** of grammar and language use which shows their interdependence. When Jane arrives, Emma determines to **(like)** her no longer, but to admire her elegance and virtue instead. 7. Computer-(train) is a fast-(grow) market, but a very different one from **(publish)**. 8. **(Detect)** made a TV appeal for anyone with any information about the crime to contact them. 9. **(Shoe)** a horse is a **(skill)** job, and no **(skill)** person should try it. 10. **(Like)** **(mechanic)** clocks, which are completely blind to their **(surround)**, a **(biology)** clock gets **(set)** every day by the sun.

28. Revise the vocabulary of the section by giving Ukrainian words and phrases equivalent to the following English words and phrases:

Subject vocabulary

A poor substitute for...; at leisure; reference material; in book and magazine form; vehicle for our imagination; deeply impressive novels; massive epic analysis; best storytellers; most acclaimed worlds; the forces of law and order; metaphysical English humour; very particular English institutions; old favourites; early 20th century slang; times gone by; rambling castle; to have a massive market; to unleash your imagination; to spark the imagination; to open the doors of your imagination; to provide the catalyst that sets the world in motion; to defeat the villain; to examine for artistic reasons; to

create your own universe; to recreate the historic past in your mind; to recreate the joys of childhood; to bring to the silver screen; to translate something to film; to spawn a whole genre; to join in the hunt for the villain; to be bought in their millions; skilled crime writers; to break the mould; to be beaten only by the Bible and the Koran; to transport somebody to somewhere else; to sit down to non-fiction; to steer somebody back towards the real world; to create their own thriller category; to win the day

multimedia, imagery, audio, theme, prejudice, guide, potent, genre, fascinating, contemporary, exotic, utopia, dystopia, envisage, perpetrator, offshoot, psychological, popularize, appalling, e-retailer, espionage, rambling, high-definition, old hat, DTS surround sound, universe(s), sales chart, horror, technology

commentary, criticism, in-depth reporting, epic, docunovel, detective, whodunit, social satire, fantasy, historical novel, crime fiction, science fiction, costume drama, social commentary, business commentary, travel commentary, novel, novella, short story, (psychological/ mystery/action) thriller, discworld.

29. Translate the following sentences into English using the active vocabulary of the section. Here are some words and phrases that you may not easily remember or whose meaning is difficult to derive from the context: the movie's special effects; old hat; silver screen; to envisage; to spark envy; hunt for; metaphysical; institution; to translate (the message into action); to unleash; to solve the mystery; to go by; rambling; ghost story; to largely melt away; to beat the queues.

1. Спецефектами в кіно вже нікого не здивуєш. 2. Планувалося, що телевізори з високою чіткістю зображення надійдуть у продаж наприкінці 1998 року. 3. З'явившись на кіноекрані ще наприкінці шістдесятих років минулого століття, вона все ще залишається популярною серед глядачів. 4. Звукова технологія DTS успішно конкурує з Dolby Digital. 5. Необережні коментарі цього політика викликали хвилю обурення в країні. 6. Здоровий глузд переміг, і планам не судилося втілитися. Його мова мала потужний емоційний вплив. 8. Ці твори дають читачам можливість формувати у своїй уяві складні зорові образи. 9. Останнім часом з'являються нові жанрові різновиди детективної прози. 10. Поліції так і не вдалося розгадати таємницю зникнення знаменитої картини. 11. Вона абсолютно забула всі подробиці того, що трапилося, навіть не пам'ятала, як виглядав злочинець. 12. Роздрібні торговці через Інтернет публікують рейтинги продажів як класиків, так і сучасних авторів. 13. Наші знання про всесвіт не тільки змінюються із плином століть, вони вдосконалюються. 14. Мої успіхи, нехай навіть незначні, чомусь негайно викликали задрість у моїх «симпатиків». 15. Я не можу передбачити, що зі мною буде за 20 років. 16. Нова технологія відкрила небачені можливості в діловій галузі. 17. Поліція оголосила міжнародний розшук убивці. 18. Вона почала розповідати довгу та плутану історію про привидів. 19. Людину, звинувачену у шпигунстві, було засуджено до 15 років позбавлення волі. 20. Усі жителі занепокоєні постійними випадками порушення правопорядку в самому центрі міста. 21. Є надія, що всі неймовірні труднощі, пов'язані з розв'язанням цієї проблеми, практично зникнуть. 22. Паб у Британії – це не просто місце, куди можна зайти випити, це втілення

національних устоїв. 23. Якщо ви замовляєте продукти через Інтернет, то зможете уникнути черг. 24. Багато хто розуміє важливість фізичних вправ, але мало хто реалізує це розуміння на практиці. 25. Це мій улюблений старий светр.

30. Translate the following text into English in writing.

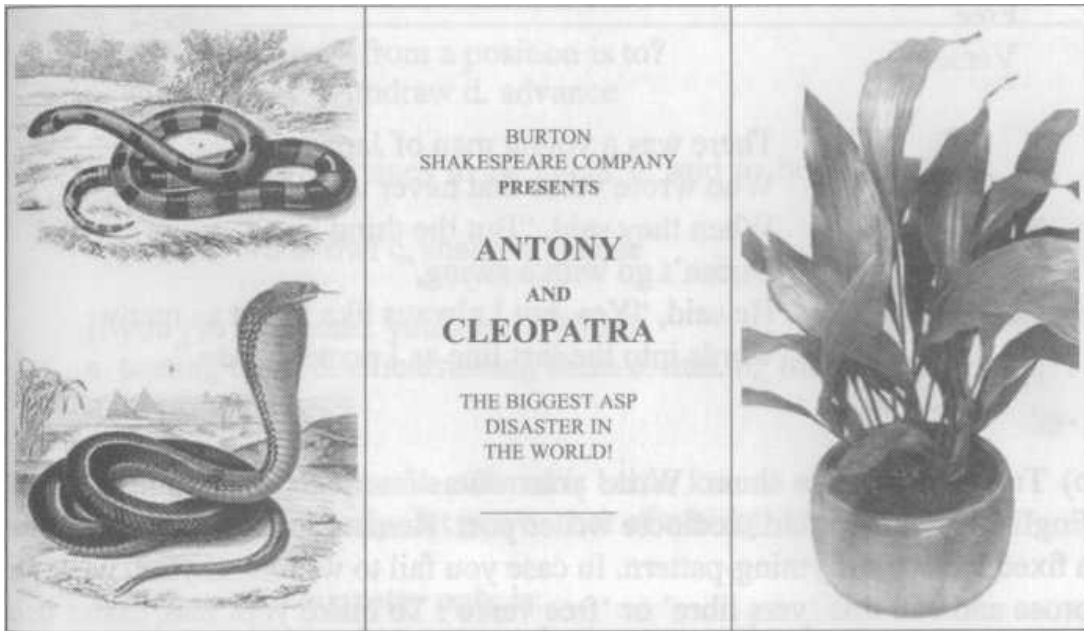
Люди читають книжки по-різному. Хтось швидко «проковтує» роман, повість або оповідання й так само швидко забуває прочитане. Хтось, навпаки, читає, перечитує, запам'ятовує найменші деталі, записує думки автора, що припали до душі. Деякі настільки захоплюються літературним твором, що не хочуть розлучатися з улюбленими героями, раз у раз відкладають книжку, знову повертаються до неї, продовжуючи таким чином задоволення від причетності до описуваних подій. Будь-яка людина, що має бурхливу фантазію, читаючи, створює власний світ, населяє його істотами то реальними, то вигаданими, шляхетними й нищими, відважними й боязкими, співчутливими й байдужими.

Хто з аматорів різновидів жанру детективної прози, чи то класичний детектив, психологічний чи містичний трилер, не намагався вгадати злочинця задовго до розв'язки? Хто, читаючи історичний роман, не уявляв себе звиятним лицарем у пошуках золотоконої красуні, що мліє ув'язнена в старовинному замку з привидами?! А яку поживу для фантазії дає наукова фантастика!

Що б ми не читали (головне, щоб це була справжня література): легенди та міфи, «фентезі» й костюмовані драми, соціальну сатиру й новели ..., ми дізнаємося багато нового, багато над чим замислюємося, отримуємо величезну естетичну насолоду, даємо волю своїй фантазії, навчаємося дбайливому ставленню одне до одного, до всього, що нас оточує, до загальнолюдських цінностей. І, як у дитинстві, віримо, що добро обов'язково переможе зло.

31. Complete the following list of metaphors used in Text 1, explain their meaning and usage: vehicle of our imagination; set the world in motion; spawn a whole genre ...

32. Comment on the following graffito. What do you understand by the pun that constitutes the last line? How would you search for the background knowledge needed to explain the meaning of this last line which was added by some wit? Compare your interpretation with the key at the end of the book.



33. a) Read the following limericks. Before reading the limericks, make sure you understand the following notes:

Notes:

1. *Trinity.* A short form of Trinity College, Cambridge, one of the oldest university colleges in the world.

2. *Linnet.* A small, sparrow-like bird that used to be kept in cages for its beautiful singing.

3. *Feet.* A rare use of the word, in context meaning the metre of a poem, which is fixed to a defined format for limericks.

4. *Scan.* To analyze the metrical form of a poem and make sure it has the right number of feet for its style, if applicable.

5. *With a swing.* Successfully.

There was a young poet of Trinity
 Who, although he could trill like a linnet, he
 Could never complete
 Any poem with feet,
 Saying, "Idiots,
 Can't you see
 that what I'm writing
 happens
 to be
 Free
 Verse?"

There was a young man of Japan,
 Who wrote verse that never would scan.

When they said, "But the thing
Doesn't go with a swing,"
He said, "Yes, but I always like to get as many
words into the last line as I possibly *can*."

b) Try to memorize them. Write your own limerick (in Ukrainian or in English) about a gifted/mediocre writer/poet. Remember that a limerick has a fixed a a b b a rhyming-pattern. In case you fail to write in rhyme, write in prose and call this 'vers libre' or 'free verse'. To make your task easier use the words that rhyme (more or less) with:

a) *writer* – fighter, lighter, blighter, bullfighter, gunfighter, prizefighter, moonlighter, igniter, songwriter, typewriter, scriptwriter, ghostwriter, exciter, telewriter, copywriter, underwriter;

b) *wit* – sit, blanket, biscuit, audit, bandit, prophet, profit, unfit, target, digit, budget, palate, scarlet, wallet, toilet, tablet, doublet, pamphlet, hamlet, sunlit, moonlit, admit, transmit;

c) *book* – cook, hook, look, nook, brook, crook, shook, took, chequebook, cookbook, handbook, logbook, chapbook, notebook, textbook, mistook, copybook, storybook, tenterhook, overlook, undertook;

d) *novel* – oval, Orwell, lingual, Cromwell, easel, diesel, weasel, fizzle, mizzle, drizzle, schnozzle, causal, puzzle;

e) *poem* – gym, him, hymn, limb, brim, Muslim, denim, pilgrim, victim, maxim, cherubim, pseudonym, homonym, synonym, toponym, acronym, metonym, antonym, interim.

Test your knowledge of English!

To "**climb-down**" from a position is to?

- a. win b. lose c. withdraw d. advance

Someone who manages to be silent is said to be **as quiet as a** What?

- a. churchyard b. owl c. snake d. mouse

If you **rib someone**, you are ... What?

- a. teasing them b. embarrassing them c. making them laugh d. hurting them

The "**coffin nail**" you're offered is better known as a?

- a. stolen item b. ballpoint pen c. shot of whisky d. cigarette

Someone who is **pretty ugly** is:

- a. rather ugly b. rather pretty c. both pretty and ugly at once d. indecisive

READING 2

1. Read the abstract about the author. Have you read anything by Minette Walters? What else do you know about her life and books?

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

Dashiell Hammett, sculptress, frequently, tour, journalist, serial, canvas, portray, decipher, fascinate, debate, psychological, profile, perpetrator, claustrophobic, protagonist, microscope, suspense, dismay, bizarre, label, respectability, reveal, beneath, tabloid, southern, dysfunctional, inevitably, pervade, certainties, cause, suspect (n), egotistical, redemption, evil.

3. Read the introduction to the publisher's review edition of Minette Walters' novel "The Breaker" and answer the following questions, checking your general understanding of the text.

1. What question is Minette Walters frequently asked when she is on publicity tours?
2. What tradition in crime fiction does Ms. Walters follow?
3. What is custom-designed for the American/English voice?
4. Who set the styles in both traditions?
5. What is meant by broad/narrow canvas?
6. What is American shorthand for stories set in an English village following the Agatha Christie convention?
7. What fondness of the English can become deeply unsettling in the hands of a crime writer?
8. How are the three suspects in "The Breaker" portrayed?
9. Why do dysfunctional, claustrophobic atmospheres pervade M. Walters' stories?
10. What moral values or principles are always present in her writing?

4. Look through the following comments before reading the text for the second time: Comments

1. Publisher's review edition/review copy is a free copy of a newly published book that is sent for review to a critic or periodical – *сигнальний екземпляр, екземпляр книги, що відсилають на рецензію.*

2. Continental Europe refers to the continent of Europe, explicitly excluding European islands and peninsulae. Notably, in British and Irish usage, the term means Europe excluding the British Isles. In the English-speaking mind, *Continental Europe* (often simply called *the Continent* by the British) is foremost represented by the Benelux, Germany, and especially France – *Європа за винятком Британії.*

Text 2: British and American Crime Fiction

Minette Walters

Minette Walters (b. 1950) is a British crime writer. She began writing in 1987 with *The Ice House*, which was published in 1992. She followed this with *The Sculptress* in 1993. She has been published in 35 countries, and won many awards. Her style, and that of many contemporary crime fiction authors, is described in her own words in the introduction to the **publisher's review edition** of "The Breaker" (1998), where she also describes the differences between British and American crime novels.

The differences between the American and British **voices** in crime fiction fascinate most of the world. It's certainly one of the most frequently discussed topics when I'm on **publicity tours**, both with journalists and with the public. I'm often asked if there is a distinction between the two traditions, and if so, which tradition do I follow?

It is an interesting debate, but it's important first to define what the two voices are. You don't have to be American to write in the American voice, nor do you have to be English to write in the English voice. There are some excellent writers in **Continental Europe** and in Australia who are neither English nor American, but whose writing **conforms** to the stylistic patterns of both.

One way to distinguish between the traditions is to say the English **voice favours** an analytical or psychological approach toward solution (the style set by Scotsman Sir Arthur Conan Doyle), while the American voice generally favours an action-based or **hands-on** approach (the style set by Dashiell Hammett). For example, I consider the serial-killer to be **custom-designed** for the American voice, while the psychological thriller is custom-designed for the English voice. When serial murders are committed by a stranger or strangers, the **canvas** is a broad one – often crossing state lines - and the only way to reach a solution for the detective is to follow the actions of the killer, gain an advantage by **building a psychological profile** as he goes along, and then trap and confront the perpetrator at the end. Compare that with the claustrophobic atmosphere of a psychological thriller where the canvas is narrow – possibly involving just a handful of characters – and where all the protagonists **are in the frame** from the beginning, with each one's thoughts and character being successively put under the microscope.

Both styles create **pace**, fear, tension and **suspense** in different ways, although I remember being surprised – and somewhat dismayed – to see my first novel, *The Ice House*, described by someone in America as “**cozy**”. It is a very uncozy, disturbing story about child abuse, hatred and extreme prejudice, but it was explained to me that “cozy” is American **shorthand** for stories set in an English village following the Agatha Christie **convention**. I still find it a **bizarre label**, as indeed Agatha herself probably did, and perhaps inaccurate in the case of *The Ice House*. The English have a fondness for **lifting the lid off respectability** and revealing the dark secrets beneath – it is, after all, a **national sport** if our tabloid press **is anything to go by** – and this fondness can become deeply **unsettling** in the hands of a crime writer.

The Breaker, like all my other stories, is written in the English Tradition. Although the seas off our southern coast form part of the **backdrop**, the canvas is a narrow one. There are only three suspects, each character is portrayed in depth, and the solution lies in understanding what goes on inside their heads. Compared with America, England is a tiny country with a high population density, which may explain why **dysfunctional**, claustrophobic atmospheres inevitably **pervade** my stories; there are never any certainties. The “good” tell lies as frequently and as easily as the “bad”, just as in real life, although the reasons why they do so may not be entirely selfish. The trick for the reader is to understand which of the characters is so egotistical that the death of another seems a perfectly logical response to the difficulties he or she has been causing.

I may write **dark fantasies**, but they are never entirely bleak. There is always **redemption** through love somewhere in my writing. The Breaker is no exception. In the end, good is always more powerful than evil.

5. Go through the text again and give the Ukrainian words and phrases equivalent to the highlighted words. Then study the following vocabulary notes:

Vocabulary notes

1. **A Publicity tour** is a planned journey made by musicians, sports team, writers etc. to make sure the audience know about a new product – book, film, album etc that is being released – зустрічі з читачами та пресою, промо-тур, рекламне турне, e.g. J. K. Rowling embarked on another ‘Harry Potter’ publicity tour after the latest volume was published.

2. **Voice**, *n.* The distinctive style or manner of expression of an author or of a character in a book- індивідуальний стиль автора, манера висловлювання персонажів, e.g. Your voice is what gives your writing personality, flavour and style. Here the word can be translated as “традиція, манера”.

3. **Conform** (to, with), *v.*

1) form (something) according to (some model); make like – пристосовувати, адаптувати, повторювати, e.g. The Assyrian account of the great flood conforms closely with the Biblical account.

2) act conformably or in conformity *to* comply with rules or general custom; yield or show compliance – відповідати, узгоджуватися, e.g. He had tried to conform to an ideal of the English butler. Most people are not even aware of their need to conform.

4. **Favour**, *v.*

1) show favour to, treat kindly; approve – виявляти прихильність, схвалювати, e.g. Many teachers favour boys, often without even realizing it.

2) treat with partiality; side with, take the part of – опікуватися, виявляти протекцію, e.g. The examiner was accused of having favoured his own pupils.

3) aid, support – допомагати, підтримувати, e.g. Both groups favour investment in energy efficiency and renewable energy sources.

4) of a circumstance, fact, etc.: point in the direction of; prove advantageous to (a person); facilitate – підтверджувати, сприяти, e.g. Every indication favoured rain. The weather favours the Australians, who are used to playing in the heat.

5) resemble in face or features; *occasional* have a look of – нагадувати, e.g. You don't favour him.

5. **Hands-on**, *adj.*

1) involving direct participation, practical, not theoretical - практичний, той, що відбувається за безпосередньої участі особи, e.g. The training programs give students practical hands-on experience. Students also said they liked the hands-on activities and felt these would help them in the world outside school.

2) (of a person) having or willing to gain practical experience – досвідчений практик, той, що прагне отримати практичні навички, e.g. Jim Garvey is known as

a hands-on manager with an in-depth knowledge of the whole company.

6. **Custom-designed**/custom-made/custom-built, *adj.* In response to individual requirements; made to the customer's order- виготовлений (пошитий, збудований) на замовлення, e.g. hand-made custom-designed gemstone jewelry, made in platinum, gold and sterling silver, e.g. Barrett Custom Leather provides the finest custom-designed and handcrafted leather goods from guitar straps to motorcycle seats. Here it can be translated as “той, що ідеально пасує”. The term is often now abbreviated to just “designer”.

7. **Canvas**, *n.*

1) a strong unbleached cloth of hemp, flax, or other coarse yam, used for sails, tents, painting on, etc.; hence, sails collectively – полотно, парусина, брезент, e.g. The man in the canvas chair threw his newspaper to the floor. He had brought the canvas bag with him.

2) a type of this cloth woven in a regular mesh and used as a basis for tapestry and embroidery – канва, e.g. She cut a piece of canvas as she selected the materials for a new embroidery.

3) a piece of canvas primed for painting; a painting, esp. in oils – полотно, e.g. Some artists prefer the springy sensitivity of an open canvas whilst others prefer the hardness or smoothness of a board. No painter could represent Versailles on canvas as beautiful as it is in reality.

4) the background against which events unfold, as in a historical narrative – тло, канва, e.g. a grim portrait of despair against the bright canvas of the postwar economy. These questions must be considered on a broader canvas.

Phrases: under canvas – 1) під вітрилами, 2) в палатках, e.g. For Great Britain's Victorian Gentlemen soldiers stationed in India, Africa, the South Seas, and North America, campaign furniture brought the comfort and civility of home to “life under canvas.”

8. **Profile**, *n.*

1) a drawing or other representation of the outline of something, esp. the face or head, as seen from the side; the actual outline of something, spec. a person's face (freq. in in profile) – профіль, вигляд збоку, e.g. They showed her a photo of a young brunette, taken in profile. Amid the smoke, you could still see the unmistakable profile of the Claremont Hotel.

2) Physical Geography the outline of part of the earth's surface, e.g. a river, as seen in a vertical section – вертикальний зріз, вертикальна проекція, e.g. The beach profile allows the waves to break close in-shore. The volcano was 3,102 metres high, and had a conical profile.

3) a short biographical sketch or character study, esp. of a public figure – короткий біографічний нарис, e.g. I heard a fascinating profile of Madeleine Albright on the radio yesterday.

4) the manner or attitude of a person, government, etc.; the extent to which a person, organization, etc., attracts public notice or comment – ступінь суспільного інтересу до події, особи тощо, e.g. That is interesting because the kind of scholarship is a dimension in the community service profile designed for the academic scholar.

Phrases:

1) *to build a psychological profile* – складати психологічний портрет, e.g. When a serial killer is supposed to be committing crimes, one of the first steps is to build a psychological profile of the person;

2) *high profile, n* – відомість, популярність, помітність; *high-profile, adj* – визначний, впливовий, той, що привертає увагу;

3) *to keep a low profile* – триматися в тіні;

4) *to raise somebody's profile* – покращити імідж, e.g. An advertising campaign was designed to raise the bank's profile.

9. **To be in the frame** is to have the chance to take part in something, to be likely to achieve something or to be chosen for a job or an activity – бути потенційно задіяним, мати гарні перспективи. Here this phrase can be translated as “у кадрі, у фокусі, в центрі уваги”, e.g. He had been in the frame for a promotion for so long, it seemed as though the opportunity had passed him by.

10. **Pace, n.**

1) a step; the distance covered in a step by an individual; this as an approximate unit of length – крок, довжина кроку, e.g. The animal stood within a pace.

2) rate of movement in general, or of action represented as movement – швидкість, темп, e.g. The pace of life had accelerated. I proceeded to follow my pupils at a much quicker pace than before.

3) the speed with which a story unfolds or a fictional plot develops – швидкість розгортання сюжету, e.g. The pace of the thriller made it impossible to put down.

Phrases', to force the pace – пришвидшити кроки, to go the pace – нестися, (*перен.*) марнувати життя, to keep pace with – іти в ногу, не відставати, to set the pace – задавати темп, to put somebody through their paces – випробовувати можливості, здібності.

Der.: pacemaker – електронний стимулятор серця, pace-setter – лідер, законодавець моди.

11. **Suspense, n.** The noun ‘suspense’ currently has the following main meanings:

a) a state of uncertainty (and usually anxiety) about an awaited outcome, decision, etc.; the condition of waiting, esp. of being kept waiting, for such an outcome etc. Also, uncertainty what to do, indecision – невирішеність, непевність, турбота; тривога; очікування, напруження e.g. She couldn't bear the suspense any longer.

Суп.: tension.

b) a quality in a work of fiction that arouses excited expectation about the outcome, culprit, etc., in the mind of a reader, viewer, etc. – інтерес, напруження, e.g. The suspense novel is a type more easily recognized than defined.

The noun ‘suspense’ can be used attributively, e.g. suspense novel/ story/movie, etc. – захопливий, пригодницький тощо (роман, оповідання, фільм).

Comb.: *bookkeeping suspense/interim/intermediate account* – допоміжний / проміжний рахунок або тимчасовий/транзитний рахунок для обліку операцій, витрат (платежів), доходів (надходжень), заборгованості тощо до їх остаточної класифікації; to keep/hold in suspense – тримати в напруженні.

Suspend, v.

1) debar, especially temporarily, from a function, position, activity, or privilege. (Followed by from or of) - тимчасово виключати, усувати, e.g. Olexander had been suspended from teaching while the public inquiry was held.

2) put a stop to, especially temporarily; bring to a (temporary) stop; put in a state of temporary disuse; make temporarily inactive – відкладати, призупиняти дію, e.g. The Speaker was forced to suspend the sitting for half-an-hour. The right to use the playground was suspended while the Town Planners analyzed the situation.

3) keep (your judgment) undetermined; refrain from forming an opinion or giving assent decisively – утримуватися від рішення, згоди, e.g. Concerning these revelations – you could easily – suspend judgment until we further consider the facts.

4) to hang – вішати, підвішувати, e.g. At a great distance, the ghostly frost of a snow peak seemed to be suspended in the clear sky.

5) cause to remain in an elevated position- тримати в повітрі, застигнути в повітрі, e.g. Jamie looked up from his plate, his fork suspended.

6) (of a fluid) contain in the form of particles dispersed throughout its substance – плавати, занурювати(ся), застигнути/стояти в повітрі, e.g. If the fish is suspended in open water with no obstacles around, the lines are smooth curves. *Fig.:* I was suspended in a vast loneliness as pure and cruel as the sky.

Phrases: to suspend payment (of a company) – припинити виконання своїх фінансових зобов'язань через банкрутство; припинити платежі, to suspend judgement – відкладати вирок, to suspend disbelief – відкинути скептицизм, усім серцем прийняти

Deriv.: suspended sentence – умовний вирок, покарання.

12. Cozy (AmE; AngloE cosy), adj.

1) of a person: comfortably sheltered, snug – захищений, той, що перебуває в теплі й комфорті, e.g. But you look cosy enough in there.

2) of a place: sheltered; warm and comfortable, inviting – затишний, теплий, e.g. They found a cosy place under the trees where they slept well until the morning. Here when this adjective defines the noun 'novel' it can also be translated as "затишний".

3) *derog.* complacent, smug, unadventurous, self-interested; marked by close association for dishonest purposes – самовпевнений, обмежений; у закулісній змові, e.g. a cosy agreement with the competition. He was accused of being too cosy with some clients.

Cosy, n. A covering for keeping a teapot or a boiled egg warm – стьобаний чохол для чайника або чарочки для яєць. e.g. Her grandmother loved to knit tea cosies.

13. Shorthand, n.

1) a method of rapid writing by means of abbreviations or symbols, used especially for taking dictation; stenography – стенографія, e.g. Although he had learned to type quickly on his computer at home, he still needed to learn shorthand and journalistic writing styles before applying for a job at the newspaper.

2) any abbreviated or symbolic mode of expression – умовне позначення, e.g. A

lunchbag' New York's shorthand for a paper-pushing, culture-bashing executive.

14. **Convention, n.**

1) an assembly or gathering of people; esp. a formal meeting for deliberation, legislation – збори, з'їзд, e.g. The chairperson called the convention to order. In the United States, a “political convention” usually refers to a U.S. presidential nomination meeting.

2) an agreement or covenant between parties; an agreement creating legal relations; an agreement between arguing groups as to the suspension of hostilities, exchange or treatment of prisoners – угода, конвенція, e.g. The Geneva Convention consists of four treaties formulated in Geneva, that sets the standard for international law for humanitarian concerns.

3) accepted social behaviour, esp. if merely formal or repressively artificial; a generally accepted rule or practice based on custom, usage, etc. – умовності поведінки; звичай, традиція, e.g. Some conventions are explicitly legislated; for example, it is the convention in America and Germany that motorists drive on the right side of the road, whereas in England and Japan they drive on the left. By convention, north is at the top of most maps.

Comb., deriv: conventional weapons – звичайні види зброї, conventional units – умовні одиниці.

15. **Bizarre label** is a strange name for something – дивна назва, e.g. Many people regard the title of “philanthropist” a bizarre label for many wealthy Americans who simply act to avoid paying income tax and corporation tax.

16. **To lift/take the lid off respectability**, to take the lid off is to strip off the pretence, to let people know the true facts about some bad or shocking situation – піднімати завісу таємності, розкривати суть речей, e.g. The job of tabloid journalists seems to only be – to take the lid off apparently respectable people and their situations.

17. **A national sport** is a favourite occupation, activity, pastime of a large group of people (for example, citizens of this or that nation) – улюблене заняття, e.g. Few people would argue that the national sport of England is football.

18. **“If... is anything to go by”** is a common set phrase that is used to compare one thing with another. It uses comparison while at the same time expressing doubt that such a comparison is really enough. Examples include “... if my experience is anything to go by”, “...if history is anything to go by” or . if these statistics are anything to go by” – якщо судити з ..., якщо вірити ..., e.g. If his past plays are anything to go by, this should be a play worth watching.

19. **Unsettling, adj.** Uneasy, disturbing, disconcerting – той, що бентежить, викликає тривогу, занепокоєння, e.g. It was the unsettling effect he had on her, making her question everything she'd always taken for granted. They have been through an unsettling time and are finding it difficult to readjust.

20. **Backdrop, rt.** A painted cloth hung across the back of the stage as the principal part of the scenery; background – задник (сцени); (*перен.*) тло, e.g. The Prime Minister has used the unlikely backdrop of a gas terminal strike in southern China to defend his industrial relations policy.

21. **Dysfunctional**, *adj.*

1) of or relating to dysfunction; exhibiting dysfunction – дисфункційний, нефункціонуючий, e.g. The 20-year-long conflict in the country has left many courts there dysfunctional.

2) relating to or designating relationships, social interactions, etc., which are harmful for the emotional well-being of those who participate in them – нездорові, руйнівні стосунки, e.g. Paramount Pictures plans a sweeping reorganization that will bring inhouse its two sister movie operations, MTV Films and Nickelodeon Movies, as part of an effort to end what has frequently been viewed as a dysfunctional relationship.

22. **Pervade**, *v.*

1) to extend throughout; spread through or into every part of – поширюватися, проникати, e.g. Higher energy and consumer price concerns continue to pervade the markets.

2) to permeate, saturate – заповнювати, насичувати, e.g. The school was full of a new vital, pulsing personality that seemed to pervade it and bring new life to its dusty corridors.

23. **Dark fantasies** are, in the author's opinion, her own gloomy, somber novels – похмурі, трагічні романи/фантазії, e.g. Many writers were only able to write dark fantasies as their character didn't allow them to describe the lighter side of life.

24. **Redemption**, *n.*

1) humankind's deliverance from sin and damnation by the atonement of Christ – спокутування гріхів людства, e.g. Redemption is a comprehensive term used in the Bible to refer to the special intervention of God for the salvation of mankind.

2) the action of delivering, restoring, or reclaiming something – порятунок, звільнення, виправлення, e.g. He withdrew his offer of a takeover because the target company was past redemption. Ronaldo has been handed the chance for redemption and revenge as Brazil booked a World Cup quarter-final showdown with France in Germany.

3) the action of redeeming or buying something back from another – викуп, погашення боргу, e.g. Investors slowly digested talk of redemptions in money market funds.

Phrases: equity of redemption – право викупу закладеного майна, past redemption – без надії на покращення, відновлення.

6. **Put the following sentences from the text in the correct order. Pay attention to the highlighted discourse markers, explain their functions.**

It is an interesting debate, but it's important **first** to define what the two voices are. Both styles create pace, fear, tension and suspense in different ways, **although** I remember being surprised to see my first novel, *The Ice House*, described by someone in America as "cozy". One way to distinguish between the traditions is to say the English voice favours an analytical or psychological approach toward solution, **while** the psychological thriller is custom-designed for the English voice. Compare that with the claustrophobic atmosphere of a psychological thriller **where** the canvas is narrow

and **where** all the protagonists are in the frame from the beginning. It's **certainly** one of the most frequently discussed topics **when** I'm on publicity tours. **For example**, I consider the serial-killer to be custom-designed for the American voice, **while** the American voice generally favours an action-based or hands-on approach. It is, **after all**, a national sport if our tabloid press is anything to go by.

7. Find in the text the sentences containing specific information on the following subjects:

- a) the titles of two of Minette Walters's novels,
- b) the names of famous detective writers,
- c) the subject of one of her stories,
- d) their countries of origin.

8. Analyze the typical features of the author's style using the following questions as prompts.

1. Are the words "voice", "custom-designed", "canvas", "shorthand" used in their literal or figurative meaning? For what purpose?
2. How do you understand the phrase "The American voice generally favours an action-based or hands-on approach"? Prove your point using the author's own words.
3. How does the author manage to impart new information? Is it presented by means of explanation, footnotes or is it conveyed through the thoughts of the main protagonist?
4. Find in the text words characteristic of a bookish, literary style.
5. Find in the text as many idiomatic expressions as possible. Do you know their etymology?

9. How would you define the author's style of writing? Choose among the following descriptions: *amboyant, analytical, descriptive, practical, colloquial, informative, neutral, slang-ridden, naïve, educated, logical, emotional, matter-of-fact, wandering, poetic, precise, woolly.*

10. How would you describe the text in general? Choose one or more from: *narrative, fictional, humorous, critical, poetic, documentary or instructive.*

11. Write down your own plan of the text or put together bullet-points for its contents. Retell the text in detail using your plan or bullet-points as a prompt.

VOCABULARY PRACTICE 2

12. Study the meaning of the highlighted words using Vocabulary Notes and translate the following sentences into Ukrainian.

1. The President said that he will "conform with the findings" of the Supreme Court that strongly limit his power to conduct military tribunals for suspected terrorists.
2. According to a survey conducted by the Traffic Police, there are only 523

speed-cameras in the city which conform to specifications. 3. The Tour de France sped off into neighbouring Luxembourg on a relatively flat second stage expected to **favour** sprinters. 4. The vote was too close to call, underscoring a divide within the country over whether to spend more to help the poor or stick with economic policies that **favour** business. 5. Many employees **favour** flexibility over rigid workplace rules. 6. Children participate in **hands-on** activities in creative writing, visual and performing arts, and recreational sports. 7. The company is looking for keen graduates for **hands-on** training in a range of skills. 8. Flower fans can enjoy nature's colourful **canvas** during the first Wildflower Festival at Cedar Breaks National Monument. 9. The Court hearing of the **high-profile** murder case turned into a confrontation between the prosecution and the defence. 10. In the first television **profile** he has ever agreed to, Neil Armstrong tells Ed Bradley he doesn't deserve the celebrity status that comes with being the first man on the moon. 11. The nation's manufacturing sector expanded in June, but at a slower **pace** than analysts expected. 12. The US Vice President's high-tech **pacemaker** is working properly and has not been activated by any irregular heartbeats. 13. The **convention** centre facilities and 90 hotel rooms are set to open in June. 14. The United Nations submitted a **convention** for arms escalation limitation. 15. If popular opinion **is anything to go by**, the election's as good as won. 16. The best authors of thrillers keep their readers **in suspense** until the very last page. 17. Fantasy writers often require their readers to **suspend** disbelief. 18. The committee **suspended** its sitting for a week until the problems might be resolved. 19. The judge gave the convict a **suspended** sentence, to everyone's surprise. 20. The balloon remained **suspended** below the ceiling, just out of reach.

13. Find in the text the words corresponding to the following definitions:

1. "Modern; happening in the same period of time". 2. "To attract, arouse admiration". 3. "To recognize, understand the difference". 4. "Someone who commits the same crime several times". 5. "To trick or catch someone". 6. "To face in a threatening way; to accuse someone". 7. "Related to a strong fear of being in a small enclosed place". 8. "A very small number". 9. "Following one after another". 10. "To make someone feel worried, disappointed or upset".

14. Translate into English the following sentences with the words publicity and publicist in their various meanings:

1. Скандал в уряді отримав широкий розголос. 2. Вищий навчальний заклад обов'язково повинен мати позитивний імідж. 3. Хто займається рекламою нової книги Дена Брауна? 4. Мені здається, що весілля кінозірок – це майже завжди рекламний трюк. 5. При пограбуванні швейцарського банку багато коштовностей було втрачено, бо керівництво наказало не викликати поліцію, боячись оприлюднення інформації. 6. Навіщо б він вигадував про себе такі ганебні історії? Адже це підірве його популярність. 7. Цей чоловік займався зв'язками з громадськістю в адміністрації Дж. Буша. 8. Оскільки видавництво випускає одразу дві книги цієї авторки одночасно, знадобиться масштабна рекламна кампанія. 9. На знімальному майданчику актора супроводжували PR-

агент, лікар та астролог. 10. Представник відомого письменника оприлюднив інформацію, що після перенесеного інсульту той переїжджає до провінції. 11. Акторам менше треба слухати своїх так званих «фахівців зі зв'язків із громадськістю» й більше думати власною головою.

15. Translate the words in brackets selecting the most suitable words or phrases from the following list: legal thriller, whodunit, detective fiction, best seller lists, novels, crime fiction, writing, mystery fiction, hardboiled, locked room mystery, portrayal, police procedural, psychological suspense, backstory.

1. (Детектив) is a branch of (кримінальний роман) that centres upon the investigation of a crime, usually murder, by a detective, either professional or amateur. 2. Interest in (детектив-загадка) continues to this day, thanks to various television shows which have used mystery themes over the years and the many juvenile and adult (роман) which continue to be published and frequent the (список бестселерів). 3. The (детективрозслідування) flourished during the so-called “Golden Age” of (детективна література), during the 1920s, 1930s, and 1940s, when it was the predominant mode of crime (твори). 4. In crime fiction, a (детектив, дія якого відбувається у замкненому приміщенні), or cozy, is a particular kind of mystery story, where a murder or crime is apparently committed under impossible circumstances: no one could have entered or left the scene of the crime, and the death involved could not have been a suicide. 5. (Крутий) crime fiction is distinguished by an unsentimental (зображення) of crime, violence and sex. 6. The (юридичний трилер) is a sub-genre of the detective story in which the major characters are lawyers and their employees. 7. The (психологічний трилер) describes a murder or a series of murders and their (передісторія). 8. The (поліцейський детектив) distinctively details the activities of a police officer or a group of police officers, as opposed to those of an amateur detective or private eye.

16. Replace the noun story in the following sentences with their synonyms from the following list of words: tale, yarn, fiction, anecdote, saga, legend, parable, epic, myth, fable. Translate them into Ukrainian.

1. Captain Baines used to tell us wonderful stories about his life at sea. 2. He tried to spin us a story about his daring deeds in the war. 3. Cinderella is probably the best-known fairy-story among British children. 4. I usually read travel books or science stories. 5. Gerald told her amusing stories about people they both knew. 6. So many modern stories are full of violence. 7. Jesus used stories to explain moral questions in a way that people could understand and remember. 8. The best-known of Aesop's stories is “The Tortoise and the Hare”. 9. Her story of the rise and fall of a powerful family dynasty was a great commercial success. 10. The life of Howard Hughes cannot fail to remind us of the story of Midas. 11. As soon as you're ready for bed I'll read you a story. 12. The poem “Beowulf” was billed as a story. 13. In the Greek story, Theseus slew the minotaur in the labyrinth. 14. According to a story, a wild beast once lived in this cave guarding a treasure chest full of gold.

17. Match the English word-combinations with their Ukrainian counterparts.

- | | |
|-------------------------------------|---|
| a) to be out of frame | 1) оправа окулярів |
| b) bicycle frame | 2) часові рамки |
| c) frame of reference | дитячий турнік |
| d) slight/thin | 4) не мати перспектив, шансів на виграш |
| e) to frame somebody for something | 5) теплиця |
| f) in a good/positive frame of mind | 6) велосипедна рама |
| time frame | 7) система координат; царина |
| h) spectacles (or glasses) frame | 8) засудити безпідставно неправдивими обвинуваченнями |
| i) climbing frame | 9) худорлява, тендітна фігура |
| j) cold frame | 10) у гарному настрої |

18. Translate the following sentences, which contain the word *fantasy* and *fancy*, into Ukrainian.

1. I used to have fantasies about living in Paris and painting. 2. Young children sometimes can't distinguish between fantasy and reality. 3. Roger lived in a fantasy world of his own, even as a small boy. 4. I once read a surrealist fantasy set in a South American village. 5. Nowadays many people play fantasy football by making imaginary football teams on the Internet, although choosing real players. They get points according to how well the players do in real games, and the winner is the person whose team gets the most points. 6. In dreams we have nightmares; but in fantasy, we have a certain control. 7. All that would be to them less than fancy-mere fantasy. 8. The poet Emily Dickinson is known for her brilliant fancies. 9. In this novel there are some strange flights of fancy and there are also some extremely down to earth not to say earthy observations. 10. A carpet is not an item you change every year as the fancy takes you.

19. Translate into English the following sentences with the word *perpetrator* and its synonyms. Use English words and phrases that will make your translation easier: racial violence; (computer) hackers; identity theft; tear gas; repeat/ persistent/habitual offender (accused of robbery); first-time offender; community punishment/service; extradition; disengagement; the injured party; to redress the damage; hide/be on the run from.

1. Винуватці расового насильства повинні бути покарані. 2. Комп'ютерні хакери часто вчиняють «крадіж особистості», тобто викрадення інформації, що міститься в ідентифікаційних документах. 3. Поліція нарешті упіймала злочинця, звинувачуваного у вбивстві президента. 4. Обвинувачуваний увійшов до банку й, застосувавши сльозоточивий газ, змусив усіх присутніх лягти на підлогу. 5. У 16 років Скотт уже був грабіжником-рецидивістом. 6. Оскільки це його перша судимість, обвинувачуваний засуджується до 300 годин громадських робіт. 7. Людина, що порушує моральні норми, заслуговує на таке саме покарання, як і та, що порушує закон. 8. Якщо правопорушник переховується за кордоном, влада країни може вимагати його видачі. 9. Ось уже багато років психологи

намагаються скласти психологічний портрет злочинця. 10. На початку минулого століття чоловік, який розривав заручини, вважався порушником закону. Йому доводилося сплачувати моральну компенсацію ображеній жінці.

20. Find in Text 2 the word-combinations corresponding to the following Ukrainian phrases.

Сигнальний екземпляр, екземпляр книги, що відсилають на рецензію; американська/британська літературна традиція; дивувати майже увесь світ; зустрічатися з читачами і пресою; дотримуватися певної традиції/умовності; це цікава тема для обговорення; писати в манері, притаманній американській / англійській традиції; Європа (за винятком Британії); відповідати стилістичній природі / моделі; надавати перевагу аналітичному / психологічному / динамічному / практичному підходу; започатковувати стиль; ідеально пасувати; вчиняти убивства; широке / вузьке полотно / тло / канва; перетинати державні кордони / виходити за кордони штатів; домогтися переваги; скласти психологічний портрет; заманити зловмисника до пастки та зустрітися з ним вічна-віч; нездорова атмосфера замкненого простору; невелика кількість персонажів; усі головні дійові особи постійно перебувають у кадрі/фокусі/центрі уваги; перебувати під пильною увагою / під мікроскопом; створювати ритм сюжетного руху/напруження, викликати переляк, постійно підтримувати інтерес; збентежувати; далеко не затишна (неспокійна), хвилююча історія; жорстоке поводження з дітьми; абсурдні упередження; бути умовним позначенням чогонебудь; дивний ярлик; піднімати завісу таємничості, розкривати суть речей; викрити пороки, що тримаються в таємниці; улюблене заняття; якщо вірити британській бульварній пресі; ставати вкрай тривожним; моря за південними кордонами Британії; створювати частину заднього плану; зображувати у найдрібніших деталях; висока щільність населення; неминуче проникати / просякувати / наповнювати; ніколи не можна бути у чомусь впевненим; порядні/погані люди; бути суто егоїстичним; перед читачем постає складне завдання...; цілком логічна реакція; писати похмурі фантазії; бути цілком і повністю сумним/ безрадіним; виправлення через кохання.

21. Below are given five translations of the sentence: “The English have a fondness for lifting the lid off respectability and revealing the dark secrets beneath – it is, after all, a national sport if our tabloid press is anything to go by – and this fondness can become deeply unsettling in the hands of a crime writer.” Consider which option is more faithful to the original. Explain your choice. Give your own alternative.

1. Англійці дуже люблять показувати істинну сутність того, що ховається під маскою респектабельності. Це просто-таки національна пристрасть, якщо вірити британській бульварній пресі. Сюжети багатьох детективів якраз і засновані на цій небезпечній пристрасті.

2. Англійці відчують схильність до зняття завіси з респектабельності й до виявлення темних секретів, що перебувають під нею, це, врешті-решт, – національний спорт, якщо наші таблоїди викликають довіру; й ця їхня любов

може стати глибоко тривожною в руках кримінального письменника.

3. Англіїці дуже люблять розвінчувати свою респектабельність й оголювати істину, це стало для них такою собі розвагою, якщо покладатися на таблоїди. Цим же розважають своїх читачів автори детективів, адже будь-яке викриття – річ небезпечна.

4. Якщо вірити нашим газетам низької якості, англійці мають схильність до того, щоб трохи відсунути завісу респектабельності й викрити пороки, що тримаються в таємниці. У руках кримінальних письменників така схильність може стати зброєю, що порушує спокій громадян.

5. Піднімати завісу респектабельності й розкривати непорядні вчинки – національна пристрасть англійців, якщо вірити нашій жовтій пресі. Цим можуть скористатися детективні письменники, щоб полоскотати нерви своїм читачам.

22. Translate the following text into English. Use the words and phrases given below: *history proves the numerous advantages to the combination of to travel extensively; the search for inspiration; the world's intelligence services; to take full advantage of something; to be far from the only writer-turned-spy; the father of Mowgli; Beaumarchais; to try to unravel; to get a bachelor's degree at Cambridge University; to be nearly expelled; an account of somebody's whereabouts; to get rid of the truant; the Queen's Privy Council; a letter addressed to the principal of the university; to be maltreated; to issue a warrant for the arrest; to end in execution; the prisoner, sentenced to death; to meet a violent death; a dock pub; to stage a murder; to literally inherit a family business; to establish the naval intelligence in Great Britain; a novelist; the British Secret Intelligence Service MI6; to work for the enemy; an informant; a man with espionage in his genes; sumptuous receptions; to enlist as informants; to hone one's skills; to be under control; a brothel; naval officers; to be recalled from .../ a couple of ironic spy novels.*

Як свідчить історія, суміщати професії шпигуна та письменника доволі зручно. «Працівники пера» – люди публічні, зазвичай багато подорожують, отже пояснювати, чому вони сьогодні – в одному куточку світу, а на завтра опиняються в іншому, спілкуючись де завгодно і з ким завгодно, потреби не виникає. Вони ж постійно полюють на враження – так звучить цілком логічне виправдання їхніх численних мандрів. Цю перевагу літературної братії в усі часи якомога повніше намагалися використати світові розвідки.

Ян Флемінг, автор книг про агента 007 Джеймса Бонда, був не єдиним письменником-шпигуном. У списку розвідників, котрі подарували світові чудові літературні твори, можна знайти чимало відомих імен. Серед них і «батько» Мауглі Редьярд Кіплінг, і «біограф» легендарного Гулівера Джонатан Свіфт, і творець Фігаро – Бомарше...

Вельми цікава біографія відомого драматурга Крістофера Марлоу (1564-1593). Його життя сповнене загадок, над якими історики ламають голови і дотепер. Згадаємо лише деякі з них. У 1584 році Марлоу одержав ступінь бакалавра Кембриджського університету, але, незважаючи на сумлінне навчання та непогані оцінки, ледь не «вилетів» із закладу – за численні довготривалі

зникнення в невідомих напрямках. Позбутися злісного прогульника кембриджським викладачам не вдалося. Як з'ясувалося пізніше, за Марлоу-студента заступилося четверо членів Таємної ради королеви. У листі на ім'я ректора університету, знайденому в архівах багато років потому, вони недвозначно натякали: якщо Марлоу в Кембриджі хоча б чимось скривдять, королева буде дуже незадоволена.

Чималими неприємностями загрожував Крістоферу і його... атеїзм, що його консервативне англійське суспільство, м'яко кажучи, не заохочувало. Хтось доніс про це в ту ж саму королівську раду, і 18 травня 1593 вийшов ордер на арешт драматурга. Справа могла б закінчитися ешафотом, але приреченого до страти арештанта... несподівано випустили на волю. А через декілька днів Марлоу трагічно загинув у портовому шинку. Втім, є вагомі підстави вважати, що насправді спецслужби перевезли його до Франції, де під ім'ям Ле До він і далі працював на англійську розвідку.

Той факт, що шпигуном, який фактично «успадкував» родинну справу, був і відомий письменник Грем Грін (1904-1991), відомий оди-ницям. Утім, військово-морську розвідувальну службу Великої Британії заснував брат його діда, а рідна сестра романіста активно співпрацювала з британською розвідкою МІ6. Цікаво, що брат Гріна перейшов на бік ворога й постачав інформацію японським секретним службам.

Не дивно, що Грема Гріна – людину із шпигунським «корінням» – із радістю прийняли в МІ6. Першим його завданням стали регулярні відвідини розкішних прийомів у будинку місцевого багатія Сміта, де збиралося багато впливових людей, частину яких Грін успішно завербував в інформатори.

Після навчання та підвищення «кваліфікації» його відправили до столиці Сьєрра-Леоне спостерігати за німецькими підводними човнами і збирати інформацію про розташований поруч Сенегал, що перебував під владою французів. Там Грін запропонував відкрити будинок терпимості для встановлення контактів з його клієнтами – офіцерами французького флоту, але цю пропозицію керівництво МІ6 відкинуло. Більше Грін-шпигун не виявляв ініціативи і в 1943-му був відкликаний з Африки. Щоправда, пізніше він усе ж таки використав свій розвідницький досвід, з неабиякою часткою іронії написавши декілька шпигунських романів, найвідомішим з яких став екранізований Голівудом «Тихий американець».

(Зі статті С. Шевченка «Сказання про письменників-шпигунів»,
Panorama #9, 2005)

23. Read the following graffiti. Comment on it. Try to recreate the situation that prompted the graffitist to write this. Make up your own story, using the active vocabulary of Text 2.

George Davis is

innos

innoss

guilty

The following suppositions may be used:

1. George Davis is the graffitist's accomplice/boon companion/relative, etc.
2. The graffitist, a human rights activist, was writing in his girlfriend's presence, trying to conceal his ignorance.

3. The author of the graffito is a juror but, unfortunately, he is bad at spelling. Here is a short account of how he reversed his verdict.

Your own versions will be fully appreciated.

24. Revise the vocabulary of the section by giving Ukrainian words and phrases equivalent to the following English words and phrases:

Subject vocabulary

Crime writer; sculptress; debate; the public; serial-killer; serial murders; cozy; inaccurate; suspect n.; character; publisher's review edition; American and British voices; Continental Europe; claustrophobic/ dysfunctional atmosphere; a handful of characters; uncozy/disturbing story; child abuse; extreme prejudice; bizarre label; the seas off our southern coast; high population density; the "good" vs the "bad"; the trick for the reader; a perfectly logical response; redemption through love

to fascinate most of the world; to be on publicity tours; to follow a certain tradition/convention; to write in the American/English voice; to conform to the stylistic pattern; to favour an analytical/ psychological/an action-based/hands-on approach; to set the style; to be custom-designed; to commit murders; to cross state lines; to gain an advantage; to build a psychological profile; to trap/confront the perpetrator; to put under the microscope; to create pace/fear/tension/suspense; to be dismayed; to be shorthand for; to lift the lid off respectability; to reveal the dark secrets beneath; to be a national sport; to form part of the backdrop; to be portrayed in depth; to inevitably pervade; to become deeply unsettling; to be entirely selfish; to write dark fantasies; to be entirely bleak; to cause difficulties; to go along; to have a fondness for; to be set in a village

it is an interesting debate; the canvas is a broad/narrow one; all the protagonists are in the frame; if our tabloid press is anything to go by; there are never any certainties

25. Translate the following sentences into English using active vocabulary of the section. Here are some words and phrases that you may not easily recollect or whose meaning is difficult to derive from the context: fascinate, to shun publicity, debate, continental, to conform to, to favour, to set the tone, hands-on activities, custom-designed, profile, to trap, to be put under the microscope, on a broader canvas, at a snail's pace, shorthand, matter of convention, queueing, bizarre, to take the lid off, pervade, to make a backdrop, bleak, trick, unsettling, dysfunctional

1. Баскетбол досі заворожує американців. 2. Скромна й не дуже компанійська, вона унікала велелюдних збіговиськ. 3. Фарячі суперечки розгорілися через те, кому віддати нагороду. 4. Зранку тут подають легкий європейський сніданок. 5. На жаль, лише лічені дипломні роботи відповідали

високим вимогам, що висуваються до таких досліджень. 6. Сьогоднішній стан економіки не сприяє розвитку малого бізнесу. 7. Жорсткий виступ прем'єр-міністра задав тон усій конференції. 8. Студенти відзначали, що їхня самостійна робота, без постійного нагляду викладачів, допоможе їм у подальшій професійній діяльності. 9. На всі гардини та жалюзі, зроблені на замовлення, знижка 30 %. 10. Щотижня цей журнал публікує стислий біографічний нарис про якого-небудь популярного представника шоу-бізнесу. 11. Про долю 20 чоловік, похованих під землею в результаті аварії на шахті, досі невідомо. 12. Після великої кількості самогубств серед в'язнів, уся пенітенціарна система зазнала ретельної перевірки. 13. Такі питання вимагають широкого розгляду. 14. На цьому відтинку шосе транспорт рухається зі швидкістю черепахи. 15. Він сказав, що перейшов на нову роботу; його мовою це означало, що його перевели на нижчу посаду і тепер треба працювати в іншому кінці міста. 16. За традицією чоловіки-бізнесмени ходять на роботу в костюмах. 17. Стояти в чергах – це національна пристрасть британців. 18. Шлюб цих зірок кіноекрану був принаймні дивним і недовгим. 19. Ця документальна стрічка оголює всі вади світу організованої злочинності. 20. Я із захватом вдихав запах дощу, що просякував повітря. 21. Концерт відбувався на тлі вкритих снігом Скелястих гір. 22. У нього безрадісні перспективи знайти роботу за фахом. 23. Він удався до таких хитрощів: прикинувся хворим, щоб вона прийшла провідати його. 24. Прогноз погоди був тривожним – очікувався сильний снігопад, який міг зірвати всі наші плани. 25. Його травмована психіка – результат виховання у неблагополучній родині.

26. The review that follows is for your additional reading. Work at it independently. Look up the meaning of the highlighted words in the dictionary. Translate the review into Ukrainian.

The psychopath on her trail

Review by Marcel Berlins

The Times 3 October 2005

THE DEVIL'S FEATHER

By Minette Walters

MINETTE WALTERS is in that small minority of **first division crime-fiction writers** that does not rely on the regular appearance of a **series character**. The disadvantage is that readers cannot **form an allegiance with** a particular cop or private detective, eagerly looking forward to and automatically buying, his or her next adventure.

The advantage is that the writer is not **shackled** by formula, not obliged to keep inventing new stories **to fit the characters and settings devised**. So many promising authors have been found wanting when, around about their fourth book, it has become apparent that they have **run out of** good ideas for their main characters **to inhabit**.

Walters has made the most of the freedom she chose. *The Devil's Feather* is her twelfth novel. Each has been different. They range from old-fashioned whodunnits to psychological thrillers, all by way of narratives in which the crimes serve to highlight important social issues.

What they have in common is beautiful writing, intelligence, tension and the **capacity to chill and grip**. *The Devil's Feather* is not her best, but it shows again her **versatility**.

Connie Burns is a **hardened** Reuters correspondent in her mid-thirties, accustomed to reporting from the world's trouble-spots. In the aftermath of the civil war in Sierra Leone in 2002, she comes across a nasty but influential British **mercenary** whom she believes to be a violent **sexual deviant** and the killer of several women. Two years later, **on assignment** in Baghdad, she sees him again, bearing another name, MacKenzie, but apparently continuing his psychopathic behaviour. Her attempts to **expose** him and bring him to justice fail. She is kidnapped on the way to the airport and **held hostage**, but released a few days later. She refuses to reveal details of her ordeal; MacKenzie is somehow involved.

On her return to England, **traumatised by her experience, obsessed** by MacKenzie and frightened that he will follow and kill her, Burns rents Barton House, a remote farmhouse in Dorset in which to hide, recover and write a book. She meets her strange neighbour, Jess Derbyshire, a **reclusive loner** with five **fearsome mastiffs**, and becomes **enmeshed in sinister goings-on** to do with the dysfunctional family owning Barton House. **Murky** secrets abound.

At the same time, by e-mail correspondence, she's trying to keep up with MacKenzie's movements. He's back in England, she believes, and her

elderly parents are now in danger. As you would expect from Walters, the whole is **suffused with an aura of lurking menace**.

It would not be fair to reveal what happens when the various threads of Burns's troubled existence unite, except that there are surprises, shocks and bloody scenes. This is **high octane, on-the-edge stuff**, at which Walters **excels**. But Burns and Derbyshire are figures a little too exaggerated to be convincing, neither of them sympathetic. That does not stop *The Devil's Feather* from being **engrossing** reading.

27. Now when you have got more information about Minette Walters and her works, answer the following questions:

1. Did Minette Walters manage to create a niche for herself in crime fiction?
2. The appearance of what characters does she usually rely on?
3. What are the advantages and disadvantages of such choice?
4. Why do many promising writers often run out of good ideas for their main characters to inhabit?
5. Can Minette Walters be called a prolific writer?
6. How do her novels range? What shows her versatility?
7. What do all her novels have in common?
8. Who are the protagonists in *The Devil's Feather* ?
9. Whose psychological profile does Walters build in her novel?
10. How does she manage to keep the readers in suspense?
11. What does Minette Walters excel at?
12. How do you think the novel may finish, to be considered engrossing reading?

28. *Imagine that you are making a presentation on the life and literary activity of Minette Walters. In your presentation use as many words and phrases from the active vocabulary of Text 2 and the Review as you can.*

Test your knowledge of English!

A **hag** is?

- a. a horse b. a taxi c. a bad journalist d. a witch

In British dialect “**kecks**” are?

- a. cakes b. trousers or underpants c. large rocks d. biscuits

To be taking friendly fire means that:

- a. You're warming your hands b. your own side is shooting at you c. you're too hot d. it's sunny

If you're spotted “**in the nuddy**”, you're seen

- a. naked b. incognito c. while hiding d. in your favourite cake-shop

Someone who has **passed on** has:

- a. left work for the day b. just walked by c. died d. been promoted

LISTENING AND SPEAKING. VOCABULARY PRACTICE

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

Comments

1. **Sharon Kay Penman (1945-)**. An American author of fiction, born in New York, but her ancestors were Anglo-Irish. She is the author of five critically acclaimed historical novels and one medieval mystery; a finalist for an Edgar Award for Best First Mystery from the Mystery Writers of America. She lives in New Jersey.

2. **Michael Connolly (1914-1966)**, best selling author of mysteries, thrillers, and the Harry Bosch LAPD detective series.

3. **Up the wall**, *adj., infml.* Very angry, annoyed, furious, distraught, crazy – лізти на стіну, скаженіти, бути сам не свій (сам не при собі), e.g. That noise is driving me up the wall (= making me very annoyed). I've got to be on time or Sarah will go up the wall.

4. **To wind down**, *v.* To rest and relax after a lot of hard work or excitement – розслаблюватися, заспокоюватися; відпочивати, e.g. I find it difficult to wind down after a day at work.

5. **To download**, *v.* To move information or programs from a computer network to a small computer – завантажувати (в конструкцію, в програму тощо); завантажувати, пересилати (лінією зв'язку), e.g. games that can be downloaded free from the Internet.

6. **Dinosaur**, *n., infml.* Someone or something that is old-fashioned and no longer effective or suitable for modern times – відстала людина, той, що пропах нафталіном, допотопний, e.g. The line-up includes a number of rock-n-roll dinosaurs who should have hung up their guitars long ago.

7. **LCD**, *n.* Liquid Crystal Display – рідкокристалічний дисплей (РКД).

8. **Feel**, *n.* The way that something feels when you touch it – відчуття на дотик,

e.g. I like the feel of this cloth.

9. **Tome**, *n. literary*. A large heavy book – том, велика книга, e.g. For many years these precious tomes were kept in the Capitol by the Romans who consulted them in times of crisis.

10. **Doorstop**, *n.* This is used in the text in a slightly colloquial way to indicate something which is especially large. Literally, this is a device fixed to the ground or the wall to prevent a door from opening too widely or from striking the wall; a weight or wedge that can be used to keep a door open – дверна підпірка, тут щось дуже важке; тягар, гиря, одоробало тощо.

2. Listen to the recording of Dialogue 1 for the first time and answer the following questions:

1. Was this the beginning or a continuation of the dialogue?
2. What is the relationship between the speakers?
3. What are they discussing?

3. Listen to the same recording for the second time and answer some specific questions:

1. What writers are Ian and Marina reading at the moment?
2. What is driving Marina up the wall?
3. How does she wind down at the very end of the day?
4. Why sometimes do Ian's eyes start revolving?
5. What does Ian like in M. Connolly's books?
6. Is the "Politics of Developing Countries" Marina's favourite textbook?

Dialogue 1: Conversation in a Bar

Ian: So what are you reading at the moment?

Marina: Oh, I haven't got time with all these exams. They're driving me **up the wall**.

I: So, nothing other than all your academic work stuff?

M: Well, just before I go to sleep I do read a few pages of one of my historical novels in order to relax – I'm reading a book by **Sharon Penman** at the moment.

I: Aha, got you. So you do **wind down** at the very end of the day with a good book.

M: Well yes, don't you? How do you stop your eyes revolving after a couple of hours of computer games? Do you read?

I: Of course I do. I'm into **Michael Connolly** at the moment – his American crime stuff is fantastic and I just like his style.

M: I can imagine – not quite the same as the textbooks you study. That "Politics of Developing Countries" you've got with you now would have me snoring within a couple of paragraphs.

4. Listen to Dialogue 2 for the first time and try to decide:

- What is the apparent age range of the speakers?

- Who speaks in favour of e-books? And in favour of bound tomes?
- The speech register of their conversation.

5. Listen to the same dialogue again focusing on the following specific points:

- Nina's desire to read e-books.
- Yaroslav's disapproval of this idea.
- The way they exchange retorts to justify their choice.

Dialogue 2: E-books

Nina: Now that I've got my credit card at last, I can start **downloading** all sorts of things. As soon as I've downloaded this new audio CD from whoever's the cheapest seller, I want a few e-books.

Yaroslav: Are you serious? What do you want to read a book on a PC for?

N: What do you mean? – it's great and really easy. And cheaper than paper.

Y: It's that, I like to get cozy, open the book and read in comfort. How can you do that in front of a monitor?

N: You're a **dinosaur**. Haven't you seen my new 21-inch flat **LCD** screen?

Y: Nice being rich, but it's still a computer monitor.

N: It's large, clear and much easier to read than pressed bits of dead tree on your lap.

Y: But wouldn't you miss the **feel** of a bound **tome** with its cover and substance?

N: No. And I wouldn't miss the couple of kilograms of large print and thick paper that most American hardbacks and even paperbacks have become during the past few years. Look at that **doorstop** you're reading!

Y: Okay, okay – does that mean we can free up some shelf space at last?

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

7. In dialogue 1 find the construction have + object + present participle. Explain its usage and translate it.

8. In dialogue 2 find technical terms that are now used in everyday speech. Translate them into English.

9. In dialogue 2 find words and phrases which are used metaphorically. How do they influence the style of the dialogue?

10. Find words or phrases in the dialogues which fit these definitions:

to move in circles around something; to understand somebody (*informal*); to like and be interested in something (*spoken*); a small plastic card that you use to buy goods or services and pay for them later; a large heavy book (*literary*); a book that you read on a computer screen or on a special small computer that you can hold in your hands, and that is not printed on paper; a small piece of something; to make something available so

that it can be used; drive somebody out of their mind; the upper part of your legs when you are sitting down; used when you are talking about what someone has done or made, for example writing, music, or art (*informal*); to rest and relax after a lot of hard work or excitement; something you put under or against a door to keep it open; someone or something that is old-fashioned and no longer effective or suitable for modern times (*informal*).

11. Find English words and expressions equivalent to the following words and expressions from the dialogues:

книга у грубій палітурці; книга у паперовій обкладинці; завантажувати, пересилати (лінією зв'язку); хропіти; великим друком; плоский рідкокристалічний екран; зручно влаштуватися; тягар, одоробало; програмні твори; як у тебе ще очі з орбіт не вилізли; розслаблятися, заспокоюватися, відпочивати; лізти на стіну, скаженіти.

12. Translate the following sentences into Ukrainian.

1. He's really going up the wall about how she's always late. 2. We were all going up the wall until the matter was resolved. 3. After each business trip it takes him about two days to wind down. 4. I've got some sort of sticky stuff on my shoe. 5. What kind of stuff did they teach you there? 6. Images and sounds are available for downloading. 7. Most people like some form of bedside lighting – either for reading in bed or simply to create a cozy atmosphere. 8. The Health Service has become a dinosaur. It needs radical reform if it is to survive. 9. The keyboard had a mushy feel, which is characteristic of Toshibas. 10. The pages were stiffened with age and the tome smelt musty, like a damp cloth left to dry on a radiator.

13. Translate the following dialogue into English.

- Ну, що, ти вже написав курсову?

- Ти не уявляєш, що зі мною сталося! У мене вийшов із ладу комп'ютер і я позичив у друга лептоп, щоб закінчити цю писанину.

- Знаючи твого друга, я можу собі уявити, скільки усякої всячини він завантажив у свій лептоп. Ти, мабуть, вдосталь розслабився: награвся в комп'ютерні ігри, надивився фільмів, наслухався музики й, звичайно, забув про курсову.

- Якби ж то! Я просто не звик до його комп'ютера, щось не так зробив, і півкурсової як не бувало. Що тільки я не робив..., все марно. Мене жах бере, не можу себе примусити знову піти в бібліотеку, брати непід'ємні томи книг і набирати частину, що зникла. У мене і так вже очі з орбіт лізуть.

- Ох, і відстала ти особа! Скільки тобі казав, що комп'ютер треба знати, як свої п'ять пальців. Нічого тепер на стінку лізти. Сам винний.

14. Make up your own dialogues using the vocabulary of of the Unit.

15. Revise the vocabulary of the section by giving Ukrainian words and phrases equivalent to the following English words and phrases:

Subject vocabulary

Going up the wall; academic work stuff; got you; wind down; stop one's eyes revolving; to be into book/author etc. at the moment; American crime stuff; fantastic, would have me/you him, etc. snoring; download; whoever's the cheapest seller; e-books; a book on a PC; cheaper than paper; to get cozy; to read in comfort; dinosaur; flat LCD screen; pressed bits of dead tree; to miss the feel of..bound tome; large print; hardbacks; paperbacks; doorstep; free up; shelf space.

16. Finish the following sentences as close to the texts of Unit 3 as possible.

1. Many people are still content to read ...
2. A good author can unleash ...
3. When looking at the top 20 books in the BBC Big Read survey ...
4. Orwell's "1984" is ...
5. Sales charts are important, because ...
6. One way to distinguish between the traditions is to say the English voice favours ...
7. When serial murders are committed by a stranger or strangers, the canvas is ...
8. The English have a fondness for ...
9. Compared with America, England is a tiny country with ...
10. The "good" tell lies as frequently and as easily as the "bad", just as in real life, although the reasons why they do so may not be entirely selfish. The trick for the reader is ...
11. Minette Walters is in that small minority of first division crime- fiction writers that...
12. Her novels range from ...
13. Now that I've got my credit card at last, I can ...
14. My new 21-inch flat LCD screen is large, clear and much easier to read than ...
15. And I wouldn't miss the couple of kilograms of large print and thick paper that...

17. Working in groups of three, discuss one of the following themes, present the digest of what you have done to your group mates:

- a) Fiction or non-fiction on a PC is a good substitute for the material in book or magazine form.
- b) Students have no time to read anything for pleasure, the only literature they read is their academic work material.
- c) Books by modern Ukrainian writers and poets are very popular among Ukrainian youth and have a massive market.
- d) Good literature has no time limits: we still enjoy old favourites.
- e) Whodunits are an excellent means to wind down at the end of the day.

18. Hold a round table discussion on one of the following topics:

- a) Evolution and development of literary prose genres.
- b) Differences between the American and British voices in crime fiction.

c) Minette Walters – the Agatha Christie of the 21st century. A justified comparison or a bizarre label?

Test your knowledge of English!

If you're told you're a **“face-ache”**, it means you're looking?

- a. ugly b. in pain c. angry d. miserable

Someone who has excellent eyesight is said to **have eyes like a ...** What?

- a. pig b. pigeon c. bat d. hawk

You could be **“as busy as a...”** What?

- a. rabbit b. dog c. flea d. bee

The **“love of...”** is the root of all evil” What?

- a. cake b. cigarettes c. yourself d. money

If you give someone a **“pasting”**, you give them a what?

- a. sticky time b. series of difficult questions c. a lot of money d. a beating

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.

While in Paris on business, Harvard symbologist Robert Langdon receives (1) urgent late-night phone call. (2) elderly curator of (3) Louvre has been murdered inside (4) museum, (5) baffling cipher found near (6) body. As Langdon and (7) gifted French cryptologist, Sophie Neveu, sort through (8) bizarre riddles, they are stunned to discover (9) trail of (10) clues hidden in (11) works of Da Vinci – (12) clues visible for all to see and yet ingeniously disguised by (13) painter. (14) stakes are raised when Langdon uncovers (15) startling link: (16) late curator was involved in (17) Priory of Sion – (18) actual secret society whose members included Sir Isaac Newton, Botticelli, Victor Hugo, and Da Vinci, among (19) others. Langdon suspects they are on (20) hunt for (21) breathtaking historical secret, one that has proven through (22) centuries to be as enlightening as it is dangerous. In (23) frantic race through Paris, and beyond, Langdon and Neveu find themselves matching wits with (24) faceless powerbroker who appears to anticipate their every move. Unless they can decipher (25) labyrinthine puzzle, (26) Priory's secret – and (27) explosive ancient truth – will be lost forever.

2. Insert prepositions wherever necessary. Translate into Ukrainian.

Hammett, Dashiell (1894-1961) was an American writer who created the hard-boiled school (1) detective fiction. Hammett left school (2) 13 and worked (3) a variety of low-paying jobs (4) working eight years (5) a detective (6) the Pinkerton agency. He served (7) World War I, contracted tuberculosis, and spent the immediate postwar years (8) army hospitals.

He began to publish short stories and novelettes (9) pulp magazines and wrote two novels-Red Harvest and The Dain Curse (both published (10) 1929)–(11) writing The Maltese Falcon (1930), generally considered his finest work. It introduced Sam Spade,

Hammett's fictional detective creation, played (12) Humphrey Bogart (13) the film version directed (14) John Huston (1941), which became a classic (15) its genre. He also wrote *The Glass Key* (1931) and *The Thin Man* (1932), which initiated a motion picture and later a television series built around his detecting couple, Nick and Nora Charles.

Nora was based (16) the playwright Lillian Heilman, (17) whom he formed a romantic alliance (18) 1930 that lasted (19) his death. Her *Pentimento* (1973) has an account (20) their life together. (21) 1934 Hammett devoted his time (22) left-wing political activities and (23) the defense (24) civil liberties. He served (25) World War II (26) an enlisted man. (27) 1951 he went (28) jail (29) six months because he refused to reveal the names (30) the contributors (31) the bail bond fund (32) the Civil Rights Congress, (33) which he was a trustee.

3. Choose the most suitable words from those given in parentheses.

1. I never expected her (to be/being) so thoughtless. 2. Have you thought about (to buy/buying) a plasma flat-screen monitor? 3. I regret (to tell/telling) you that you have failed your exam. 4. Emily was noticeably shy at school, but she went on (to be/being) Managing Director. 5. I'll definitely remember (to ring/ringing) Jack. 6. I really tried (to read/reading) the book you gave me but I couldn't follow it. 7. We have made a policy decision not (to tell/telling) anyone the news until after the shareholders' meeting. 8. Thank goodness the baby has stopped (to wake up/waking up) during the night at last. 9. Sorry I'm late, I had to stop the car (to change/changing) a headlight bulb. 10. At one point I considered (to emigrate/emigrating) to Canada.

4. Translate the following sentences into Ukrainian. Analyze the use of the infinitive constructions.

1. Edgar Allan Poe is generally thought to have been influenced by the *Mémoires* (1828-29) of François-Eugène Vidocq, who in 1817 founded the World's first detective bureau, in Paris. 2. Flashback is a literary technique where any scene or episode which takes the narrative back in time from the point the story has reached, to recount events that happened before and gives the backstory. 3. His (Hammett's) masterpiece is generally believed to be *The Maltese Falcon* (1930), which introduced Sam Spade, his most famous sleuth. 4. For example, I consider the serial-killer to be custom- designed for the American voice, while the psychological thriller is custom- designed for the English voice. 5. It's the trick for the reader to understand which of the characters is so egotistical that the death of another seems a perfectly logical response to the difficulties he or she has been causing. 6. Terry Pratchett's *Discworld* series has seen him sell more than 50 million books worldwide, despite the appalling difficulties in trying to translate his metaphysical English humour and use of language into other tongues and cultures. 7. We seem to love character studies in unusual or exotic contexts, whether in the form of a novel, a novella or a short story. 8. Orwell's "1984" is a dystopia, and we're more likely to read of such worlds than utopias – perhaps because we can learn more from envisaging what can go wrong in our society and imagining how we need to avoid the horrors described. 9. So many promising authors have been found wanting when,

around about their fourth book, it has become apparent that they have run out of good ideas for their main characters to inhabit. 10. In the aftermath of the civil war in Sierra Leone in 2002, she comes across a nasty but influential British mercenary whom she believes to be a violent sexual deviant and the killer of several women.

5. Rewrite each sentence so that it includes the word in capitals, and so that the meaning stays the same.

- | | |
|---|----------|
| 1. It is compulsory for all students to leave a cash deposit. | REQUIRED |
| 2. Does using the hotel swimming pool cost extra? | PAY |
| 3. There is a fear that he will miss the plane if he waits. | RISKS |
| 4. I am sorry I didn't go to university. | REGRET |
| 5. Winning the lottery meant we could buy a new car. | ENABLED |
| 6. I believed you were the murderer because of this clue. | LED |
| 7. Calling Jim is pointless, because his mobile was stolen. | USE |
| 8. I think that this is the right street. | APPEARS |
| 9. They said they would like me to stay with them in Florida. | INVITED |
| 10. Jessica succeeded in finishing all her work on time. | MANAGED |

6. Match the following English proverbs and sayings containing infinitives with their Ukrainian counterparts.

- | | |
|--|---|
| 1. It takes two to make a quarrel | a) Розлука посилює кохання |
| 2. Be slow to promise and quick to perform | b) Людині властиво помилятись |
| 3. That which was bitter to endure may be sweet to remember | c) Легко зносити чужі страждання |
| 4. Fools rush in where angels fear to tread | d) Кожен птах любить слухати свій спів |
| 5. To err is human
(To err is human, to forgive – divine) | e) Для сварки потрібні двоє |
| 6. Absence makes the heart grow fonder | f) Дурням закон не писаний |
| 7. Learn to walk before you run | g) Іноді буває приємно згадати пережитий біль |
| 8. Bad deeds, like chickens, come home to roost | h) Усьому свій час |
| 9. It is easy to hear the misfortunes of others | i) Не дав слова – тримайся, а дав – тримай |
| 10. Each bird loves to hear himself sing | j) Не копай іншому яму, сам до неї потрапиш |

7. Replace the group of words in italics by an infinitive or an infinitive construction.

1. There are a lot of books *that need binding*. 2. She is anxious *that they should have* every possible advantage. 3. He took out his spare wheel and *was very disappointed when he discovered* that the tyre was also punctured. 4. *You signed* the document without reading it, *which was very stupid*. 5. *It is expected that he will broadcast* a statement tonight. 6. *It seems that the crime was committed* by a left-handed man. 7. He put his hand into his pocket *and was astonished when he found* that his wallet wasn't there. 8. He was the only one *who realized* the danger. 9. I was *on the point of leaving* the house when the phone rang. 10. *This is the plan: someone will meet you* at the station.

8. Paraphrase the following sentences using the Infinitive so that the meaning stays the same.

1. He pretended that he was looking for a book. 2. I hope I will be earning my living in a year's time. 3. I promised I would be waiting at the door when he came out. 4. It seemed that he had been a great athlete. 5. It happened that I had driven that kind of car before. 6. He expects that he will have finished by June. 7. She pretended that she had been studying. 8. It seemed that he had been spying for both sides. 9. I am annoyed that he didn't tell me. (Use the modal verb "might" here to express irritation at or reproach for the non-performance of an action in the past). 10. It was a head-on collision, but the drivers weren't hurt due to their seat belts. (Use the modal verb "must" here for deduction).

9. Combine each of the following pairs of sentences into one sentence using: 1) a purpose clause introduced by so that or an in case clause; 2) prevent/avoid + gerund or allow/enable/let/make etc. + infinitive.

1. The airport authorities have put arc lights over the damaged runway. They want repair work to continue day and night.
2. He wore a false beard. He didn't want anyone to recognize him.
3. He telephoned from a friend's mobile. He didn't want the call to be traced to his own address.
4. We put bars on the lower windows. We didn't want anyone to climb in.
5. Write your name in the book. He may forget who lent it to him.
6. Take a torch with you. It may be dark before you get back.
7. The manufacturers have made the taps of their new gas cooker very stiff. They don't want young children to be able to turn them on.
8. The debate on education has been postponed. The government wants to discuss the latest crisis.
9. The policeman stopped the traffic every few minutes. He wanted the pedestrians to be able to cross the road.
10. Turn the oven down. We don't want the meat to burn while we are out.

10. Translate the following sentences into English. Use an infinitive or infinitive construction where appropriate.

1. В міру того як Ленгдон та Софі Невьо, здібний французький криптолог, пробираються через лабіринт дивних загадок, вони з еличезним подивом дізнаються, що ключ до їх розгадки ховається в ботах Да Вінчі. Усе тут, на його картинах, лише за ниточку потягни, дре виточка майстерно замаскована. 2. Ви ще занадто молодий, щоб досягнути просту істину: "Іноді варто ризикнути малим заради великого". 3. Простоявши в заторі дві години, я, нарешті, примчав до аеропорту і дізнався, що посадка на мій рейс вже закінчилася. 4. Йому пощастило. Він придбав квартиру ще до того, як ціни на житло почали фантастично зростати. 5. Вигляд цього старовинного замку чомусь налякав мене. Я уявила, як ночами його відвідують привиди. 6. Після зйомок фільму про серійного вбивцю ми поспішали на вечірку, періщили з'явитися "в образі", звеселити народ. По дорозі

нас зупинив поліцейський. Я вийшов із машини. Поліцейський сказав, що з мого боїсу було нерозумно їхати так швидко, потім змусив мене відчинити багажник, потім заглянув до салону і здригнувся, побачивши С'ю, яка у фільмі грала жертву маніяка. Коротше кажучи, тут таке почалося ... 7. На неї було приємно подивитися: висока, струнка, елегантна. Її вважали ідеалом. Але, відверто кажучи, вважали ті, мабуть, хто з нею ніколи не розмовляв. Варто було їй розкрити рота, як увесь шарм одразу зникав, 8. – Свідок, Ви чули, як обвинувачуваний образив цю жінку? – Так, гайна честь. А ще я бачив, як вона дала йому за це ляпас і вжила на його адресу всі улюблені свої слівця, які я не насмілюся тут повторити. – Звідки Ви знаєте, що це її улюблені слівця? – Ваша честь, ця жінка – моя сусідка по сходовій клітці. 9. – Ну, як ти відпочив? – Та особливо нічим похвалитися. Море було занадто холодним, харчування занадто дорогим, обслуговування в готелі теж залишало бажати кращого. 10. – Хи чимось засмучена? – Уявляєш, не можу додзвонитися до нашого спільного друга. На роботі не з'являється, до телефону не підходить. Поюзичав у мене гроші й зник. – Нічого дивного. Я завжди казала, що хлсшеїїь він чарівний, проте триматися від нього краще подалі.

WRITING

Publisher's brief (Blurb) The word 'blurb' is regarded as slang but is common on both sides of the Atlantic (i.e. both in the USA and the UK) and is only ever used in the singular. It describes write-ups by publishers of items that they wish to promote: books, computer games, software, videocassettes, audio CDs, DVDs, mp3s or other such material. A blurb may appear on a book jacket, the packaging of a disk or on a website where the product is described.

The blurb is differentiated from a 'factual' description as it usually praises the product and emphasizes its positive characteristics. It may be written as one of three forms:

- a) Highlights and positive information – often on the jacket of a book or in the booklet inside a (licensed) DVD, CD, software product or game.
- b) Biographical information on the author, artist or software publisher.
- c) Highly selective extracts from critical reviews in well known newspapers or magazines.

1. Read the example below and then choose your favourite book and write a blurb for it, of not more than 180 words, in a similar style and format.

Watching the English

Kate Fox

– The Hidden Rules of English Behaviour

"Watching the English ... will make you laugh out loud ("Oh God. I do that!") and cringe simultaneously ("Oh God. I do that as well.>"). This is a hilarious book which just shows us for what we are ... beautifully-observed. It is a wonderful read for both the English and those who look at us and wonder why we do what we do. Now they will know".

Birmingham Post

“She has not only compiled a comprehensive list of English qualities, she has examined them in depth and wondered how we came to acquire them. Her book is a delightful read.”

The Sunday Times

“I loved the section on mobile-phone etiquette ... I liked the chapter on English humour. This is an entertaining, clever book. Do read it and then pass it on.”

Daily Telegraph

“She’s a witty and eloquent writer whose accessible book reads as a scholarly classification of our shared codes of behaviour and an affectionate homage to our foibles.”

Metro

2. Using the example below, write a blurb of about 150 words for your favourite film.

Gosford Park A Robert Altman Film

TEA AT FOUR. DINNER AT EIGHT. MURDER AT MIDNIGHT.

“A Second Visit To Gosford Park Is Twice The Fun”

– Peter Travers. *Rolling Stone*

The Academy Award winner for Best Original Screenplay, *Gosford Park* is a whodunit as only director Robert Altman could do it. As a hunting party gathers at the country estate, no one is aware that before the weekend is over, someone will be murdered – twice! The police are baffled but the all-seeing, all-hearing servants know that almost everyone had a motive.

This critically-acclaimed murder mystery features a who’s who of celebrated actors. With a diverse cast of characters – all with something to hide – it’ll keep you guessing right to the surprising end. *Gosford Park* proves that murder can be such an inconvenience.

LINGUISTS’ HEADACHES

Opposite number This is a very confusing phrase to most Ukrainians because its meaning is the opposite to what you might expect logically. It probably comes from the English parliament founded in 1265 which even then was split into two halves; the Government and the Opposition. They stood, then sat, facing one another along opposite sides of the chamber. Therefore the equivalent roles for the two sides were thought of as opposite numbers.

When Parliamentary voting became more complex in later years, the system of “pairing” was introduced so that a member from each side who knew that they would vote the opposite way to each other would become partners and “pair off” when the vote came, as they knew that their votes would cancel each other out. They would tell the Speaker that they were a pair whose votes cancelled out, in other words. This was done to save time and also allow MPs to not have to physically attend each vote.

Today an opposite number is a **partner**, a **counterpart** or someone having the **equivalent role** in another organization, country, etc. – особа, що займає відповідну посаду в іншій організації, країні тощо. e.g. She had a meeting with her opposite

number at the Department of Education and Science. This means that the subject of the sentence was due to meet the person with the same rank and job title in a different unit of the Civil Service.

In business today, a Sales Director could rightly refer to the Production Director as “my opposite number in the manufacturing division,” meaning that they are colleagues and on the same Board of Directors.

Counterpart often calls to many Ukrainians’ minds a similar picture of “conflict or opposites” in a similar way. Again, the case is that a counterpart may be either of two parts which fit and complete each other, a person or thing forming a natural complement to another – особа (рiч), що доповнює iншу (добре до неї пасує).

The most common use of the word today is to mean a person or thing so like another as to appear a duplicate; an equivalent; a person or thing with an exactly comparable function/job/purpose etc., especially at a different time or in a different context – подоба, дублікат, двійник, колега тощо, e.g. Belgian officials are discussing this with their French counterparts. Young people today already leave home sooner than their counterparts a generation ago.

The word may also occasionally be used to mean a duplicate or an exact copy – дублікат, копія.

Task: translate the following sentences.

1. The barrister for the defence is due to be confronted by his opposite number, the barrister for the prosecution, who represents the State.

2. My opposite number in the Commercial Section of the French Embassy is one of those I tend to work closely with, to our mutual benefit.

3. Eighteenth-century urban dwellers lived in much worse conditions than their modern counterparts.

4. In this respect orthodox medicine may have placed itself at some disadvantage to its complementary counterparts.

5. For the most part, male sportspersons accept that they have advantages, in an unspecified way, over their female counterparts, irrespective of physical differences.

Task: In order to clearly understand the similarity between ‘opposite numbers’, translate the following text carefully to maintain: a) where opposition is described and b) where correspondence or similarity is described.

In a war, of course, there are two sides, ours and theirs. Among those on the other side against us there will be at least one person who is the real opposite number of each American military leader, whatever his rank- an opposite number who will try to outthink the American – an opposite number who will try to outdo the American.

DEVELOPING TRANSLATION SKILLS

(I) *Caique*

Caique can be defined as a translation procedure where a translator transfers a SL word or an expression encountered in the source text into the target text using a literal

translation of its component elements, e.g. *soap opera* – мильна опера, *backbenchers* – задньорядники, *frontbenchers* – передньорядники, *hot line* – гаряча лінія, *Cape of Good Hope* – мис Доброї Надії.

Some forms of address are traditionally calqued: *Your Excellency* – Ваша Високоповажносте (Ваше Преосвященство, Ваша Превелебність), *Dear Sir* – Шановний пане Х, *Your Honour* – Ваша честь, *Your Grace* – Ваша милість/світлість, *Reverend Father* – Преподобний Отче, etc.

The word ‘calque’ can be also used with respect to a lexical item that has been formed by a literal translation of the component elements of a foreign word. e.g. *workaholic* – працеголик, *skyscraper* – хмарочос, etc.

Calqued translation/Loan-translation

Calqued translation is a type of literal translation or any product of the translation strategy where the translator transfers the elements of the source text to the target text in such a way as to reproduce their semantic, etymological, and temporal aspects. Calqued translation is strongly source-oriented and presents an extreme case of literal translation. When improperly applied, it can tend toward non-translation.

We resort to this type of translation if there is no corresponding unit in the TL. It should be applied very cautiously. One fundamental principle must be observed: the loan-translated unit should be understood by a TL receptor, e.g. *People who live in glass houses shouldn't throw stones* – Люди, що живуть у скляних будинках, не повинні кидати каміння. Loan-translated phraseological unit should not be ambiguous. If a loan-translated unit is not understood by a TL receptor it is better to use interpretative or descriptive translation. Literal translation in such cases may lead to absolutely gibberish versions, e.g. *beat about/around the bush* cannot be translated literally because the phrase means “to avoid or delay talking about something embarrassing or unpleasant” – зволікати, тупцюти на місці.

Task: translate the following sentences into Ukrainian. State the cases where you can apply loan translation.

1. Forbidden fruit is always more attractive.
2. The Red Cross is an international organization that helps people who are suffering as a result of war, floods, disease etc.
3. The expression *Trojan Horse* comes from the wooden horse with Greek soldiers hiding inside, used in the Trojan War. The Greeks hid inside a large wooden model of a horse and were taken into Troy by Trojan soldiers, who thought that it was a gift.
4. After she reached the White House, the First Lady would wear only American designer clothing in public, a decision which opened the horn of plenty for Nancy. During her eight years there, she would accept designer goods worth more than \$ 1 m.
5. – Is it right that the safety of your children is threatened? – Yes, Your Honour, I fear for them.
6. His loyalty to his country may be his Achilles' heel.
7. The director decided to raise her salary to sweeten the pill of her losing the status of ‘manager’ during the re-organization.

8. Reading between the lines, I'd say Robert's not very happy.
9. They were so apparently unsuited, but then everyone knows opposites attract.
10. The company has captured the lion's share of the UK market.
11. Dating the boss's daughter is playing with fire.
12. The Human Resources Department had bound him hand and foot by not allowing him to discipline his staff.
13. If we respond with violence, we'll be playing into their hands, giving them an excuse for a fight.
14. She has never enjoyed playing second fiddle to the chairman.
15. The triumph of postmodernism, at least in the West, has been a Pyrrhic victory.
16. The story of Noah's Ark can be difficult to believe, given how many millions of species there are on this planet.

(II) Renovation of Phraseological Units / Decomposition of Set Phrases (Expressions) / Violation of Phraseological Units

Phraseological units can add stylistic colouring to the text. To intensify their stylistic effect the technique of defeated expectancy (ефект невинного сподівання) can be used, though this usage should be motivated, otherwise we'll come across goofs (хиби, дурні помилки) like those in *Native speakers can be fallible*.

Renovation of Phraseological Units (видозміна фразеологічних одиниць із певною стилістичною настановою/заміна компонентів фразеологізмів задля створення стилістичного ефекту) can be applied to all types of phraseological units: fusions, unities and collocations/ set expressions, semi-fixed combinations and free phrases. The higher the degree of unexpectedness, the stronger is the stylistic effect. Despite their stability phraseological units are easily broken by some lexical elements which are either added or omitted due to a wide and flexible collocability of the English language.

The renovation of phraseological units can be achieved by:

a) substitution of one of the elements, e.g. *Evil is in the eye of the beholder* was substituted for *Beauty is in the eye of the beholder* (used to say that different people have different opinions about what is beautiful).

b) addition of one or more elements, e.g. *a sizeable fly in the ointment*, the original idiom being *a fly in the ointment* (*informal* the only thing that spoils something and prevents it from being successful).

c) transposition of elements, e.g. *He was born not with a silver spoon in his mouth but with a knife in his hand*, the original idiom being *be born with a silver spoon in your mouth*, i.e. to be born into a rich family.

Translation of renovated phraseological units does not know any recipes. In some cases we can easily replace a SL element by a corresponding TL element, we can also resort to descriptive translation, sometimes we loan-translate a renovated phraseological unit with the change of the image.

Task: analyze the following cases of renovation of phraseological units. Try to translate them into Ukrainian. Find their original versions.

1. If you can't stand the heat in the dressing-room, get out of the kitchen.
2. Divorces are made in Heaven.
3. Every country on the old continent has a fine collection of skeletons.
4. Why wait to see which way the Prime Minister jumps?
5. There was Mike standing by the Cathedral, as large as life and twice as ugly.
6. "Sean Pollock there, a carbon copy of his dad. Except he's a bit taller and he's got red hair."
7. If at first you don't succeed, destroy all evidence that you tried./If at first you don't succeed – CHEAT! (Graffiti)
8. He who hesitates is probably right.
9. If at first you don't succeed, then skydiving definitely isn't for you!
10. Of two evils choose the one you've never tried before.
11. Two wrongs are only the beginning.
12. It was raining cats and dogs, and two kittens and a puppy landed on my window-sill (Chesterton).
13. It was only after the proceedings on Amnesty Law were under way, that the opposition smelt a political rat and opted not to speak to their own amendment.
14. They were tagged as red bulls in the geopolitical china shop.
15. It takes two to make a baby.
16. He was so far out of his depth, that he was surrounded by fish with lights on their noses.
17. The pen is mightier than the pencil.
18. Where there's smoke there's a smoker.
19. Writers should be read – but neither seen nor heard. (Daphne du Maurier)
20. Dates in the calendar are closer than they appear.

Translator's nightmare

Expert, Specialist and Expertise Most major dictionaries have the word “**specialist**” as a synonym for “**expert**” but its correspondence is not total, as it carries some different shades of meanings. These themselves are quite different to those perceived by Ukrainians, because of the legacy of the deeply ingrained reliance on the model of Weber's Bureaucracy. In this model, there was full employment and each member of society was educated to fill a structured role within strict definitions of knowledge, responsibility and duties.

The Ukrainian concept of “specialist” comes from these times and is fundamentally different to the Western concept, where a specialist is usually someone who chooses to refine general skills to a very high extent. For example after many years of training and experience, a doctor (a generalist) may become a Specialist (an expert) in one part of the body or a certain group of diseases.

An expert may have formal training or not. An expert in the conversion of motorcycles to customized choppers, for example, would probably be self-taught and

always be regarded as an “expert in his field”, but would not generally be referred to as a specialist. Similarly, a hobbyist may be highly expert in some areas of his or her knowledge.

This is compounded in complexity by the way that a person may choose to learn a subject in great detail in order to become expert in that subject. For example, a highly popular quiz programme in the UK, “Mastermind”, since 1972 has had a format of each contestant being asked two sets of questions, one on ‘general knowledge’ and one on a ‘specialist subject’ of their choice.

One of the best ways to differentiate between the words in English is to study the term “expert witness”. This implies clearly that the witness is one asked to give evidence because they are expert in certain specific subjects, whereas the term “specialist witness”, if used, would mean someone who habitually spends their life being a witness – a “career witness”.

Expertise is a noun meaning the giving of expert opinion or knowledge. It is important to emphasize that in English, the word is a very close synonym to “**know-how**”. While the two words are always interchangeable in English, the same is not true for the equivalent Ukrainian words “експертиза” and “ноу-хау”.

Notes:

1. Weber, Max (1864-1920). German sociologist and political economist best known for his thesis on the "Protestant ethic", relating Protestantism to capitalism, and for his ideas on bureaucracy.

2. Chopper – (мотоцикл, особ, пристосований для їзди на великій швидкості, з якого зняті всі неістотні деталі, з високим вивернутим уперед кермом).

3. Mastermind – "Швидкий і винахідливий" (щотижнева телепрограма- вікторина; перемагає той учасник, який за приділений час дасть найбільшу кількість правильних відповідей; транслюється Бі-бі-сі-1 [BBC 1] з 1972).

Task: translate the following sentences into Ukrainian.

1. His expertise will be invaluable to understanding technological challenges the BBC is facing.
2. The police are expert at handling situations like this in strict confidence.
3. The organization has employees with expertise in both medical and counselling services.
4. Professor Williams teaches English Literature and is a specialist in the novels of George Orwell.
5. Ministers depend on civil servants for expert advice.
6. Students learn to cook French food with the help of expert chefs.
7. In some areas fund holders had formed liaison groups and were meeting regularly to share experiences and develop their collective expertise.
8. There was a lack of managerial and technical know-how in the steel industry.
9. Politicians are usually expert at turning a crisis to their advantage.
10. This process demonstrates that your organization has successfully produced something of quality or value solely through its own expertise and resources.
11. The court decides in the end, there are expert witnesses.

12. Previously many historians perceived crime as abnormal and peripheral, fit only for study by specialists in deviance.

13. What one expert sees as the organizational goals are different from the views of another expert.

14. No other company had the technical know-how to deal with the disaster.

15. The content validity of individual items may be determined by inspection by someone with expertise in the area of language assessment.

16. He cast his expert eye on the gardener's work.

17. He doesn't have the necessary know-how for the job.

18. The Bureaucracies are often credited with a monopoly of expertise which place them in a superior position to lay politicians.

19. The nursery slope can be terrifying to the person on skis for the first time, and yet boring to the expert.

Task: translate into English:

фахівець із комп'ютерів; висновок експертів; збір і представлення знань у необхідній для ЕОМ формі (напр. від експертів, з експериментів тощо); досвідчений розробник; викликати фахівця; експертна група; експертні характеристики; знавець Шекспіра; спеціалізоване лікування; покази експертів у суді; досвід фахівця; експертна/незалежна перевірка; виступати в якості експерта; досвідчений покупець (покупець, що придбав даний товар раніше або купує його періодично; володіти інформацією про те, який товар потрібен; знайомий з труднощами вибору й процедурою покупки).

UNIT 4

Topic: The Fine Arts

Grammar: Conditional mood. Inversion

Functional Expressions: Admiring, attracting attention, checking facts

Writing: Briefing

INTRODUCTION

1. Discuss your answers to the following questions:

1. What are the Fine Arts?
2. How important are the Fine Arts to today's lifestyle?
3. Where would you go to see examples of the Fine Arts?
4. What are the main centres around the world for the Fine Arts?
5. When did you last appreciate the Fine Arts in any form?
6. What talents do you as an individual have in the Fine Arts?
7. What are your particular favourites in the area of Fine Arts?

2. Discuss the following quotations. Find examples of any stylistic devices used to convey the message. Do you agree or disagree with the authors of each quotation?

1. "Art has got nothing to do with taste." (Max Ernst)
2. "I dream my painting, and then I paint my dream." (Vincent van Gogh)
3. "The object of art is to make eternal the desperately fleeting moment."
(Tennessee Williams)
4. "Art is making something out of nothing and selling it." (Frank Zappa)
5. "Every child is an artist. The problem is how to remain an artist once he grows up." (Pablo Picasso)
6. "Art is so wonderfully irrational, exuberantly pointless, but necessary all the same. Pointless and yet necessary, that's hard for a puritan to understand." (Gunther Grass)

3. Give your views on the intentions of the originators of each quotation. Paraphrase the quotations to make their implied meanings clear.

1. "Abstract painting is abstract. It confronts you." (Jackson Pollock)
2. "Good artists borrow, great artists steal." (T.S. Eliot)
3. "We can forgive a man for making a useful thing, as long as he does not admire it. The only excuse for making a useless thing is that one admires it immensely. All art is useless." (Oscar Wilde)
4. "Painting: The art of protecting flat surfaces from the weather and exposing them to the critic." (Ambrose Bierce)
5. "I shut my eyes in order to see." (Paul Gaugin)
6. "Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." (Scott Adams)

4. Without looking in your textbooks, listen to the recorded Dialogue. Try to get its

message; reproduce it in English in your own words. The dialogue contains several functional expressions of a) admiring, b) attracting attention, c) checking facts. While listening to the same dialogues again, write down these functional expressions in your exercise books.

Dialogue: In the Art Gallery

Joshua: Excuse me? Is this the right way to the Abstract section?

Yana: Oh, I was just looking at that sculpture. Isn't it good?

J: Absolutely. Am I right in that it's one of Henry Moore's works?

Y: Right! I'm so impressed by it. I was about to go to the abstract section myself. Is it the contemporary or the early 20th century section you're looking for?

J: Is there any '60's art here? Didn't I read that some of Pollock's work is here?

Y: I'm not sure. Let's ask one of the attendants. Hello, could you please help us?

5. Listen to the dialogue again. Compare your notes with your neighbours. Answer the following questions:

a) What is the topic of the conversation? What is the relationship between the two speakers? How old are the two persons talking?

What was the clue to identify their age?

a) How would you describe the talk? As professional or personal? Define the style of the dialogue as formal, informal, colloquial or highly colloquial.

b) What are the dominant emotions of the dialogue? Are they different with two speakers? Prove it with quotations from the dialogue.

c) What would you describe the dialogue as logically complete or incomplete? Was it a beginning or an end of the talk? Prove it.

d) Can you predict the way Joshua's reasoning would go? What were the clues?

6. a) Working with the text of the dialogue, find among the expressions given below those that were used in the dialogues or any very similar ones.

b) Go through the table looking for expressions of the same function specifying the speech register for each expression. Try to memorise as many of them as possible.

Admiring	Attracting attention	Checking facts
Just look at this!	Excuse me.	Could you tell me if I'm right in that...?
Isn't this just wonderful?	Could you just help me?	Please confirm that..
Doesn't it just make you want to ...?	May I ask you to ... ?	Am I correct in that...?
Have you noticed just how good this is?	Could you please ...?	Is it true that...?
I'm really impressed.	Would you please ...?	Will that do?
Don't you agree with me that this is stupendous?	Have you seen this?	Please tell me if I'm right that...?
This is just mind-boggling!	Look over there!	Would you please verify that...?
This is good.	Would you please come over here.	Would it be ... or ...?
	I'm sorry to bother you	Do what? (UK coll.)
	Hey, buddy! (US coll.)	Is that so? (US coll.)
	Oy, you! (UK coll.)	

7. Give English equivalents to the following Ukrainian functional phrases using your new knowledge.

Захоплення', чи не чудово?; я просто вражений; Ви помітили, як це прекрасно?; неймовірно; лише поглянь; дуже гарно; що Ви відчуваєте, дивлячись на...?

Привернення уваги: глянь-но сюди; чи не могли б Ви підійти?; пробачте; можна Вас запитати; вибачте, що я Вас турбую.

Перевірка інформації: чи правильно я зрозумів...; правда, що...; чи не могли б Ви підтвердити...; що-що?; чи це вірно?

8. Translate the following dialogue into English.

- Добрий день! Вибачте, будь ласка, чи не могли б Ви мені допомогти?

- Звичайно, в чому справа?

- Я в Києві вперше. Моя мама багато розповідала про Володимирський собор, його величну архітектуру. Дуже хотілося б його побачити, проте не знаю навіть, куди мені йти.

- Бані собору видні здалека. Погляньте хоча б сюди.

- Невже це він? Яка краса. А правда, що Володимирський собор розписували Васнецов та Врубель?

- Так. До речі, якщо ви цікавитеся творчістю Врубеля, обов'язково відвідайте Кирилівську церкву. Там дуже багато його фресок.

- Не можу повірити своїм очам. Це ж княгиня Ольга на барельєфі. Дуже дякую, що привели мене сюди.

9. Make up your own dialogues with the functional expressions listed in Exercise 6.

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 Fine Arts", 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 answered.

1. What genres of arts are traditionally called "fine arts"?

2. What were the first paintings in the history of humanity? What purpose did they serve?

3. How do you define "representational art"?

4. What place do Leonardo da Vinci and Michaelangelo occupy among other famous artists? Name some of their best known works.

5. How did the artistic movement of the Impressionists come into being?

6. What are the most notorious examples of so-called “modern” art?
7. Where can you see Installation Art and Performance Art?
8. Along which lines will the art of the 21st century be developing?

4. Transcribe the following words. Learn their pronunciation:

Shamans, tempera, acrylics, gouache, commissioners, typify, Parisian, nouveau riche, genre, encyclopaedia, straightjacket, dissect, formaldehyde, notoriety, choreograph, en masse.

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

Comments

1. **Cartoon.** In its original historical meaning, a cartoon is a full-size drawing made on paper as a study for a further artwork, such as a painting or tapestry.

Cartoons were typically used in the production of frescoes, to accurately link the component parts of the composition when painted onto plaster over a series of days.

Such cartoons often have pinpricks where the outline of the design has been picked out in the plaster. Cartoons by painters such as Raphael (*right*) and Leonardo da Vinci are highly prized in their own right. *Картон (етюд для фрески, гобелена).*

2. **An Impressionist** is an artist who uses a particular style that tries to create an impression of a subject on the viewer’s senses, rather than show its detail. *Імпресіоніст.*

3. **“Beauty is in the Eye of the Beholder”** is a proverb very frequently used in English to explain that everyone has their own idea of what beauty is. Although it only dates from the 19th century, it is as deeply embedded in the language as Shakespearean or Biblical sayings. *На колір і смак товариш не всяк, смаки не збігаються.*

4. **Simulated texture** refers to the ways that paint can be put onto a canvas by a range of techniques using brushes, palette knives or other such items, to make it seem that there is a 3-dimensional texture being seen by the viewer. *Штучна, імітована поверхня; фактура.*

5. **The Nouveau Riche** is a slightly derogatory term to describe those who suddenly have a lot of money and tend to spend it quickly, perhaps carelessly in some people’s opinion. *Нувориші, “новіукраїнці”.*

6. **Installation art** is a genre of Western contemporary art that came to prominence in the 1970s. It uses sculpture and all kinds of other materials and devices, arranged and displayed in a particular location or space. Installation art is not necessarily confined to art galleries and can refer to any such display or exhibition in everyday public or private places. *Художні інсталяції.*

7. **Performance art** is art where the actions of an individual or a group of people at a particular place and in a particular time, are the work itself. It can happen anywhere, at any time, or for any length of time. It is opposed to painting or sculpture, for example, where an object is the work. *Виконавче мистецтво, перформанс.*

8. **En masse** is a French expression which means “in a mass; all together, as a... group”. *Оптом; всі разом, юрбою.*

6. Read the text “The Fine Arts” and find the key sentences that summarize the main idea of each paragraph.

Text 1: The Fine Arts

The term **fine arts** was first used in the English language in the eighteenth century as a translation from the French term *beaux arts*. It referred to the arts that “appeal to the intellect or the sense of beauty, especially painting, sculpture, and architecture”, as defined in the Shorter Oxford English Dictionary (SOED).

The first paintings were not really concerned with beauty as much as **representation** of what people saw and their attempts **to capture** the spirit of animals or the spirit of the hunt, as seen in the earliest cave paintings that go back up to 40,000 years. Whether they just show a picture or are really the result of shamans seeking control over creatures, we may never know.

But, even in the twentieth century, explorers taking photographs of primitive native tribes horrified some of their subjects who believed their soul was being grabbed and imprisoned within their picture.

Two-dimensional **representational art** evolved through religious and iconic art until medieval times, when “three-dimensional” images became the norm and most of the artists we still remember date back to those times. The most influential of these not only produced great works of art still seen today, but the physical techniques of painting and **pigments** still used today. Perishable paint using egg tempera on stone, plaster and wood was replaced by durable pigments that didn’t quickly fade. Both Leonardo da Vinci and Michaelangelo were **instrumental** in developing new, longer-lasting pigments, although La Gioconda (or the Mona Lisa) was painted on poplar wood. Canvas and higher quality papers were becoming the major **media** and helped evolve the range of oils, acrylics, watercolours and gouache still used today.

But such artists were scientists, thinkers, designers, sculptors and writers as much as painters and “**thought outside the box**” throughout their lives. Da Vinci in particular has left a massive inheritance which includes **drawings, cartoons** (in the historical sense), frescoes and paintings.

People today still debate whether the portrait of the Mona Lisa is a beautiful **study** of a Great Beauty or just a wonderful work by a Master – either way, most people would name it as the most famous painting in the world and the Parisian Tourist Office and the Louvre wouldn’t disagree.

Religious art, to glorify God, and portrait art, to glorify the **patrons** of artists, contained most of the subjects portrayed until the 18th century, when a rising new class wanted decoration for their new kinds of dwelling. Perhaps the exceptions to this trend were the Dutch Masters and Italian Masters, who extended their range of subjects to include scenes familiar to their customers – usually peasants, servants and cities.

The customers, commissioners and patrons of the fine arts after the Industrial Revolution were mostly rich people, who wanted to decorate their fine houses with fine art. They spawned a new era of subjects: landscapes, still life, horses and dogs, and a new idea of nostalgia – the idylls of a country life fast fading into history. The Industrial Revolution occurred in Britain first, so it may be no surprise that many of those artistic **pioneers** became the English School of painting – Turner, Constable, Gainsborough,

Stubbs, Blake, Reynolds, and so on, although why England produced so many great painters and why Scotland and Ireland produced so many great writers is still a mystery. The growing market encouraged a spread across Europe where, for example, the French School followed soon afterwards.

The French **Impressionists** were one example of how the literal capture of an image was not always enough to appeal to the intellect. “**Beauty is in the eye of the beholder**” is a long-standing phrase translatable into most languages and cultures, but now artists wanted to experiment and translate **impressions** of images, abstract images and concepts and moods and emotions into paintings. The effect of a brushstroke or a **simulated texture** could be used to convey the sense or impression of an object.

Van Gogh is probably the most popular classical artist in Britain today, if the sales of reproductions or the vast number of mugs, teatowels, calendars and tablemats bearing reproduced elements of his work is anything to go by.

His “Sunflowers” and “Starry Night” typify the evolution of impressionism, into post-impressionism and he is famously quoted as saying he was more interested in the use of light and colour than painting an image.

Many wanted to create “beauty in the *mind* of the beholder” and began to use increasingly abstract or surrealistic elements in their work. The symbolism in Hieronymous Bosch’s “Ship of Fools” became surrealism, as in the works of Salvador Dali, Max Ernst or Rene Magritte, where it could be argued that “beauty is in the *subconscious* mind of the beholder”. Pablo Picasso is perhaps the most esteemed abstract painter of the previous century, who spent his life trying to reach the emotions and intellect of those who looked at his art.

Parallel with this evolution in paintings was that of sculpture. As religious art and portrait art changed, so did sculpture, although the eighteenth century **nouveau riche** were more inclined to display original classical Roman or Greek sculpture or commission work in that style for many years. The list of famous sculptors is fewer, but anyone who has seen Rodin’s “The Kiss” in real life is unlikely to forget the experience.

Because the whole point of art has changed so much over the centuries, most art galleries today group works together by date more than genre, although long-enduring styles such as religious works or portraits may have halls devoted to them.

While once artists produced work for their patrons and others to view, during the 20th century, artists began to want to put emotion into their work, in order to produce an emotional reaction from the viewers of the work. An encyclopaedia today will define art as that which evokes an emotional reaction, not necessarily from beauty or intellect, but also from ugliness, horror or even **crude** stupidity.

Much art is still recognizable as such although the effect may be unusual. Someone going into the Tate Gallery in London cannot avoid being bombarded by the visual explosion of a whole wall being devoted to the gigantic “Wham!” by Roy Lichtenstein.

In a totally different vein, Francis Bacon’s work was shocking and any beholder who sees beauty in his “Study after Velazquez’s Portrait of Pope Innocent X” is possibly a candidate for a straightjacket, although it is undeniably one of the greatest

paintings of the 20th century.

The greatest artists in the 21st century are unlikely to paint a still-life of lilac blossom in a vase, in oils on canvas. In 2005, the major art magazine in the world, "ArtReview", named Damien Hirst as the number one figure in art. Hirst, the Turner Prize winner in 1995, is best known for his *Natural History* series in which dead animals (such as a shark, a sheep or a cow), often partially dissected, are **preserved** in formaldehyde. His iconic pickled shark was sold to an American collector in 2005 for more than £6.5m (or about 60m UAH).

With definitions or even objectives for art becoming almost impossible, much is now called "**Installation Art**". **Hot on the heels** of Hirst for the top spot in world art is Tracey Emin who won the 1999 Turner Prize for her piece *My Bed*, consisting of her own unmade bed. This brought her a great deal of attention from the press around the world, and many argue that such notoriety is now essential for art to survive and compete with other forms of entertainment. Emin is a professor of art at the European Graduate School.

The latest trend in 21st century art is "**Performance Art**" where the viewer is now the art, **choreographed** by the artist. Spencer Tunick persuades people to take off all their clothes as installation art, to then be photographed **en masse**. In 2003 he filled New York's Central Station with naked bodies and in 2005, 1,700 people stripped off in north-east England. And in November 2005 the Tate Gallery in London paid £20,000 for a performance piece which involves members of the public standing in a line and asking each other the time. David Laelas' work "Time" "questions the environment of the museum and static objects". A photograph of a past performance was included in the price.

Is 21st century art grabbing the soul, the admiration, the wonder, the emotions or now the physical involvement of the viewer? Do we expect to be entertained, humbled, disgusted or **uplifted by art**? And how can we separate these factors from one another to determine our own views?

7. Listen to the recording of the text and read the text.

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

1. The first paintings were concerned with representation of what people saw and their attempts to ... the spirit of animals or the spirit of the hunt.

a) reproduce, b) conquer, c) capture.

2. Perishable paint using egg tempera on stone, plaster and wood was replaced by.. pigments that didn't quickly fade.

a) durable, b) solid, c) liquid.

3. Both Leonardo da Vinci and Michaelangelo were... in developing new, longer-lasting pigments.

a) encouraging, b) operational, c) instrumental.

4. The customers, ... and patrons of the fine arts after the Industrial Revolution were mostly rich people, who wanted to decorate their fine houses with fine art.

- a) missionaries, b) committee-members, c) commissioners.
5. “Beauty is in the eye of the beholder” is a long-... phrase translatable into most languages and cultures.
a) standing, b) existing, c) used.
6. The effect of a simulated... could be used to convey the sense or impression of an object.
a) feature, b) texture, c) mixture.
7. The latest trend in 21st century art is “...Art” where the viewer is now the art.
a) performing, b) performance, c) perform.
8. Any beholder who sees beauty in the “Study after Velazquez’s Portrait of Pope Innocent X” is possibly a candidate for a .. jacket.
a) tight, b) dinner, c) straight.

9. Study the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words.

Vocabulary notes

1. **Fine arts.** Forms of art, especially paintings, sculpture and architecture. The term is used to contrast the idea with popular or mass appeal art, typified by comics or pictures of kittens sleeping in boots – образотворче мистецтво, e.g. Can photography ever be considered fine art?

Comb.: the faculty of fine arts – мистецькі здібності, хист, fine arts gallery – художня галерея.

2. Representation, n.

1) an image, likeness, or reproduction *of* a thing; *spec*, a reproduction in some material or tangible form, as a drawing or painting – зображення, образ, e.g. an allegorical representation of the triumph.

2) the action of presenting a fact etc. before another or others; an account, *esp.* one intended to convey a particular view and to influence opinion or action – тлумачення, інтерпретація, e.g. different representations of the Platonic doctrine.

3) a formal and serious statement of facts, reasons, or arguments, made, with the aim of influencing action, conduct, etc.; a remonstrance, a protest, an expostulation – офіційна скарга, протест; представлення інтересів у суді, e.g. The President instructed his ambassador to make representations (висловити протест) to the Pope.

4) a performance of a play or depiction of a character on stage – вистава, постановка, втілення образу актором, e.g. The actor’s representation of Othello was innovative and disliked by many traditionalists.

5) the fact of representing or being represented in a legislative or deliberative assembly, *esp.* in Parliament; the position, principle, or system implied by this – представництво в уряді, e.g. Although Sunni Arabs are now full participants with proportional representation in Iraq’s new government, security efforts of the past few weeks have not yet achieved the desired results.

Comb.: proportional representation – виборча система пропорційного представництва.

Deriv.: representational art (*shows things as they appear in real life*) – предметно-образотворче мистецтво

3. **Capture**, *v.*

1) effect the capture of; take prisoner – брати в полон, захоплювати, e.g. Government troops have succeeded in capturing the rebel leader.

2) put in a relatively permanent accessible form, e.g. by portraiture or photography – втілювати, зображувати, e.g. These photographs capture the essence of working-class life at the turn of the century.

3) get something that previously belonged to one of your competitors – захопити (частку ринку, місця в уряді), e.g. We aim to capture eight percent of the UK wine market.

4) cause (data) to be entered into a computer – вводити дані в комп'ютер, e.g. The data is captured by an optical scanner.

Phrases: capture somebody's imagination/attention etc – заволодіти увагою, увагою; capture somebody's heart- завоювати чиєсь серце, прихильність; capture the headlines – опинитися в заголовках, на перших шпальтах газет.

4. **Pigment**, *n.*

1) any substance (usu. artificially prepared) used for colouring or painting; *spec*, a dry substance, usu. in the form of powder, which, when mixed with oil, water, etc., constitutes a paint – барвник, фарба, e.g. Earlier painters had to prepare their own pigments mostly from plants and minerals.

2) the natural colouring matter in the tissues of an animal or plant – пігмент, e.g. White patches on the skin due to loss of pigment may occur.

Comb.: durable pigment – тривкий барвник, perishable pigment – барвник, що швидко руйнується.

5. **Instrumental**, *adj.*

1) serving as an instrument or means to achieve a particular end or purpose. (Foil, by *to*, *in*) – той, що сприяє, допомагає, уможливорює існування, e.g. He was instrumental in developing links with European organizations.

2) *of music:* performed on or composed for an instrument or instruments, *spec*, not accompanying a vocal part – інструментальний, e.g. When the music is instrumental only, more is left to our imagination.

3) of, pertaining to, or arising from an instrument – інструментальний, пов'язаний з приладами, e.g. We are obliged to have recourse to instrumental aids.

4) *grammar:* expressing the means used; *spec*, designating, being in, or pertaining to a case (in Ukrainian, etc.) indicating a means or instrument, e.g. Instrumental case – орудний відмінок.

Comb.: instrumental errors – похибки приладів, instrumental landing (*aeron. AmE*) – сліпа посадка, посадка за приладами.

6. **Medium** (*media pl*), *n.*

1) a middle quality, degree, or condition; something intermediate in nature or degree – середина, e.g. I always tried to strike a happy medium between having a home that looked like a bomb had hit it and becoming obsessively tidy.

2) a pervading or enveloping substance; the substance in which an organism lives

or is cultured; someone's environment, someone's usual social setting – середовище, e.g. a good growing medium for tomatoes – гарне середовище для розведення помідорів.

3) a channel of mass communication, as newspapers, radio, television, etc. – засіб, метод; засіб масової інформації (*also pl*), e.g. Television is developing into the greatest medium for mass education and entertainment.

4) (*pl. mediums*) a person thought to be in contact with the spirits of the dead and to communicate between the living and the dead – медіум, e.g. A beyond-the-grave visit from his dead grandmother has inspired a former Greenock Academy pupil to become one of the UK's youngest mediums.

5) a liquid substance with which a pigment is mixed for use in painting. Also, anything used as a raw material by an artist etc.; a style or variety of art, as determined by the materials or artistic form used – розчинник фарби, матеріал для митця, e.g. Despite my occasional wish that I had been a painter, words are my medium.

Phrase: to strike a happy medium – дотримуватися золотієї середини.

Comb.: magnetic media – магнітні носії інформації (дискета, магнітна стрічка), mass media – ЗМІ, media event – подія, організована з метою залучення ЗМІ.

Deriv.: mediascape – 1) медійний простір, 2) світ у висвітленні ЗМІ; mediagenic (colloq., chiefly US) – людина чи подія, що викликає постійний інтерес ЗМІ.

7. **To think outside the box** is a phrase very commonly used in contemporary English, having come from Business English and as a result, fashionable. It means divergent thinking, which is original thinking looking for ideas from as wide an area as possible – думати нестандартно, бути новатором, e.g. One of the most popular training courses for business students in Kyiv is called “Mind Opening – How to think outside the box”.

8. **Drawing, n.**

1) the action of drawing – підтягування, розтягування, смикання; згуртування, e.g. There has been a rapid drawing together of Liberals and Conservatives against Labour.

2) the art of representing or figuring by means of lines, esp. in monochrome – малювання, рисунок, e.g. Painting comprises both drawing and colouring.

3) a picture, diagram, or representation of something drawn in monochrome or in which delineation of form is primary – малюнок, рисунок, етюд, начерк, e.g. On the walls were drawings by the schoolchildren.

Phrases: back to the drawing-board (colloq.) – починати з нуля.

Comb.: prize drawing-лотерея; technical drawing -креслення, drawing-block – альбом для малювання, креслення, drawing-board – дошка для креслення, drawing-pin – канцелярська кнопка; drawing of tea – дрібочка чаю для заварки; drawing-room – вітальня.

Syn.:

sketch – a rough picture consisting of a few lines which have been drawn quickly; picture – lines and shapes which have been drawn or painted onto a surface and which

show a person, place, scene etc.;

illustration – a picture in a book, that shows someone or something that has been mentioned in the book;

study – a small detailed drawing, especially one that is done in order to prepare for a larger picture, or as a part of a series of drawings of the same kind of subject;

cartoon – a humorous drawing, especially in a newspaper or a magazine, often with a joke written under it or the historic meaning as described above;

portrait – a picture of a person.

9. **Study, n.**

1) the action of studying; the devotion of time and attention to acquiring information or knowledge, esp. of a specified subject – навчання, заняття певним предметом, дослідження, e.g. attempts to broaden the syllabus by including the study of atheism.

2) an artistic production executed for practice or as a preparation for future work; esp. a careful preliminary sketch for (a detail of) a picture. Also, a drawing, painting, etc., intended to bring out the characteristics of the object represented – етюд, начерк, e.g. Portraits were executed straight on to the canvas without preliminary studies.

3) a room for reading, writing, etc. – кабінет, e.g. Jake has a study downstairs, he used to work there a lot.

4) the object or aim of a person's interest, attention, or care – інтерес; предмет, гідний дослідження, вивчення, e.g. The acquisition of a fortune is the study of all.

5) that which is studied; the particular object of a person's pursuit of knowledge – наука, область знань, дослідження, e.g. Recent studies show that women still get paid a lot less than men.

Phrases: to be in a brown study – у глибоких роздумах, make/carry out/conduct a study – проводити дослідження.

Comb.: advanced studies – заняття підвищеної складності для тих, хто вирішує продовжити освіту, social studies – соціологія, суспільні науки, study circle/group – наукова спілка, гурток, study hall – час індивідуальної підготовки студентів до занять, case study – практичний аналіз проблеми на конкретному прикладі, liberal studies – гуманітарні науки.

10. **Patron, n.**

1) a person who uses money or influence to advance or defend the interests of a person, cause, institution, art, etc.; a distinguished person invited to hold an office of honour in a charity etc. so that it might benefit from his or her position and influence – патрон, меценат, опікун, e.g. He and his wife established themselves as patrons of the arts.

2) a person who supports or frequents a business, sport, etc.; esp. a regular customer or visitor at a shop, public house, cinema, theatre etc. – постійний клієнт/відвідувач, e.g. An audience of a mere thirty patrons had its money refunded.

Comb.: patron saint – святий заступник, охоронець.

11. **Pioneer, n.**

1) an explorer, a settler, a colonist, especially in USA history – піонер, першопоселенець, e. g. Young Americans love stories of how the pioneers shot and

killed native Americans, called “Red Indians” and colonized the Wild West.

2) an originator or initiator of a new enterprise etc.; a founder of or early worker in a particular field or subject; an innovator; a forerunner – першопроходець, піонер e.g. Nicole was becoming well known as a pioneer in psychological medicine.

3) *military*, a member of an infantry group going with or ahead of an army or regiment to prepare roads, terrain, etc., for the main body of troops – солдат саперно-будівної частини.

4) a member of any of various organizations claiming a pioneering function in some field; *esp.* (a) in the former USSR and some other Communist countries, a member of a movement for children below the age of sixteen – піонер, член піонерської організації; (b) in Ireland, a member of the Pioneer Total Abstinence Association; *transf* a teetotaller – член спілки тверезників.

Comb. \ pioneer species – вид, що першим з’явився в тій чи іншій місцевості.

12. **Impression**, *n.*

1) a mark produced on a surface by pressure, *esp.* by the application of a stamp, seal, etc. Also, a cast, a copy – відбиток, відтиск, e.g. Her footprints left an impression in the soft mud.

Dentistry, a mould (from which a positive cast may be made) formed by the imprint of the teeth, gums, etc., in a soft material – зліпок зубів для виготовлення коронок.

2) an effect produced on the mind, conscience, or feelings – враження, e.g. Strong first impressions had of course been formed.

3) a representation of a person or thing by an artist, a mimic, etc.; a brief impersonation of a well-known personality – пародія, e.g. Peter would come in and do a few impressions of his famous friends.

Comb.: strong impression – сильне враження, first/initial impression – перше враження, good/favourable impression – гарне, позитивне враження, false/wrong/misleading impression – хибне, оманливе враження, lasting/indelible impression – незабутнє, невитравне враження, overall/general impression – загальне враження, the distinct impression (that) - чітке враження.

Deriv.: impressionist – 1) художник-імпресіоніст; 2) пародист.

13. **Crude**, *adj.*

1) in the natural or raw state; not changed by any process or preparation; not manufactured, refined, tempered, etc. – неочищений, грубий, сирий, e.g. Sometimes crude and burnt brick were used in alternate layers.

2) not completely thought out or worked up; lacking finish or maturity of treatment; roughly or inexpertly planned, executed, or made – непродуманий, незрілий, e.g. A fair example of Keats’ poetry at the beginning of the four years – crude and naïve, but spontaneous in feeling.

3) rude, blunt, rough; unrefined; lacking subtlety or sophistication; unmitigated; brutally plain; characterized by coarseness of thought, feeling, action, or character – грубий, вульгарний; голий (*про факти*), разючий (*про колір*), e.g. The humour was crude; but it was commercial and popular.

4) *statistics*: unadjusted; not corrected by reference to modifying circumstances –

приблизний, неточний, e.g. a crude estimate of the population available for work.

Comb.: crude oil – неочищена нафта.

14. **In a different vein** is a common set phrase that uses the meaning of ‘vein’ in one of its figurative senses, that is, of “a line or course of thought” or “a source of information” – в іншому ключі, в іншому роді, e.g. Parisians look at style in a totally different vein to the English.

15. **Preserve**, *v.*

1) keep safe from harm, injury; take care of, protect (followed by *from*) – охороняти, захищати, e.g. The army was brought in to preserve order.

2) continue to possess (a quality etc.) – зберігати, e.g. She managed to preserve her self-respect. It isn't that I'm without money, but I like to preserve it for essentials.

3) prepare (fruit, meat, etc.) by boiling with sugar, salting, or pickling to prevent decomposition or fermentation; treat (esp. food) to prevent these processes – консервувати, солити, варити варення, e.g. Her diet appears to consist entirely of mashed potatoes and preserved fish.

Preserve, *n.* The stem has led to the formation of a large number of words that have been adopted into Ukrainian, some faithfully mirroring the original and others not. For example, in English, a *preservative* is a substance or chemical added to foodstuffs to extend their shelf life, while in Ukraine the word «презерватив» has come to mean ‘condom’. Many British food products that are sold as being ‘natural’ or ‘organic’ have a section of their label declaring that the product “Contains no preservatives”.

1) a confectionary preparation of fruit etc. preserved with sugar; jam or conserve – варення, джем, e.g. She liked to make her own home-made fruit preserves.

2) a place or sphere of activity regarded as belonging to a particular person, group, etc – вотчина, улюблена сфера діяльності, e.g. Golf is still predominantly a male preserve.

16. **Hot on the heels** is an idiom that means someone is literally or metaphorically very close behind someone else – дихати в шию, слідувати по п'ятах, e.g. The dogs were hot on the heels of the fox through the orchard.

17. **Choreograph**, *v.*

1) compose the choreography of (a ballet etc.) – ставити балет, e.g. The show is very cleverly choreographed.

2) arrange or combine harmoniously dancers or those on stage for maximum effect – організовувати, облаштовувати e.g. Busby Berkeley was perhaps the most artistic Hollywood choreographer ever (*right*).

3) *fig.* organize and arrange e.g. Beth choreographed the meeting with the marketing director.

4) *verb intrans.*: to deal with choreography – займатися хореографією, e.g. What's she doing on the film set? – She choreographs the dancers.

18. **Uplift**, *v.* Although apparently a pleonasm, the word is used in certain set phrases and expressions:

1) elevate or stimulate morally, emotionally, or spiritually, make proud – піднімати настрій, бойовий дух; викликати гордість, e.g. excited and uplifted by a tremendous surge of patriotism.

2) utter (a prayer, cry, etc.); make (the voice) heard – підносити молитви, підвищувати голос, e.g. The praying monk was spiritually uplifted.

Comb: uplift bra – бюстгалтер, який підіймає груди.

10. Find in the text the sentences containing specific information on the following subjects:

- a) the approximate date of the earliest cave paintings' creation.
- b) examples of paintings' subjects after the Industrial Revolution.
- c) names of artistic pioneers who founded the English School of painting.
- d) the price of Damien Hirst's creations, the names of artistic awards mentioned in the text.

11. How would you define the author's style of writing? Choose among the following descriptions: informative, neutral, slang-ridden, naive, educated, logical, emotional, matter-of-fact, precise, woolly.

What is/are the instance(s) of humour that enliven the text?

12. How would you describe the text in general? Choose one or more from: narrative, fictional, humorous, critical, poetic, documentary or instructive.

13. Write down your own plan of the text or put together bullet-points for its contents. Retell the text in detail using your plan or bullet-points as a prompt.

VOCABULARY PRACTICE 1

14. Paraphrase the following sentences. Explain the highlighted words.

1. The visitors came **en masse** to the gallery, attracted by the advertising for the **sensational representational art show**. 2. Some **performance art** contains **gratuitous violence**, with the movie industry **hot on its heels** for **ultra-dramatic effect**. 3. This **still life** by the Dutch Master is **well-preserved** thanks to the artist's use of **durable pigments**. 4. **Poplar wood** was in medieval times used instead of **canvas**, while the **major medium** for the pigments used for icons remained **egg tempera**. 5. The **patron** must have **thought outside the box** to choose to support such a notorious artist, if the latter's works **are anything to go by**. 6. **Nouveau riche** are inclined to spend money on **crude paintings** which **beholders** with more **refined tastes** find disgusting. 7. Do you know that Van Gogh was constrained by the **straightjacket of censorship** because **art connoisseurs** could not determine the **genre** of his paintings? 8. **French Impressionists** were **artistic pioneers** who first used **simulated texture** to **convey their impression** of the subject. 9. **Modern cartoons** serve to entertain their viewers. Originally they were used **in a totally different vein**, to help the painters **convey** their **drawings** into **frescoes**. 10. Would you agree that **Installation Art** in its **best manifestations** aims at **uplifting** people?

15. Study the meaning of the highlighted words using Vocabulary Notes and translate the following sentences into Ukrainian.

1. She received praise for her effective **representation** of Garcia during the trial. 2. Carl Ferrero's watercolor series at the Kathleen Cullen gallery drags the **representation** of private escapades into the public space. 3. The town was **captured** after a siege lasting ten days. 4. His stories of foreign adventure **captured** my imagination. 5. Irvine Welsh first **captured** the headlines with his novel 'Trainspotting'. 6. Melanin is the dark brown **pigment** of the hair, skin and eyes. 7. More than 2,000 years ago, craftsmen in China created a fiery-violet **pigment** from barium-copper silicates that historians now call Han purple. 8. The show was **instrumental** in wresting the crown of modern art from Paris, where it had been for 150 years, and transferring it to New York, where it has remained ever since. 9. Cathy and Dave are dynamic performers, acclaimed for their variety and expertise in both vocal and **instrumental** styles. 10. For every new **medium** and technology, there's a new way to create a system. 11. Whatever the art form or **medium**, chances are you'll see it – and have a chance to buy it – at "Art Annual 2006". 12. Degas did a series of **drawings** of dancers at the ballet school in Paris. 13. The church social will include a buffet dinner and a prize **drawing**. 14. There is a funny **cartoon** of the Prime-Minister in today's paper. 15. Children like **cartoon** characters such as Donald Duck. 16. Renoir's **studies** of small plants and flowers are highly prized in their own right. 17. More **studies** are needed before anything can be proved. 18. The Duchess of Kent, as **Patron** of "Age Concern", opened a new Day Centre. 19. Our restaurant provides facilities for disabled **patrons**. 20. This plan bears the stamp and clear **impression** of good sense. 21. It is a mere **impression**, and I may easily be mistaken. 22. I knew I was kind of **crude**, right off the streets of Harlem. 23. Most Stock Exchanges quote the price of Brent **Crude** Oil in US Dollars. 24. No amount of goodness and obedience can **preserve** you from danger. 25. Vast sums are spent **preserving** the nation's architectural heritage. 26. New prayers **uplift**. 27. You want to feel some hope, some sense of **uplift** at the heroic story.

16. Translate the following sentences containing words from Vocabulary Notes into English.

1. Дівчина у вінку є алегоричним зображенням весни. 2. Філософські твори дозволяють безліч тлумачень. 3. Група студентів поскаржилася дирекції коледжу на погані умови проживання. 4. У малюнках доісторичних людей помітні спроби втілити дух тварини або дух полювання. 5. Республіканці відібрали у демократів три місця в Сенаті. 6. Меланін - це темний пігмент, що міститься у волоссі, шкірі та райдужній оболонці ока. 7. Потяг до влади сприяє накопиченню багатства. 8. Він допомагав налагоджувати зв'язки з міжнародними правозахисними організаціями. 9. Художниця працює, в основному, аквареллю. 10. Мультиплікатори встановили приз за найкращий дитячий фільм. 12. На його обличчя варто було подивитися. 13. Багато років Джеймс досліджував флору та фауну Австралії. 14. Святий Христофор досі вважається заступником подорожніх. 15. Якщо вірити статистиці, престиж Національного університету з

кожним роком зростає. 16. Щоб досягти успіху, молодий підприємець повинен мислити нестандартно. 17. Хто організував нашу зустріч? 18. Зовсім по-іншому розгорталась історія мистецтва на Західній Україні. 19. Я ніколи не поміняю мамине варення на консервовані фрукти з магазину. 20. Кандидати набирали майже однакову кількість голосів в обох турах виборів.

17. Find in the text “The Fine Arts” the words corresponding to the following definitions:

1. “Very simple, ancient”. 2. “A substance consisting of lime, water and sand which is used to cover walls and ceilings with a smooth surface”. 3. “A very tall straight thin tree that grows very fast”. 4. “To praise someone or something”. 5. “A small cloth used for drying cups, plates etc. after you have washed them”. 6. “Respected and admired”. 7. “To cut up the body of a dead animal or person in order to study it”. 8. “Preserved in vinegar or salt water”. 9. “To make a series of things happen or start to exist”. 10. “A place or experience in which everything is peaceful and everyone is perfectly happy”.

18. Complete the sentences with one of the following words and phrases, using the Ukrainian words and word-combinations in brackets as a prompt: representation; to choreograph; impression; crude; patron; medium; study; to capture; to pioneer; preserve.

1. The glossy paint is applied in many flat layers, so you get a contradictory (відчуття, враження) of depth. 2. The clock in the painting is a symbolic (зображення) of time. 3. Every head would turn if a woman walked into one of those male (вотчина, територія). 4. The men started gathering wood to construct a (грубий, примітивний) shelter. 5. The exhibition includes a series of (етюдів, начерків) by Picasso for his painting *Guernica*. 6. The rest will be part-time workers responsible for designing and (організовувати, облаштовувати) their own careers. 7. Watercolour is taken to include gouache as well as the traditional transparent (розчинник, матеріал). 8. She’s a (опікун, меценат) of the Butler trust, a charity which rewards positive prison work. 9. Ramsay (перший запровадив) the informal portrait in the fashionable world of London. 10. He managed to (передавати) the twinkle in her eye in his portrait of the Duchess.

19. Analyze the difference in meanings of the words in bold. Translate the following sentences into Ukrainian.

1. I’m good at drawing animals, but I can’t **draw** people. 2. Someone **had drawn** a line under my name. 3. Maggie grabbed a piece of paper and quickly **sketched** the bird before it flew away. 4. I always **doodle** while I’m talking on the phone. 5. Katie can’t **draw** a real picture yet but she enjoys **scribbling** with crayons. 6. Oh no! One of the kids **has scribbled** all over my report! 7. The children **traced** the map of France and then wrote in the names of the places they had visited. 8. She tried **to portray** the scene as she felt it. 9. They needed to clearly **delineate** the plan of the building. 10. The mosaic **depicted** a pair of dolphins. 11. She **outlined** with a sketch her ideas for the mural. 12. We had **to paint** the ceiling after the fire.

20. Translate the words in brackets selecting the most suitable word from the following row of synonyms: drawing, sketch, painting, study, illustration, picture, cartoon, portrait.

1. Van Gogh's 'Sunflowers' is one of the most famous (картина) in the world. 2. On the wall was a (малюнок) of a woman's head by Matisse. 3. My son did a lovely (картинка) of our house, today at school. 4. The castle was owned by the Duke of Northumberland; his (портрет) hangs above the fireplace in the hall. 5. A. A. Milne wrote the story of Winnie the Pooh, and Ernest Shepherd did the (ілюстрації). 6. Renoir did several (етюд) of small plants and flowers. 7. I've made a few (начерк) of how the building will look when it's completed. 8. The new encyclopedia is full of colour (ілюстрація) and photographs. 9. Gary Trudeau does a satirical (карикатура) for the Washington Post under the title *Doonesbury*. 10. This isn't a finished (картина) – it's just a rough (начерк). 11. The artist Hans Holbein was best known for painting (портрет). 12. On the back of the book there is a brief biographical (нарис) of the author. 13. He painted a grim (картина) of the company's financial problems. 14. The (карикатури) of Muhammad that appeared in a Danish newspaper in 2006 deeply offended most Muslims.

21. Match the English word-combinations with their Ukrainian counterparts.

- | | |
|--|---|
| a) draw a conclusion | 1) пуститися на всі завертки |
| b) draw a parallel | 2) витягнути зброю |
| c) draw praise /criticism | 3) тягнути жереб |
| d) draw a gun | 4) зображати в рожевому світлі |
| e) draw the line at | 5) проводити паралель |
| f) draw somebody's eye to | 6) зазнати невдачі |
| g) draw lots /straws | 7) перевести подих |
| h) draw a blank | 8) підходити до завершення |
| i) draw breath | 9) не такий чорт страшний, як його малюють |
| j) draw to a close | 10) встановлювати межу |
| k) draw blood | 11) малювати олією |
| l) draw a veil over | 12) викликати похвалу, критику |
| m) draw out | 13) зображати в поганому світлі |
| n) paint a rosy picture of something | 14) привертати увагу |
| o) paint the town red | 15) вивідувати інформацію |
| p) not as black as somebody is painted | 16) робити висновок |
| q) paint in oils | 17) ранили до крові; ображати або принижувати |
| r) paint in a bad light | 18) напускати туману |

22. Insert the right plural forms of the nouns given below into the following sentences. Translate the sentences into Ukrainian. Note that formulas has become the accepted plural for formula although strictly incorrect.

Analysis, bacterium, crisis, formula, criterion, hypothesis, medium (2 meanings),

nucleus, phenomenon, oasis, diagnosis.

1. You'll get the results when all the ... are complete. 2. The authors reject several ... about unemployment contributing to crime. 3. To qualify for a grant, students must satisfy certain 4. Our products are handmade from traditional.... 5. The scandal was widely reported in the national 6. I was relieved that we have averted many financial 7. There are several ... in this desert but they are difficult to reach. 8. Successful team must have at least three.... 9. Exact... are made by obtaining blood samples. 10. Language development is determined by a set of social and cultural.... 11. The test may be useful for monitoring the effect of antibiotics on the gastrointestinal.... 12. ... claim to have the power to receive messages from dead people.

23. Complete the following sentences by using the correct form of the word derived from that printed in brackets. Translate them into Ukrainian.

1. In 2004, Michael Landy installed a life-size replica of his parents' semi- ... (detach) home in the Tate Gallery in London. 2. An artist who destroyed his... (belong) in the window of a London department store is one of the... (receive) of the UK's biggest national arts awards. Michael Landy is among five ... (win) who have each picked up £30,000 from the Paul Hamlyn Arts... (found). 3. (Perform) ... artists in Jubilee Gardens, London, remain perfectly ... (motion) for long periods. Even when asked a question they will not reply. 4. A mammoth ... (install) comprising 14,000 white polyethylene boxes has gone on display at Tate Modern gallery. Turner Prize-winning sculptor Rachel Whiteread says her work, ... (title) Embankment, explores the "universal quality of the box". Whiteread was inspired by a cardboard box she used to house her toys, ... (find) while clearing her late mother's house. 5. In London, eight Southwark dustcarts are to be spruced up with local artists' masterpieces, giving their work maximum ... (expose) on the streets. 6. German artist Carsten Holler, whose work explores human ... (behave), is known for large ... (visualize) ... (install) – including a room filled with giant upside-down mushrooms.

24. Revise the vocabulary of the section by quickly giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

The crude, home-made fruit preserves, an impressionist, a patron saint, preliminary study, uplift bra, study hall, pioneer species, sketch, drawingroom, mediascape, instrumental landing, perishable pigment, case study, prize drawing, proportional representation, fine arts, media event, lasting/ indelible impression, representational art, simulated texture, cartoon, Beauty is in the Eye of the Beholder, the Nouveau Riche, Installation art, en masse, Performance art, the faculty of fine arts

to make representation, to capture the market, to be instrumental in, make/carry out/conduct a study, to capture somebody's imagination/attention, to preserve order, to choreograph a meeting, to be in brown study, to strike a happy medium, to capture the headlines, to think outside the box, to uplift hot on the heels, in a different vein, if... is anything to go by, to be a quick study, back to the drawing-board, to capture somebody's heart.

25. Reinforce your knowledge of the Vocabulary of the lesson by quickly giving English equivalents to the following expressions:

В іншому ключі, якщо вірити..., починати з нуля, заволодіти увагою/увагою, сприяти/допомагати, слідувати по п'ятах, у глибоких роздумах, завоювати ринок, висловити протест, думати нестандартно, дотримуватися золоті середини, опинитися в заголовках

мати гарну пам'ять, зберігати лад, завоювати чийсь серце, піднімати настрій/бойовий дух, проводити дослідження, організувати зустріч, бюстгалтер, який підіймає груди

домашнє варення, на колір і смак товариш не всяк, вітальня, мистецькі здібності, "нові українці", неочищена нафта, пародист, святий заступник, практичний аналіз проблеми на конкретному прикладі, художні інсталяції, юрбою, начерк, лотерея, фактура, вид, що першим з'явився в тій чи іншій місцевості, етюд для фрески/ гобелена, предметно-образотворче мистецтво, час індивідуальної підготовки студентів до занять, незабутнє/ невитравне враження, посадка за приладами, перформанс, попереднє/ пілотне дослідження, світ у висвітленні ЗМІ, образотворче мистецтво, барвник, що швидко руйнується, виборча система пропорційного представництва, подія, організована з метою залучення ЗМІ.

26. Give all possible English equivalents for the Ukrainian words: малюнок, картина.

27. Translate the following text into English.

Викрадення творів мистецтва – справа надзвичайно прибуткова, якщо вірити знахідкам Федерального бюро розслідувань США. Зловмисники слідкують за останніми тенденціями в скульптурі й живописі, й на противагу прислів'ю "На колір і смак товариш не всяк" забирають найцінніші екземпляри – етюди Рембрандта й Сезанна, скрипку Страдиварі, натюрморти фламандських майстрів.

Нещодавно ФБР оприлюднило список найгучніших пограбувань останнього часу, виконавці яких так і не були схоплені. Перший рядок займають предмети, що зникли з музеїв Іраку у березні-квітні 2003 року. Звичайно, їх зникненню, перш за все, сприяли військові дії, проте від однієї думки, що шедеври давнього світу опинилися в грубих руках злочинців, у меценатів і знавців образотворчого мистецтва мороз іде поза шкірою. "Крадіїв за ґрати, усіх разом!", – лунають заклики.

По п'ятах за номером першим у списку слідує пограбування бостонського музею Ізабелли Стюарт Гарднер, внаслідок якого були безслідно втрачені дванадцять картин Рембрандта, включаючи його автопортрет, Вермеєра й імпресіоніста Мане, зокрема картина, яка одночасно є алегоричним зображенням перемоги світла над темрявою й спробою художника опанувати метод "імітованої", тривимірної поверхні. Рембрандт, хоч і працював у іншому ключі, проте вважається новатором у застосуванні світлотіні.

Громадськість турбує питання: де зловмисники зберігають картини, перш

ніж продати їх постійним клієнтам? Адже коштовні барвники легко руйнуються, а такі матеріали, як пастель або акварель, тьмяніють безповоротно. Виникає враження, що крадіжки здійснюються не з розрахунку на смаки нуворишів, а на замовлення більш освіченої публіки. Можливо, злочини організовані з тією метою, щоб підвищити ціни на твори деяких художників та скульпторів на мистецьких аукціонах. Втішає поки що одне: злочинцям бракує нестандартності мислення. Отже, за художні інсталяції деяких молодих талантів можна бути спокійними.

Test your knowledge of English!

Someone who is **flabbergasted** is?

- a. unwell b. happy c. overcome with amazement d. exhausted

If you are in your **dotage**, you are?

- a. senile b. on the Internet c. hiding d. at your dacha

If the way you speak French is “**rusty**”, it’s?

- a. colourful b. half-forgotten c. hesitant d. old-fashioned

The “**woolly**” you were given at New Year is?

- a. a sweater b. a toy sheep c. an unsuitable gift d. what you always desired

Someone who’s **brewing a mash** is most likely?

- a. very confused b. making tea c. cooking pureed potatoes d. becoming angry

READING 2

1. Read the abstract about the author. Have you read anything by him? What else do you know about his life and activities?

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

Smoulder, parquet, canyon, eccentricity, demonic, aura, ephemeral, feminine, flamboyant, eerie, exhume, illegible, alchemic, elixir, hypocrisy, gnaw, thumbing.

3. Analyse the Comments before reading the text, then read the excerpt from The Da Vinci Code by Dan Brown and answer the following questions, checking your general understanding of the text.

1. Where did Robert Langdon find himself, having squeezed beneath the security gate?
2. Which genres of paintings were presented at the Grand Gallery?
3. What was the most stunning feature of the Grand Gallery? Why did it produce such an impression on the visitors?
4. How much did a painting by Caravaggio usually cost, according to Dan Brown?
5. What new facts about Da Vinci’s life did you find in this text?
6. What was the reason for Da Vinci’s conflict with the Church?

Comments

1. **Police tape** is a long thin piece of plastic or cloth used for such purposes as marking out an area where a crime has been committed – *відгороджувальна стрічка; поліцейський кордон*.

2. **Mouse pad** (*AmE*), mouse mat (*AngloE*) is a small piece of flat material with a special surface for moving a computer mouse on – *килимок для мишки*.

3. **Gnaw at the hand that feeds somebody** is a stylistically marked author's phrase derived from the biblical phrase "to bite the hand that feeds him". Here it means to be continually ungrateful for kindness that has been shown – *виявляти невдячність; за добро відплачувати невдячністю*.

4. **Dark Arts**. This phrase is often used as a euphemism for 'black magic' although may also be used to simply imply 'unconventional' or 'heretical' activity. *Чорна магія. Єресь*.

Text 2: In the Grand Gallery

Dan Brown

Dan Brown (born in 1964 in New Hampshire) is an American author of detective thrillers. Graduating in Art History, he was a singer-songwriter, releasing two audio CDs before becoming a teacher and later a full-time writer. His novels to date are: *Digital Fortress* (1998), *Angels and Demons* (2000), *Deception Point* (2001) and *The Da Vinci Code* (2003). He is the best-selling American author today, but very heavily criticised for his interpretation of Roman Catholic dogma and innovative views on history. His main relaxation is playing tennis.

He has become so popular that one website on Brown *right* begins with the words "Approximately three people still haven't read Dan Brown's *The Da Vinci Code*."

Having squeezed beneath the security gate, Robert Langdon now stood just inside the entrance to the Grand Gallery. He was staring into the mouth of a long, deep canyon. On either side of the gallery, **stark** walls rose thirty feet, **evaporating** into the darkness above. The reddish glow of the service lighting **sifted** upward, casting an unnatural **smoulder** across a **staggering** collection of Da Vincis, Titians and Caravaggios that hung suspended from ceiling cables. Still lifes, religious scenes and landscapes accompanied portraits of nobility and politicians.

Although the Grand Gallery housed the Louvre's most famous Italian art, many visitors felt the wing's most **stunning** offering was actually its famous parquet floor. Laid out in a **dazzling** geometric design of diagonal oak slats, the floor produced an ephemeral optical illusion – a multidimensional network that gave visitors the sense that they were floating through the gallery on a surface that changed with every step.

As Langdon's gaze began to trace the **inlay**, his eyes stopped short on an unexpected object lying on the floor just a few yards to his left, surrounded by **police tape**. He spun toward Fache. 'Is that... a *Caravaggio* on the floor?'

Fache nodded without even looking.

The painting, Langdon guessed, **was worth upward** of two million dollars, and yet it was lying on the floor like a discarded poster.

'*The Vitruvian Man*, ' Langdon gasped. Sauniere had created a life-size replica of Leonardo da Vinci's most famous sketch.

Considered the most anatomically correct drawing of its day, Da Vinci's *The Vitruvian Man* had become a modern-day icon of culture, appearing on posters, **mouse pads** and T-shirts around the world.

The celebrated sketch consisted of a perfect circle in which was inscribed a nude male ... his arms and legs outstretched in a naked **spread-eagle**.

Da Vinci. Langdon felt a shiver of amazement.

The clarity of Sauniere's intentions could not be denied. In his final moments of life, the **curator** had stripped off his clothing and arranged his body in a clear image of Leonardo da Vinci's *Vitruvian Man*.

The circle had been the missing critical element. A feminine symbol **of** protection, the circle around the naked man's body completed Da Vinci's intended **message** – male and female harmony. The question now, though, was *why* Sauniere would imitate a famous drawing.

'Mr. Langdon,' Fache said, 'certainly a man like yourself is aware that Leonardo da Vinci had a tendency toward the darker arts.'

Langdon was surprised by Fache's knowledge of Da Vinci, and it certainly **went a long way toward explaining** the captain's suspicions about devil worship. Da Vinci had always been an awkward subject for historians, especially in the Christian tradition. Despite the **visionary's** genius, he was a **flamboyant** homosexual and worshipper of Nature's divine order, both of which placed him in a perpetual state of sin against God. Moreover, the artist's **eerie** eccentricities projected an admittedly demonic aura: Da Vinci **exhumed** corpses to study human anatomy; he kept mysterious journals in illegible reverse handwriting; he believed he possessed the alchemic power to turn lead into gold and even cheat God by creating an elixir to postpone death; and his inventions included horrific, never-before-imagined weapons of war and torture.

Misunderstanding breeds mistrust, Langdon thought.

Even Da Vinci's enormous **output** of breathtaking Christian art only furthered the artist's reputation for spiritual hypocrisy. Accepting hundreds of **lucrative** Vatican **commissions**, Da Vinci painted Christian themes not as an expression of his own beliefs but rather as a commercial venture – a means of funding a **lavish** lifestyle. Unfortunately, Da Vinci was a prankster who often amused himself by quietly **gnawing at the hand that fed him**. He incorporated in many of his Christian paintings hidden symbolism that was **anything but** Christian – tributes to his own beliefs and a subtle **thumbing of his nose at** the Church. Langdon had even given a lecture once at the National Gallery in London entitled: 'The Secret Life of Leonardo: Pagan Symbolism in Christian Art.'

4. Study the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words

Vocabulary notes

1. Stark, adj.

1) hard, unyielding. Later only of a person, character, etc.: obdurate, resolute, firm – сильний, рішучий, неухильний, e.g. The headmaster was a stark disciplinarian.

2) violent, harsh, severe. Now only (a) fiercely opposed or ruthless to an enemy etc. – заклятий (ворог), e.g. He is stark as death to those that cross him.; (b) (of weather) rough – люта, холодна (погода), e.g. the stark beauty of the wilderness.

3) (of landscape etc.) hard and rigid in appearance or outline, bare, barren, desolate; austere, plain, devoid of any elaboration or adornment – голий, безплідний, пустельний, суворий, e.g. In the cold dawn light, the castle looked stark and forbidding.

4) brutally simple, plainly evident; unpleasantly clear and impossible to avoid – явний, голий, разючий, e.g. Poetry seemed to lose reality against the stark facts of life.

Phrases: to be in stark contrast to – в разючій протилежності.

Comb.: stark realities of life – неприваблива реальність буття, stark choice – складний вибір; stark naked – в чому мати народила, stark raving/staring mad – (зовсім) божевільний.

2. **Evaporate**, *v.*

1) convert into vapour or gas; drive off in the form of vapour – випаровувати(ся), e.g. The sun evaporates moisture on the leaves.

2) of an emotion, a situation, wealth, etc.: pass away like vapour; be wasted or dissipated – зникнути, випаруватися, e.g. Hopes of achieving peace are beginning to evaporate.

Comb: evaporated milk – пряжене молоко.

3. **Sift**, *v.*

1) pass through a sieve, esp. in order to separate coarser from finer particles; strain, filter – просіювати, фільтрувати, e.g. He sifted the ashes for any gold that had escaped the prospectors.

2) pass or fall lightly (as) through a sieve. Usu. foil, by down, on, through – сіятися, падати, e.g. Soot, dislodged by the rain, sifted sharply on to the grate.

Phrasal verbs: to sift through – уважно вивчати, аналізувати, to sift out – відділяти, розрізняти.

4. **Smoulder** (*AngloE*; smolder *AmE*), *v.*

1) burn slowly with smoke but without flame – тліти, жевріти, e.g. The fire in the chemical factory was so intense that it was still smouldering a week later.

2) *fig.* bum emotionally, internally – жевріти, ятритися; (of a person) show or feel silent or suppressed anger, resentment, etc. – палати гнівом, люття, e.g. He sensed a smouldering hostility towards him.

5. **Stagger**, *v.*

1) sway or move unsteadily from side to side; walk with unsteady zigzagging steps; totter as a result of weakness, intoxication, the carrying of a heavy load, etc. – хитатися, йти похитуючись, e.g. My father slowly rose, staggered a little, and then took a faltering step.

2) cause to totter, esp. from a blow – похитнутися, як від удару, заточитися, e.g. I received a blow on the head from behind, which staggered me.

Fig. bewilder, confuse, nonplus; astonish, shock – дивувати, вражати, ошелешувати, e.g. What staggered us was the sheer size of her salary.

3) arrange in a zigzag order or in positions which are not in line; спец, arrange (a road junction) so that the side roads are not in line – розташовувати у шаховому порядку або сходинками, e.g. The seating in the cinema hall was staggered so that all the patrons could see clearly.

Fig.: arrange (holidays, hours of work, etc.) so that the given times do not coincide exactly; – регулювати час роботи, термін відпусток, e.g. Jim and his wife stagger their work hours so one of them can be at home with the kids.

Deriv.: **staggering**, *adj.* Very surprising, especially because it is unexpectedly large. 1) Той, що хитається. 2) Дивовижний, разючий, нищівний.

Сyn.:

amazing/astonishing/astounding/stunning – something so surprising that it is difficult to believe; startling – very surprising and unexpected, and may also be worrying;

incredible – extremely surprising and difficult to believe;

mind-boggling – something so big, strange or complicated that it seems impossible to imagine or believe.

6. **Stun**, *v.*

1) render unconscious or unable to move by a blow, a fall, etc.; knock senseless – оглушувати, e.g. Soldiers had waylaid the traitor, stunned him with a sandbag, and carried him off.

2) daze or astound due to something shocking, unbelievable or unexpected; amaze – приголомшувати, дивувати, ошелешувати, e.g. I read of Louis' death. I was stunned.

3) of a sound: stupefy, bewilder; deafen temporarily – оглушувати, глушити, e.g. My ears were stunned by the roar of the Falls. Comb.: stun gun – електрошокер.

Der.: **stunning**, *adj.* Extremely good-looking and sexually attractive, so that everyone notices and admires you. Чудовий, дивовижний, незрівнянний, надзвичайний.

Сyn. :

striking – very attractive, especially because you have a particular feature, such as (striking) hair or (striking) eyes, that is beautiful and unusual;

gorgeous/ravishing – very good-looking, especially in a way that is sexually attractive;

elegant – good-looking, well-dressed, and graceful;

exquisite – extremely beautiful and very delicate.

7. **Dazzle**, *v.*

1) of the eyes: lose the faculty of steady vision, esp. from gazing at too bright a light – сліпнути через занадто яскраве світло, блиск, e.g. a deer dazzled by the headlights.

2) bewilder (a person), with an excess of light, intricate motion, an incalculable number, etc. – осліплювати, приголомшувати, вражати, e.g. She dazzled the audience with her new costumes.

3) delude or surprise (the mind, a person) by a brilliant or showy display or prospect; confuse or impress by or with brilliance etc.; temporarily overcome (a

person's judgement etc.) in this way – приваблювати, принаджувати, e.g. a style to dazzle, to gain admirers everywhere. The mathematician dazzled his colleagues as he solved the equation.

Comb.: dazzle paint (*AmE*) – камуфляж, маскувальна фарба для військових суден.

Deriv.: **dazzling** – impressive, especially because of great beauty or skill. Чарівний, дивовижний, приголомшливий.

Syn.:

awe-inspiring – so big and impressive that you feel a little humbled;

breath-taking – very impressive and exciting, especially as a result of great speed, size or beauty;

majestic – impressive, with imposing dignity and grandeur, and expensive-looking;

spectacular (about a view or performance) – very impressive and exciting to look at or watch.

8. **Inlay**, *n.* A piece of material inlaid or prepared for inlaying; inlaid work. Often used for furniture and musical instruments – інкрустація, e.g. The guitar has a mother-of-pearl inlay on its fretboard.

9. **Be worth upward of**. Be worth more than ... – коштувати понад ..., у розмірі ..., e.g. Oscar winner Katharine Hepburn, who passed away recently, reportedly left an estate worth upward of \$40 million.

10. **Spread-eagle**, *v.*

1) stretch out, hold, or secure in the position of a spread eagle, originally to be flogged or punished. Also, spread or splay apart – розпластати(ся), e.g. The policeman spread-eagled the criminal against the wall.

2) speak or act in a grandiloquent or loudly patriotic way (*AmE only*) – вихвалитися; виголошувати патріотичні промови, e.g. His spread-eagled rhetoric sounds boring.

11. **Curator**, *n.* Although dictionaries give a range of meanings for this word, only one is normally used in contemporary English. A curator is the person in charge of a museum, library, or other such collection – доглядач, охоронець, e.g. The Museum of Antiquities had an ancient curator, almost indistinguishable from the exhibits. The Ukrainian word “куратор” has a different principal meaning and so the words are not readily interchangeable – the word used in an academic context should be translated as “academic supervisor” or “tutor”.

12. **Message**, *n.* The central import of something; an implicit, especially polemical meaning in an artistic work etc. – ідея, глибинний зміст тексту (твору мистецтва), e.g. His real gifts for story-telling and satirical observation are obscured by too heavy an insistence on the ‘message’ implicit in the plot.

Phrases: to get the message – зрозуміти натяк.

13. **Go a long way toward explaining**. To help greatly in understanding – пояснювати; допомагати зрозуміти, e.g. It actually goes a long way towards explaining why no one will hire me.

14. **Visionary**, *n.* A person with vision or foresight – провидець, e.g. Guided by an unlikely visionary named Walt, the artists at Disney did more than create an enduring

new art form.

15. Flamboyant, adj.

dramatically (flame-)coloured, usually implying too much, over-the-top – яскравий, яскраво-червоний, пишний, e.g. A lady in flamboyant carnival costume and theatrical make-up appeared.

(of a person, behaviour, etc.) florid, ostentatious, showy – одіозний, нарочитий, неприхований, e.g. He is one of football's most flamboyant characters.

16. Eerie, adj. Strange to the point of extraordinary. Inspiring unease or fear; spine-tingling; weird, gloomy – жахливий, похмурий; надприродний, e.g. There was something eerie about this vast shadowy cavern.

17. Exhume, v. Remove (something buried) from beneath the ground; esp. disinter a body with legal permission – ексгумувати тіло, e.g. The only way now to obtain a DNA sample was to exhume the body.

18. Output, n. The amount of what is produced by an industry or process, or by mental or artistic effort – продукція; доробки, e.g. The output of many artists reflects the long hours they spend on their creations.

19. Lucrative, adj. Providing financial gain or profit; profitable – прибутковий, вигідний, e.g. Transferred from Barcelona to Chelsea, the footballer signed a highly lucrative three-year contract.

Idiom: filthy lucre – брудні гроші, бариш (used to show disapproval).

20. Commission, n.

1) payment to an agent proportional to the amount involved in a transaction, a percentage on the amount involved – комісійні, e.g. The art dealer takes a 10% commission on the sales he makes.

2) a command, an instruction – доручення, e.g. They gave him no direct commission to act on his own initiative.

3) a formal document giving a promotion that confers authority, especially for officers in the army, navy, and air force, above a certain rank; an office or rank conferred by such a document – офіцерське звання, документ, що підтверджує відповідні повноваження, e.g. The colonel had recently resigned his commission.

4) a body of people with delegated authority to act in a specific capacity or manner; the office or department of such a body or of a commissioner – комісія, e.g. The Government set up a commission to investigate allegations of police violence.

5) a charge or matter entrusted to a person to perform; an order for the execution of a particular work- замовлення, доручення, e.g. His first commission was to paint the portrait of an old lady, the patron's grandmother.

21. Lavish, adj.

1) spending, producing, or giving without moderation; unstinting; extravagant, prodigal. {Followed by of, in, with} – щедрий, марнотратний, e.g. John was lavish with his compliments.

2) sumptuous, rich, luxurious – розкішний, пишний, e.g. They've poured money into refurbishing the pub, with large sums spent on lavish decor.

3) of speech etc. \ unrestrained, effusive – нестримний, експансивний, e.g. The students enjoyed listening to her lavish lectures.

22. **Anything but** is used to emphasize that someone or something does not have a particular quality – аж ніяк не ..., далекий від ..., e.g. Maria is anything but stupid.

23. **Thumb your nose at** means that a person shows that he or she does not respect rules, laws etc. or that he or she does not care what someone thinks of him or her. It may be used literally or figuratively- показати носа, насміхатися над ..., e.g. It gave him a chance to thumb his nose at the university authorities.

5. Analyse the typical features of the author's style that you identify, using the following questions as prompts.

1. Is this excerpt a narration, description or a combination of both?

2. Are the verbs “to sift”, “to float” and “to vaporate”, the nouns “smoulder” and “network” used in their literal or figurative meaning? For what purpose?

3. Explain the use of: (a) the article with proper names and (b) the plural forms of the names of famous artists in the text.

4. How do you understand the phrase “Da Vinci's *The Vitruvian Man* had become a modern-day icon of culture”? Explain your view using the author's own words.

5. How does the author manage to impart new information? Is it presented by means of explanation, footnote or conveyed through the thoughts of the main protagonist? What do we call this stylistic device?

6. Find as many words characteristic of a bookish, literary style as possible in the text.

7. What do you understand by the phrase “Misunderstanding breeds mistrust”? Give a well-known proverb which the author used to coin this phrase. What sort of stylistic device is this?

8. Find as many idiomatic expressions as possible in the text. Can you guess their origins?

6. Put the following sentences from the text in the correct order. Pay attention to the highlighted discourse markers, explain their functions.

Although the Grand Gallery housed the Louvre's most famous Italian art, the circle around the naked man's body completed Da Vinci's intended message – male and female harmony. Having squeezed beneath the security gate, Robert Langdon **now** stood just inside the entrance to the Grand Gallery. A feminine symbol of protection, many visitors felt the wing's most stunning offering was actually its famous parquet floor. The painting, Langdon guessed, was worth upward of two million dollars, **and yet** it was lying on the floor like a discarded poster. He was a flamboyant homosexual and worshipper of Nature's divine order. **As** Langdon's gaze began to trace the inlay, his eyes stopped short on an unexpected object lying on the floor just a few yards to his left, surrounded by police tape. The question now, **though**, was *why* Saunier would imitate a famous drawing. **Despite** the visionary's genius, Da Vinci painted Christian themes **not** as an expression of his own beliefs **but rather** as a commercial venture. **Moreover**, the artist's eerie eccentricities projected an admittedly demonic aura.

7. Find in the text the sentences containing specific information on the following subjects:

- a) the painters whose works are presented at the Gallery.
- b) the idea behind *The Vitruvian Man*.
- c) the most generous commissioner of religious paintings in Da Vinci's times.
- d) the topic of Langdon's lecture, the place where it was delivered.

8. How would you define the author's style of writing? Choose among the following descriptions: *flamboyant, colloquial, informative, neutral, slang-ridden, naive, educated, logical, emotional, matter-of-fact, wandering, poetic, precise, woolly.*

9. How would you describe the text in general? Choose one or more from: *narrative, fictional, humorous, critical, poetic, documentary or instructive.*

10. Write down your own plan of the text or put together bullet-points for its contents. Retell the text in detail using your plan or bullet-points as a prompt.

VOCABULARY PRACTICE 2

11. Study the meaning of the highlighted words using the vocabulary notes and translate the following sentences into Ukrainian.

1. He must be **stark raving mad** to go out in this weather without a coat. 2. The dead man's eyes were wide open with a look of **stark** horror. 3. **Sift** the flour first. 4. We must **sift** the evidence very carefully before we come to any conclusions. 5. A small fire **smouldered** in the fireplace. 6. The workforce were **smouldering** with discontent. 7. They caught her cheating in the exam and **suspended** her for a week. 8. The trial was **suspended** after threats were made against witnesses. 9. They could see the dust **suspended** in the beam of light. 10. Thank you very much for your **messages** of condolence on the sad loss of my mother. 11. Don't confuse the voters – keep to the **message**. 12. The Philadelphia Medical Society **commissioned** a report on alcoholism. 13. In 1506 Bramante was **commissioned** by Pope Julius II to rebuild St. Peter's church. 14. Most insurance agents are on **commission** and some can earn a lot of money. 15. The patina is a deep black and contrasts with the brightly polished silver, brass and gold **inlay** decoration. 16. He was staggered at the quantity of programmes in which Jamie had been involved. 17. The Director asked us to **stagger** our holidays so that the office would never be empty. 18. The impact of the ball had **stunned** him. 19. His words stunned her, and she stared at him in disbelief. 19. The skyscrapers of Manhattan dazzled him as emblems of Western industrial progress. 20. Thérèse looked at the red-tinged green brilliance of the **spread-eagled** vine. 21. Meanwhile, a few **visionaries** are assessing prospects for still more extensive computerised information services. 22. His brilliant necktie, shining pin, and glittering rings were **flamboyant** in their effect. 23. He has an **eerie** faculty for total recall of every fact. 24. In manufacturing alone, smaller firms account for one in three jobs and a quarter of the total **output**. 25. The Queen has been pleased to approve the appointments of Professor

Jeffrey Jowell QC and Professor Steve Rayner as members of the Royal **Commission** on Environmental Pollution for a term of three years with effect from 1st October this year. 26. We were always **lavish** with financial aid in times of crisis.

12. Translate the following sentences into English, using your knowledge of the vocabulary of the lesson:

1. Погляньте на цей холодний зимовий пейзаж: голі дерева, сумні краєвиди. 2. Злиденність місцевих жителів різко контрастує із заможністю туристів. 3. Переді мною постав складний вибір. 4. Поступово всі тривоги молодого працівника зникли. 5. Поліція уважно вивчає докази. 6. У цьому випадку дуже важко відділити правдиві свідчення від хибних. 7. Brent досі лютує через несправедливий докір колеги. 8. Похитуючись, матроси зійшли з корабля на сушу. 9. Зі стелі звисала кришталева люстра. 10. Ми повинні відкинути сумніви й взяти долю у свої руки. 11. Малолітній правопорушник отримав умовний вирок і 300 годин громадських робіт. 12. Представники поліції стверджують, що електрошокер може стати небезпечною зброєю. 13. На весілля мати подарувала мені скриньку, інкрустовану золотом. 14. Еллен втратила рівновагу й розпласталася на тротуарі. 15. Я зрозуміла натяк і залишила їх на самоті. 16. До кімнати увійшла молода жінка у яскравому вбранні. 17. Доставка їжі в офіс – дуже прибуткова справа. 18. Працівники дорогих крамниць, як правило, отримують комісійні з кожної проданої речі. 19. Харчування було не просто щедрим, а розкішним. 20. Цю архітектурну споруду аж ніяк не назвеш шедевром. 21. Портрет молодої жінки пензля Моне коштує понад 10 мільйонів доларів. 22. Не насміхайтесь над долею, вона сама покаже вам носа. 23. Я й не знав, що в нього скрутно з грошима. Це пояснює його поведінку. 24. Доглядач Британського музею повинен розбиратися в історії й мистецтві, знати іноземні мови й мати гарні навички психолога.

13. Find in the text the words corresponding to the following definitions:

1. “Strange or unusual behaviour”. 2. “To produce, to cause a particular feeling or condition”. 3. “An exact copy of something”. 4. “A magical liquid that is supposed to cure people of illness, make them younger, etc.”. 5. “To make people have a particular idea about you”. 6. “To include something as part”. 7. “Insincerity, pretence”. 8. “A person who believes in many gods”. 9. “Someone who plays tricks on people”. 10. “A clear manifestation of the influence of a particular quality or action”.

14. Look up the word spin and its derivatives in your dictionary. Study the meanings of the verb and the noun. Translate the following sentences, which contain the word spin used as a verb or as a noun, into Ukrainian.

1. The village has a reputation for spinning fine wool yam. 2. They took some pleasure in watching the spider spin an intricate web. 3. She spun a yam about a trip to Athens to meet one of the authors. 4. Barbara spun past in her new sports car. 5. Billy and I spun a coin as to who would go first. 6. Although primarily a batsman, he could spin the ball superbly. 7. He was scared stiff of doing a stall and spin manoeuvre as part

of his pilot's training. 8. I was pouring with sweat, and my head was spinning. 9. He was spinning for trout. 10. The Russian skater finished her routine with a series of spins. 11. He woke at teatime and took Lily for a spin in the car. 12. It doesn't matter what the evidence says, it's how you present it, and how your opponent responds – it's the spin that's vital. 13. The senator's spin doctors are working overtime to explain away his recent lawsuit. 14. You can't have put your cashmere sweater into the spin-dryer, surely!

15. Replace the adjectives surprising and impressive in the following sentences with their synonyms from the following list of words: amazing, staggering, startling, incredible, mind-boggling, dazzling, awe-inspiring, breath-taking, majestic, spectacular. Translate them into Ukrainian.

1. The way such a small spider creates such a large web is surprising. 2. It's surprising that such a small machine can do so much. 3. The charities raised a surprising 8 million dollars last year. 4. Jim was such a disobedient child it's surprising that he's become a priest. 5. There is surprising new evidence that the hole in the ozone layer may be much worse than at first thought. 6. Development of the emerging democracies is a problem of surprising complexity. 7. The concert opened with an impressive performance of a Haydn symphony. 8. The procession slowly made its way up three flights of impressive stairs. 9. The pyramids at dawn were an impressive sight. 10. He was an impressive man; many students were afraid of him. 11. They dazzle their audience with impressive and dangerous stunts.

16. Study different meanings of the word float used as the verb or noun consult a dictionary. Translate into English the following sentences with the word:

1. Лід тримається на поверхні води. 2. Чорний дим плив над будинками. 3. Рейчел розгулювала по кімнаті в мереживній нічній сорочці. 4. Польща вирішила запровадити курс злого, що вільно коливався відповідно до законів ринку. 5. Її обличчя поставало над сторінками книги, я весь час думав лише про неї. 6. У наступному році компанія випустить акції на фондовий ринок. 7. Девід запропонував ідею заснувати нову телевізійну компанію у 2000 році. 8. Скляні кульки використовувалися як поплави. 9. Дитина не могла вирішити, що їй взяти з собою в море – дошку з пінопласту чи надувне коло. 10. З усіх напоїв їй найбільше подобалася крем-сода. 11. Робінзон Крузо зробив пліт, зв'язавши колоди шкіряними шнурками. 12. Під час карнавалу по вулицях їздять яскраві платформи. 13. На хурі молочника можна знайти не лише молоко, а й сметану та йогурт. 14. Можете взяти дрібні гроші; я розміняла десятку. 15. Під час наступних виборів кандидати покладатимуть надії на електорат, що досі не визначився зі своєю позицією.

17. Match the English word-combinations with their Ukrainian counterparts.

- | | |
|--------------------------------|------------------------------|
| a) business/commercial venture | 1) наздогад, навмання |
| b) joint venture | 2) організувати підприємство |
| c) venture capital | 3) початковий капітал |

- | | |
|-------------------------------------|---|
| d) at a venture | 4) комерційне підприємство |
| e) Venture Scout | 5) організувати спільне підприємство |
| f) to venture an opinion | 6) дозволити собі висловитися |
| g) to launch a venture | 7) спільне підприємство |
| h) to join a venture | 8) Хто не ризикує, той не п'є шампанське. |
| i) Nothing ventured, nothing gained | 9) скаут-першопроходець |

18. Translate into English the following sentences with the word *stunning* and its synonyms.

1. Софі виглядала дуже ефектно завдяки чорнявій гриві й сліпучо-білій шкірі. 2. Дівчина була такою вродливою, що приваблювала погляди всіх присутніх. 3. На вечірках Стівен завжди з'являвся з купою принадних панночок. 4. Вони були красивою парою: чорнявий і мужній чоловік, висока й вишукана дружина. 5. У моєї доньки вродливе тонке обличчя, що не марніє, навіть коли вона плаче. 6. Поряд сиділа зі смаком одягнена жінка, попиваючи коктейль. 7. У графа було дві доньки, чарівні білявки. 8. На сцені глядачів розважали п'ятдесят привабливих танцівниць. 9. Вона виділялася серед юрби своєю незвичайною вродою. 10. У червоній сукні Вів'єн виглядає просто приголомшливо. 11. Думаю, насправді твій приятель неодружений, а вдома на нього чекає розкішна коханка. 12. З такою вишуканою зовнішністю вам треба зніматися в кіно. 13. Вона має занадто делікатні риси для ролі серійної вбивці. 14. Тонка й граційна фігура виказувала в незнайомці балерину.

19. Revise the vocabulary of the section by quickly giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

Stark walls, police tape, unnatural smoulder, staggering collection, stunning offering, dazzling geometric design, worth upward of, anything but, intended message, famous drawing, visionary's genius, flamboyant homosexual, eerie eccentricities, stark raving mad, lavish lifestyle, lucrative commissions, Da Vinci's enormous output

mouse pad, evaporated milk, smouldering hostility, suspended sentence, stun gun, dazzle paint, curator, mother-of-pearl inlay, filthy lucre, flamboyant make-up, lavish lectures, Dark Arts

to evaporate, to trace the inlay, to exhume corpses, to spread-eagle, to gnaw at the hand that feeds somebody, to thumb someone's nose at, to stagger their holidays, to suspend payment, to get the message, to go a long way toward explaining.

20. Reinforce your knowledge of the Vocabulary of the lesson by quickly giving English equivalents to the following expressions:

Відгорожувальна стрічка, аж ніяк не, голі стіни, килимок для мишки, доглядач музею, неприродне жевріюче світло, брудні гроші, перламутрова інкрустація, неприхований гомосексуаліст, розкішний спосіб життя, умовний вирок, чорна магія, унікальний експонат, яскравий макіяж, сліпучий

геометричний орнамент, прихований смисл, страшні й незрозумілі захоплення, дивовижний доробок Да Вінчі

електрошокер, дивовижна колекція, камуфляж, геніальний провидець, божевільний, прибуткові замовлення, пряжене молоко, затаєна ворожість, красномовні лекції

коштувати понад, випаруватися, виявляти невдячність, насміхатися, викопувати трупи, розпластатися, регулювати термін відпустки, слідкувати поглядом за інкрустованим орнаментом, пояснювати, припинити виконання фінансових зобов'язань через банкрутство, зрозуміти натяк.

21. Give as many possible English equivalents for each Ukrainian word: a) дивовижний, разючий, b) прекрасний, незрівняний, c) приголомшливий.

22. Translate into English.

Представники Національної галереї в Лондоні виступили із приголомшливим повідомленням: знайдена нова картина Леонардо да Вінчі.

Проаналізувавши купу документів і просвітивши за допомогою інфрачервоного випромінювання незрівняне полотно “Мадонна у скелях”, учені побачили під зовнішнім шаром фарби малюнок уклінної жінки із простягнутою рукою.

У 1483 році Леонардо да Вінчі одержав замовлення на “Мадонну у скелях”, що повинна була прикрасити вівтар собору в Мілані. Після завершення роботи він мав отримати щедру винагороду.

Експерти схиляються до думки, що художник, знаменитий своїми далекоглядними наробками та яскравою особистістю, планував написати іншу картину, але змушений був відкласти роботу. Розкішне життя вимагало постійних грошових надходжень.

Це також пояснює, чому Леонардо залишив використане полотно, просто замалювавши попереднє зображення. Дуже шкода, адже твори майстра сьогодні коштують понад десятки мільйонів доларів.

До речі, “Мадонна у скелях” теж далеко не розгорнута книга. Учені сперечаються про цю картину вже багато років, оскільки вона існує у двох різних версіях. Дотепер точно неясно, чи обидві належать пензлю да Вінчі.

Одна з копій знаходиться в Дуврі, і на користь її оригінальності свідчить той факт, що вона належала французькому королеві, який у свою чергу міг отримати її від самого художника. Похмурі, зловісні фігури персонажів цієї релігійної сценки чудово описані Деном Брауном у книзі “Код да Вінчі”. Невже славетний витівник просто знущається над нами?

Test your knowledge of English!

Which of these shapes is associated with **Egypt**?

- a. sphere b. cone c. pyramid d. cube

What name is given to a **book for sticking** cuttings, drawings or pictures in?

- a. cookbook b. textbook c. scrapbook d. exercise book

Which girl's name is the name of a **seasonal song**?

- a. Carol b. Natalie c. Noella d. Christina

If you're "**in the doghouse**", you are?

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

A **blog** is?

- a. an Internet diary b. a stain c. a large notebook d. an argument

LISTENING AND SPEAKING. VOCABULARY PRACTICE

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

Comments

1. **I'm not keen on...** Euphemism which in colloquial language stands for "я не люблю", "не в захваті від чогось", e.g. I'm not too keen on post-modernism. *Я не в захваті від пост-модерністів.*

2. **Each to their own.** *Кожному своє. Смаки не збігаються.*

3. **We're doing okay.** *Ми встигаємо, будемо вчасно.*

4. **To come up against a brick wall.** *Бути спантеличеним, опинитися в глухому куті.*

5. **Grain.** The natural lines seen in a substance such as wood, which are the result of its structure. *Зернистість, текстура деревини.*

6. **Patina.** A smooth, shiny surface which gradually develops on wood, leather etc. *Патина, блиск.*

7. **That's your bag.** Informal expression which means "something you're very interested in or good at". *Ти в цьому краще розбираєшся. Це твоя улюблена тема.*

8. **Malleability.** Characteristic of metal which is easy to press or pull into a **new** shape. *Fig. malleable person is easily influenced or changed by other people. Ковкість (металу), піддатливість (характеру, вдачі).*

9. **Religious artefact** (*ЛmE artifact*). An object from the past that is historically important. *Культовий предмет або художній виріб, артефакт.*

10. **Fed up of/with.** Although not really appropriate for formal written English, the rule is that if it should be used in that way, it should be *fed up with*. In contemporary spoken English, *fed up of* is much more commonly used. *Втомитися від; набридло, нудить від.*

11. **Over-the-top (OTT)** – (*here*) *занадто розкішний, кричущий.*

12. **To look the part** – *триматися на висоті.*

13. **Wrought iron.** Long thin pieces of iron formed into shapes to make gates, fences etc. *Кований метал.*

14. **Numero uno.** 'Number one' in Spanish is often used, especially in the USA, to emphasize the best, as a stylistic device. *Номер один, унікальний.*

2. Listen to the recording of Dialogue 1 for the first time and try answering the following questions:

- Was this the beginning or a continuation of a dialogue?
- What is the relationship between the speakers?

- What are they discussing and why?

Dialogue 1: At the Art Gallery

Catherine: I'm glad we came here, I've never been in this gallery before – it's called the National Art Museum isn't it? Kind of impressive, you know.

Martin: I like it here – I've been coming here regularly ever since I moved to Kyiv.

Lyuda: I'm not too sure about this section – I'm not too keen on postmodernism.

C: Each to their own. I wish we'd stayed longer in the Ancient Rus and Icon Art section as that's where I could spend the whole day.

M: Well somebody likes Modern Art and Expressionism – me for starters.

L: Do you really? So what's this then and is it really hanging the right way up in the first place?

C: Oh, stop it. If you'd managed to move through the 19th century and Realism section quicker we'd have had time to grab a snack before the concert starts.

M: We're doing okay so let's have ten more minutes in the Abstract area.

L: Well, if we do, you can buy us that gorgeous box of chocolates with the still-life of roses on the front.

3. Listen to the same recording for the second time and answer some specific questions:

- What gallery are they visiting?
- What section of the gallery does Catherine prefer?
- What are Martin's preferences? And where would he stay ten more minutes?
- What was on the front of the box of chocolates they bought?

4. Listen to Dialogue 2 for the first time and try to decide:

- the age range of the speakers.
- the main message that Martin is trying to convey.
- the register of their conversation.

Dialogue 2: Admiring the Sculptures

Catherine: So last week we came up against a brick wall in trying to agree what kind of paintings we like.

Martin: I'll go first – I'm trained to ignore pain. I prefer classical sculpture in marble.

Lyuda: That's so cold and distant. Stone can't be alive, and nor can it show anything living.

C: Oh come on – sculpture is shape and form and so what if it's onyx or alabaster or whatever! Having said that, I like sculpture in wood. The grain, the patina, the warmth...

M: Fair enough, that's your bag and I wouldn't argue except that wood is dead and decaying from my point of view.

L: So hasn't my favourite, metal, got all the advantages and none of the minuses of yours? Shine, depth, texture, as well as flexibility and malleability.

C: You don't have to bend something to make it look good. Look at this hare from what looks like mahogany - an old religious artefact according to the label.

M: Maybe older than this Greek nymph but just look at how good this statue still is after a couple of thousand years.

L: If you really think it's any better than this bronze bust of Shevchenko you're crazy.

C: Well that one over there's flesh and blood – it's the guard and he'll tell us where we can get a cup of coffee.

5. Listen to the same dialogue again focusing of the following specific points:

- the name of the poet mentioned in the dialogue.
- the most popular materials of sculptures and artifacts.
- the religious artifact from mahogany.
- the Greek statue on display.
- the person who will tell them where they can get a cup of coffee.

6. Listen to Dialogue 3 and try to decide:

- where the conversation takes place.
- in what respects the three participants in the dialogue respond similarly and in what differently.
- what buildings the speakers mention.
- what countries Ukraine is being compared to.
- what phrases were used sarcastically.

Dialogue 3: Going to the concert

Catherine: This is becoming a habit – an art gallery followed by a concert every week. Good, isn't it.

Martin: True enough and at least today we're not in a hurry so we can look at the architecture as we go. I think it's fantastic what we've still got in Kyiv in terms of old buildings.

Lyuda: Too right – I was in Germany for six months last year and in England for a few months before that and I really got fed up of the concrete boxes that they have for offices everywhere in cities.

C: That's a whole row of pre-revolutionary buildings that were designed to be rented out to the then middle-class.

M: I love the way they always had ornamental plasterwork and caryatids all over the outside to make them look special.

L: A building of four stories also manages to look imposing without being over-the-top: in proportion to a city.

C: Some of these rich people's mansions still look the part. Look at that three-storey one over there.

M: Where they've still got their original wrought-iron balconies they certainly look especially good.

L: Here we are – Baroque building numero uno, the Shevchenko Opera House. Do

you realize we haven't argued or even disagreed once this week?

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

8. Find English equivalents to the following words and expressions from the dialogues.

Зал галереї, іконопис Київської Русі, перехопити по дорозі, натюрморт з трояндами, я не боюся болю, алебастр, дерево гниє (руйнується), гнучкість та ковкість, червоне дерево, назва експоната, як живий, абсолютно вірно, бетонні коробки, прибутковий будинок, ліпнина, порівняно з рештою міста, особняк, чавунні балкони.

9. Find synonyms in all of the dialogues to the following expressions.

In the first place, that's your cup of tea, disadvantages, fair enough, speaking about, molding, blatant, sick of.

10. Match English words and expressions with their Ukrainian equivalents:

- | | |
|----------------------------|-----------------------------------|
| a) wood and stone carvings | 1) літографія |
| b) illuminated manuscripts | 2) натюрморт |
| c) etching | 3) малюнок |
| d) seascape | 4) гіпсовий зліпок |
| e) drawing | 5) різьблення по дереву та каменю |
| f) genre painting | 6) гравюра |
| g) (lithographic) print | 7) купол |
| h) monumental figure | 8) ілюстрований рукопис |
| i) spire | 9) репродукція |
| j) dome | 10) морський пейзаж |
| k) pediment | 11) монументальна скульптура |
| l) plaster cast | 12) жанровий живопис |
| m) battle-piece | 13) шпиль |
| n) nave | 14) батальний живопис |
| o) still-life | 15) фронтон |
| p) print | 16) неф |

11. Find English equivalents to the following words:

Акварель, рашкуль, різець, молоток, гуаш, рамка, риштування, рашпіль, палітра, мольберт, пензель, пастель, кельня, долото, зубило, колиска, естакада, клинець, червоне дерево, бетон, гіпс.

12. Complete the sentences with one of the following words and phrases, using the Ukrainian words and phrases in brackets as a prompt: flesh and blood; in the flesh; malleable; wrought iron; artefact; keen on; grain; over-the-top; dome; patina; spire. Translate the sentences into Ukrainian.

1. Although the girls were pretty, their designer clothes seemed really (кричущий). 2. To date a coin or an (художній виріб) is not the same thing as to date the context in which it is found. 3. He looked much shorter (у плоті) than on television. 4. There were several lesser towers, the corner ones with (купол, баня). 5. My parents have never been (захоплюватися) travelling. 6. The (чавунний) gate, as usual, was open and he parked in front of the house. 7. Robbie had time to admire the rich (блиск) of lovingly cared-for wood. 8. The dreaming (шпиль) had etched themselves deeply in my memory. 9. A (ковкий) metal can be beaten into a sheet whereas a ductile metal can be drawn out in a wire. 10. The strip of mahogany has the (зернистість) running lengthwise. 11. How can I argue with my brother on this? He's my own (родич).

13. Translate the following sentences using adjectives with the suffixes -able, -ible as a prompt: perishable, washable, loveable, knowledgeable, execrable, feasible, compatible, legible, ostensible, tangible.

1. Чому деякі жінки не можуть встояти перед серцеїдами? 2. Анкета була заповнена таким дрібним почерком, що його неможливо було прочитати. 3. Ми склали здійснений план і протягом тижня запровадили його у дію. 4. Шкіряні рукавички можна прати в машині. 5. Політичні переконання Джейн не завжди збігалися з переконаннями її чоловіка. 6. Оскільки м'які сири дуже швидко псуються, їх нарізають тоненькими шматочками. 7. Хто замовив це жахливе вино? 8. Офіційною причиною його відставки було погіршення стану здоров'я. 9. У нашій крамниці працюють добре обізнані, люб'язні й доброзичливі люди. 10. Обговорення не принесло відчутних результатів.

14. Translate the following sentences using the phrases given below as adjectival: over-the-counter, on-the-job, under-the-counter, on-the-spot, in-your-face, over-the-top, on-the-premise, off-the-cuff, under-the-table.

1. Дуже часто лікар може надати невідкладну допомогу прямо на місці. 2. Зброя й наркотики вважаються нелегальним товаром у більшості країн. 3. Стажери опановують навички роботи без відриву від виробництва. 4. Якщо у вас болить горло, в аптеці можна придбати безрецептурні засоби. 5. Його поведінку інакше як зухвалою не назвеш. 6. Деякі судження нашої молоді є занадто радикальними. 7. Супермаркет має власну пекарню. 8. Під час війни вони уклали таємні угоди з ворогом. 9. Політик дозволив собі неформальне висловлювання перед ефіром.

15. Make up a dialogue discussing your visit to an artist's studio. Use the vocabulary of the Unit.

16. Finish the following sentences as close to the texts of the lesson as possible.

1. The first paintings were not really concerned with beauty... 2. Two-dimensional representational art evolved... 3. Perishable paint using egg tempera... 4. Da Vinci in particular has left a massive inheritance... 5. People today still debate whether the portrait of the Mona Lisa... 6. "Beauty is in the eye of the beholder" is a long-standing

phrase... 7. Having squeezed beneath the security gate... 8. Still lifes, religious scenes and landscapes accompanied... 9. Laid out in a dazzling geometric design of diagonal oak slats... 10. The painting, Langdon guessed... 11. Considered the most anatomically correct drawing of its day... 12. Despite the visionary's genius... 13. Da Vinci exhumed corpses ... 14. Accepting hundreds of lucrative Vatican commissions... 15. He incorporated in many of his Christian paintings...

17. Role play. Imagine that you are at the art auction house. Choose the auctioneer and the foreign bidders. Translators working from English into Ukrainian would render information about the lots and their prices. To describe the lots, use the vocabulary of the lesson.

18. Hold a round table discussion on one of the following topics:

- a) Development of the fine arts in Ukraine compared to other European countries.
- b) The attitudes to artists in their own countries.
- c) The spiritual value and the prices paid for art in Europe and Ukraine.

19. Translate the text using expressions from the Comments.

Дем'єн Герст визнаний “номером один” у світі мистецтва

Герст, чиє улюблене заняття- консервувати тварин у формальдегіді, очолив список найавторитетніших митців (*Power 100*) за версією часопису *ArtReview*. Сорокарічний Герст є першим британцем, який отримав таку відзнаку від 2002 року. Досить вражаюче, чи не так?

Знавці мистецтва спантеличені, але кожному своє. Якщо говорити про критерії, то рейтинг *Power 100* складається з урахуванням вартості творів на аукціоні та кількості виставок за останні дванадцять місяців.

У 1990-х Герст очолив рух Молодих митців Британії. Знамениті консервовані тварини, зокрема акула, продана американському колекціонерові за 6 з половиною мільйонів фунтів, можливо, не мають зернистості та блиску дерева або ковкості металу, але набули у світі статусу культових предметів.

Сам творець стверджує, що втопився від своєї популярності й вважає власні роботи занадто кричущими. Проте вони тримаються на висоті й, на думку Герста, виставлятимуться ще протягом щонайменше 200 років.

Навіть художні критики, які взагалі-то не в захваті від експериментів, визнали успіх Герста після квітневої виставки у Нью-Йорку та ретроспективи в Неаполі. Ребекка Уілсон, редактор журналу *ArtReview*, у першу чергу, назвала митця “сорокарічним і безсмертним”, додавши, що він “заслужив почесне місце у колі сучасних творців прекрасного”.

Test your knowledge of English!

According to the British, “**The best things in life are ..What?**”

- a. never found
- b. expensive
- c. free
- d. in your heart

If you have “**other fish to fry**”, you have?

a. something to search for b. more to eat c. other business to attend to d. plenty of choice

A “quip” is?

a. one of five children b. a firework c. an English Pound Sterling d. a witty remark

Someone who is “flush” is?

a. rich b. good at cards c. drunk d. embarrassed

A dog’s breakfast in UK colloquial speech is?

a cat b. something always late c. something always needed d. a mess

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.

In (1) 18th century, (2) British art at last became robustly independent, with great achievements in (3) portraiture and landscape. (4) portraiture was transformed by (5) two outstanding figures, Gainsborough and Reynolds, who brought (6) new subtlety and refinement to (7) portraits, their images expressing (8) wealth and confidence of (9) British society. (10) Royal Academy was founded in 1768, and as its first president Reynolds was able to promote (11) Classicism based on (12) Italian High Renaissance art. (12) fashionable portraiture was challenged by William Hogarth, who painted (13) contemporary life with (14) vigorous and unapologetic frankness. He was (15) first English artist to gain (16) international reputation. Other leading caricaturists, earthy and biting satirical, were James Gillray and Thomas Rowlandson. Their favourite targets were (17) Georgian court, (18) follies and (19) evils of society, and, during (20) Napoleonic Wars, Napoleon. (21) landscape painting was established in England by (22) work of foreign artists, such as Cantaletto. (23) poet and etcher William Blake was (24) unique figure, fashioning his own highly individual style to express (25) complex personal mythology (From (26) *Encyclopedia of Britain*).

2. Insert prepositions or particles wherever necessary. Translate into Ukrainian.

(1) all cultures, different colours have different associations. Red warns (2) danger. The expression *red alert* is used (3) describe a sudden and very dangerous situation. Red clothes, and lips and fingernails that are painted red are often associated (4) sexual desire. Red is thought to be an exciting colour; the expression *paint the town* (5) *red* means to go (6) (7) night to bars, clubs etc. and have a very good time. (8) politics, red represents communism and socialism: (9) the UK the Labour Party has a symbol (10) a red rose. If someone is *red* (11) *the face*, they are very embarrassed. It is traditional to welcome a king, queen, or president (12) a place (13) having a *red carpet* (14) them to walk (15).

3. Translate the sentences into English focusing on the use of articles and plural forms of the proper names.

1. У галереї можна побачити три полотна Рембрандта, шістнадцять малюнків

та картин Шевченка, а також бронзову скульптуру Родена. 2. Це що, справжній Ренуар?-Ні, просто гарна копія. 3. Це один із багатьох Соборів Паризької богоматері, розкиданих по різних містах Франції та колишніх французьких колоній. 4. Раніше кожне радянське місто могло похвалитися пам'ятником Леніна. 5. На аукціоні продавали стіл, чипендейл із тонким різьбленням. 6. Дві «Криваві Мері», будь ласка. 7. Міста, що стоять на берегах водоймищ, прийнято називати Венеціями. Таких «Венецій» у світі набереться зо три десятки, проте справжня – лише одна. 8. Перед відльотом я купила «Космополітен» та «Наталі», щоб не нудьгувати в літаку. 9. Твір Гемінгвея не переплутаєш із жодним іншим. 10. Я не вірю в майбутнє цього політика. Він черговий «маленький фюрер».

4. Match the principle and subordinate clauses, for the sentences to be logical and grammatically correct. Translate into Ukrainian.

- | | |
|---|--|
| 1) To take him seriously | a) wouldn't that be worth a hug? |
| 2) Buy our new washing powder | b) in case you need them |
| 3) Deprived of sun and water | c) would be absurd |
| 4) Suppose your husband gave you a cheque for £15,000 | d) so long as you don't make any noise |
| 5) Assuming that this painting really is a Van Gogh | e) and you'll be amazed at the results |
| 6) Provided we have your order by the end of March | f) otherwise she'd have called back. |
| 7) It can't have been anything important | g) we'd never have managed |
| 8) But for your help | h) the price will be £500. |
| 9) There are spare batteries in there | i) the plant will soon die |
| 10) You can come and see the baby | j) how much do you think it's worth? |

5. Translate the sentences into English using implied conditionals.

1. Якщо пощастить, завтра будемо на місці. 2. З часом вони погодяться з висунутими вимогами. 3. Стів говорить так, що можна подумати, буцімто він прем'єр-міністр. 4. Я написав би їй, проте не знаю адреси. 5. Якби не пенсія, колишня знаменитість померла б з голоду. 6. Без вашої допомоги я б не впоралася. 7. За інших обставин керівник сказав би «ні». 8. Було б помилкою вважати, що рівні права усувають імовірність дискримінації. 9. Спробуйте новий шампунь, і ви будете вражені тим, як гарно виглядатиме ваше волосся. 10. Якщо тримати дикого звіра в клітці, він стане ще небезпечнішим. 11. А якщо завтра почнеться війна, ви все одно не зміните точку зору? 12. Припустімо, це дійсно Джек-Патрач, тоді вам треба вжити додаткових заходів безпеки. 13. Мабуть, хлопець їй не сподобався, інакше вона б подзвонила. 14. Якщо знадоблюся, я в сусідній кімнаті.

6. Finish each second sentence in such a way that it is as similar as possible in meaning to the sentence printed before it. Translate into Ukrainian.

1. If the regulations had been imposed earlier, they might have been more

effective. Had ... 2. I would think carefully before dismissing him, if I were in your place. Were ... 3. If we had been warned, would we have acted differently? Had ... 4. Governments might decide to work together, in which case the laws would be more effective. Should ... 5. The only thing that prevented me from seeing her again was that I lost her address. Had ... 6. The police will have to be informed if he has lost his passport. Should ... 7. If I had seen him, I would have told you. Had ... 8. If you were to go there, you would find it disappointing. Were ... 9. If this is true, there will be serious consequences. Should ... 10. If I had known you were coming, I would have cancelled the whole thing. Had ...

7. Transform explicit conditionals in the lyrics by 'Barenaked Ladies' into implied conditionals, using the patterns of the above exercise. Translate the song into Ukrainian.

If I had a million dollars
I would buy you a house
If I had a million dollars
I'd buy you furniture for your house
(Maybe a nice chesterfield
or an ottoman)

And if I had a million dollars
Well, I'd buy you a K-Car
(A nice Reliant automobile)
If I had a million dollars
I'd buy your love
If I had a million dollars
I'd build a tree fort in our yard
If I had million dollars
You could help, it wouldn't be that hard
If I had million dollars
Maybe we could put a little tiny fridge in there somewhere
You know, we could just go up there and hang out
Open the fridge and stuff
There would already be laid out foods for us
Like little pre-wrapped sausages and things

They have pre-wrapped sausages but they don't have pre-wrapped bacon
Well, can you blame 'em
Uh, yeah

If I had a million dollars
Well, I'd buy you a green dress
(But not a real green dress, that's cruel)
And if I had a million dollars

Well, I'd buy you some art
(A Picasso or a Garfunkel)
If I had a million dollars
Well, I'd buy you a monkey
(Haven't you always wanted a monkey)
If I had a million dollars I'd buy your love

8. Rewrite the following sentences, replacing the underlined phrases with personal pronouns, and changing the word order as necessary. Translate the sentences into Ukrainian.

Example: Over the treetops sailed the kite.

You write: Over the treetops it sailed.

1. Up the stairs dashed the reporter. 2. Onto the stage glided the ballerina. 3. Here is the butter. 4. There go the geese. 5. To and fro rode the girl on the horse. 6. Here come the children. 7. High in the heavens shone the lights of a million stars. 8. There goes the train. 9. Into the hotel darted the boy. 10. Here are your keys. 11. Over the grass rolled the ball. 12. There is my aunt.

9. For each of the following sentences, add the negative expression shown in brackets at the end of the sentence, and make any other changes that are necessary.

1. We had entered the room when the telephone rang (scarcely) 2. I have seen a more beautiful ballet than that one (never) 3. We realized that a dangerous stretch of road lay ahead of us. (little) 4. I have worked as hard as I could, (never before) 5. A writer can express his exact feelings in words, (rarely) 6. We perceive everything that is around us. (hardly ever) 7. You can find a more striking example of erosion than the Grand Canyon, (nowhere) 8. They guessed what was about to happen, (little) 9. I am entirely satisfied with my situation, (seldom) 10. People comprehend a complex situation immediately, (rarely)

10. Translate the sentences into English using inversion after the expressions given in brackets.

1. Я ніколи не казав, що вибачатиму борги (at no time). 2. Не встиг Джон лягти в ліжку, як хтось постукав у двері (hardly...when). 3. Я й не здогадувався, що це янголя - патологічний брехун (little). 4. Лише діставшись до дверей, Марта зрозуміла, що вони замкнені (no sooner... than). 5. Вона не промовила жодного слова (not a...). 6. «МакДональдс» не тільки запроваджує низькі стандарти якості, а й забороняє журналістам публічно їх критикувати (not only... but also). 7. Я піду у відпустку лише в грудні (not until). 8. Моя мама зрозуміла, що вже читала цю книжку, лише перегорнувши з десяток сторінок (only after). 9. Семінари не можна пропускати ні в якому разі (on no account). 10. Ні за яких умов не відчиняй ці двері (under no circumstances). 11. Тут хлопець і зрозумів, куди встряв (only then). 12. Я майже ніколи не бачив дружину такою сумною (seldom). 13. Рідко фільм буває таким зворушливим і бентежним одночасно (rarely). 14. Джейн ще ніколи в житті не відчувала такого захвату (never in her life). 15. Тільки-но машина

під'їхала до будинку, як спрацювала сигналізація (scarcely). 16. Я так захопився серіалом, що забув про важливу зустріч (so exciting). 17. Крейг не міг віддати цуценя, бо воно його обожнювало (so much). 18. Телешоу було таким популярним, що на час його показу вулиці порожніли (such was the popularity). 19. Твій брат ніколи не скоїв би такого ганебного вчинку (at no time). 20. Не встигли близнюки вийти з кімнати, як почалася колотнеча (hardly... before).

11. Working in pairs, complete the following sentences. Pay especial attention to inversion. Compare your answers with your partner's.

1. If you were to find yourself on a desert island...
2. Should you find a 500 Euro banknote lying in the road...
3. Had you realized earlier...
4. On no account...
5. Never in my life...
6. Under no circumstances...
7. In rare but lucky circumstances...
8. Not only did I escape but...

WRITING

A **briefing** is a list of the most important points related to a highly-defined subject, usually with a description of each and a statement of why they are important. The best briefings will also prioritise the points. The style is expected to be concise, which is why it's called a 'brief-ing'. Briefings are generally used in environments where a subordinate gives summarised, up-to-date information to a superior, such as in business, the military or large bureaucratic organizations. In recent years, it has become a standard means of providing information to the mass media by large organizations, where the briefing will include written material but also verbal information, e.g. The police arranged a press briefing the following day, in order to issue a press release.

1. Study the following shortened example of one of the most internationally visible briefings, the daily press briefing by the White House of the USA. Note that as it's in the form of a presentation, it covers direct questions and answers, and that the priority of the items on the list is made by the order in which they appear on the agenda.

Press Briefing by Scott McClellan

James S. Brady Briefing Room

- Iraq
- Iran
- Belarus
- Balkans
- Pandemic influenza
- Immigration
- Port Security

- Iceland
- Ireland

March 17 2006 12:54 P.M. EST

MR. MCCLELLAN: Good afternoon, everyone; happy St. Patrick's Day. I see some of the familiar faces are missing – I know it's been a busy time, they must be a little tired and exhausted lately. (Laughter.)

The President is giving a series of speeches this month to update the American people about our strategy for victory in Iraq. In those speeches he's talking about the progress we're making, the lessons we have learned from experience and how we're fixing what was not working. The speeches give the President an opportunity to talk about developments in Iraq in the broader context, and speak in greater detail about events on the ground. As Commander-in-Chief he believes it's important to keep the American people updated on our strategy and the progress we're making and the challenges that we continue to face.

(List of topics continues...)

And with that, I will be glad to go to your questions.

Q Has there been a move afoot to actually set up some talks with the Iranians over the issue of Iraq? Or is that just -

(Questions continue...)

MR. McCLELLAN: Well, those are decisions for our legislative leaders to make. They determine how to move forward on the legislative Process and the timing of those issues and how they go about it. So that's something for the Senate to decide.

Q And would it be a comprehensive bill if it doesn't include the guest worker program?

MR. McCLELLAN: Well, we believe that it needs to have all those three elements that I outlined earlier.

Q Thank you.

MR. McCLELLAN: Thank you.

END 1:28 P.M. EST

2. Translate the following joke into Ukrainian:

Donald Rumsfeld is giving the president his daily foreign policy briefing. 'I'm afraid the news isn't good, Mr. President,' he says. 'Three Brazilian soldiers were killed yesterday'. 'Oh NO', cries Bush. 'That is too terrible'. His staff look on bemused as he sits, head in hands. Finally, he looks up, and asks: 'How many exactly is a brazillion?'

3. Imagine that you are giving young art dealers a briefing on the new gallery's acquisitions. Write a briefing text specifying all the necessary details and approximate prices of paintings or sculptures.

4. Imagine that you are one of the Louvre's curators. Write a briefing for the attendants specifying rules of behaviour in the sections containing valuable works of art.

5. On behalf of a foreign tourist agency, draw up a briefing for the guides who are going to accompany the tourists around places of interest in Kyiv. Don't forget to mention all the major galleries and cultural assets which they contain.

LINGUISTS' HEADACHES

Safety and security. In general terms, security is the way that safety is achieved. The lack of full or exact lexical equivalents to these terms can cause problems in translation, in such sentences as “The extremely high speeds at which Government Mercedes are driven in order to increase the security of their passengers may pose a serious safety risk both for the passengers and pedestrians.” Confident readers may attempt to translate this sentence into Ukrainian.

The two words have such different meanings in English that the example above is not by any means imaginative or invented. ‘Safety’ is the freedom from the removal of injury, danger and risk (безпека, цілість, схоронність) while ‘security’ is the safety enjoyed by the removal of criminal threat (безпека, надійність). Careful thought has to be given to how best to translate these terms in any given context.

Twee. Not only old Soviet dictionaries but even the latest Ukrainian CD-ROM-based dictionaries wrongly define this word (as ‘elegant’ or ‘chic’). A 2006 edition of one dictionary even offers the phrase “You look very twee tonight” as its sole example, but to a native speaker today, this is a gross insult. *Twee* is a derogatory word meaning “affectedly cute or quaint” or “kitsch” (кітч, солодкаво-гарненький). It is usually used insultingly or in a way that strongly criticises an alleged lack of taste; e.g. She produced twee little flower paintings. The stuff was either rubbish, or twee, or so boring it made you want to puke.

Translate into Ukrainian:

1. Exactly the same health and safety considerations apply to students as to all employees. 2. Miraculously neither of the victims appeared hurt despite the shards of safety glass (триплекс, армоване скло) glittering in the street. 3. The thief was caught on a security camera. 4. A recent major study of traffic problems in the Edinburgh area recognised road safety as a major factor for consideration. 5. Now campaigners and engineers are hoping new safety measures will halt the rising death toll. 6. We have been asked not to say anything for security reasons. 7. He found he had such a steady hand with his safety razor that he could nick himself through overconfidence. 8. There are security checks (перевірка, огляд) before boarding by body searches and a metal detector. 9. She's becoming a security risk (someone who may tell important secrets to an competitor- неблагонадійна людина). 10. There is tight security today at the ferry terminal and all baggage is being searched. 11. Additional security guards were drafted in to ensure the safety of the politician. 12. For the increased security of visitors, there is a safety rail by the edge. 13. Part of the safety design of this mechanism incorporates a security catch (клапан безпеки). 14. The website incorporated a complex security system to guard the safety of its users' data.

Translate into English:

- Тетяно, чи це ти? Давно не бачилися. Кажуть, ти працюєш консультантом у приватній галереї.

- Так, допомагаю багатим клієнтам придбати чергову “милу” дрібничку: мініатюру з кошенятами чи натюрморт з трояндами.

- А як же блискуча кар’єра в Інтерполі? Ти ж розкрила щонайменше двадцять викрадень картин.

- Що більше знаєш, то більший ризик становиш для безпеки організації. Мій офіс закрили, у музеях встановили камери спостереження та металошукачі. Секретні агенти стали зайвою розкішшю.

- Не боїшся за власну безпеку? Адже в тебе, безумовно, залишилися вороги.

- Я змінила місце роботи, проте не забула те, чому мене навчили. Зможу за себе постояти у випадку загрози.

DEVELOPING TRANSLATION SKILLS

(I) Literal translation

A **literal translation** is a translation that follows closely the form of the source language. Literal translation is where the forms of the original are retained as much as possible, even if those forms are not the most natural forms to preserve the original meaning. A more accurate, but less well known, label for this approach is **formal equivalence translation**. Because literal translation focuses on forms of language, it sometimes misses some of the meaning of those forms, since meaning is found not only in the forms of individual words, but also in relationships among words, phrases, idiomatic uses of words, and influences of speaker-hearer, cultural, and historical contexts.

Some people feel that any translation less than literal means inserting the translator’s own opinions about the meaning of the original. But this is not true. A translator does not make up the meaning of the original. He discovers it through commonsense study of the language patterns of the original text. The translator understands, as does anyone who has learned more than one language, that every language expresses its ideas in different ways.

Very few sentences in English can be rendered literally into Ukrainian (e.g. *The sun rises in the east. Сонце встає на сході*). The same is true for almost all languages. For example, a literal translation of the German word “Kindergarten” would be, “garden of children”, but in American English it refers to the year of school between pre-school and first grade (підготовча група дитсадка). Literal translation is reserved for the titles and names of offices and positions: *Extraordinary and Plenipotentiary Ambassador – Надзвичайний і повноважний посол, State Secretary – Держсекретар, Bureau of Regional Affairs of the Near East – Бюро з регіональних справ Близького Сходу*. It is also widely used to render clichés: *brainstorm – мозковий штурм, to write off debts – списувати борги, to come into force – вступати в силу*, and a recent invention is *in the body of the letter – у тілі листа*.

The translator must understand that much of what we say in any language in

figurative, that is non-literal. If we translate figurative language literally, we have not preserved the true meaning of the original. The target text, in this case, sounds crude and unnatural.

1. Translate this joke about literal translation and explain its meaning. Suggest a solution to the misunderstanding.

An American businessman spent three days negotiating a tough deal with a Japanese businessman. The third day, things were going well, and he said, “Well, I think that at last we’re thinking along parallel lines.”

The next day the Japanese businessman didn’t show up. American checked the hotel and discovered that the businessman had checked out!

So he rushed to the airport and found the Japanese businessman in the departure waiting room.

American said, “Why are you leaving? It took three days, but we’re finally thinking along parallel lines!”

And the Japanese businessman nodded, and said, “Yes, yes. I scrutinize my dictionary. Parallel lines will never meet. So I go home.”

2. Translate the text into Ukrainian using literal translation wherever possible. Pay especial attention to the names of offices and titles as well as clichés:

The IAEA Secretariat is headquartered at the Vienna International Centre in Vienna, Austria. Operational, liaison and regional offices are located in Geneva, Switzerland; New York, USA; Toronto, Canada; and Tokyo, Japan. The IAEA runs or supports research centres and scientific laboratories in Vienna and Seibersdorf, Austria; Monaco; and Trieste, Italy.

The IAEA Secretariat is a team of 2200 multi-disciplinary professional and support staff from more than 90 countries. The Agency is led by Director General Mohamed El Baradei and six Deputy Directors General who head the major departments.

IAEA programmes and budgets are set through decisions of its policymaking bodies – the 35-member Board of Governors and the General Conference of all Member States. Reports on IAEA activities are submitted

periodically or as cases warrant to the UN Security Council and UN General Assembly.

IAEA financial resources include the regular budget and voluntary contributions. The Regular Budget for 2006 amounts to Euro 273 619 000. The target for voluntary contributions to the Technical Co-operation Fund for 2006 is \$77.5 million.

3. Translate the text into English using literal translation wherever possible. Pay special attention to the names of offices and titles as well as clichés:

Рада Європи, яка була заснована у 1949 році, є міжурядовою політичною організацією, що:

- об’єднує у своєму складі 46 європейських демократичних держав, у тому числі 21 державу з Центральної та Східної Європи;

відрізняється від Європейського Союзу (“Спільний ринок”), який об’єднує 15 держав-членів;

- має за постійну штаб-квартиру Палац Європи в Страсбурзі (Франція).

Цілі:

- захист прав людини та плюралістичної демократії;
- сприяння усвідомленню та розвитку європейської культурної самобутності; пошук спільних рішень соціальних проблем (національні меншини, ксенофобія, нетерпимість, захист довкілля, біоетика, СНІД, наркоманія і т. і.);
- розвиток політичного партнерства з новими демократичними державами Європи;
- допомога державам Центральної та Східної Європи в здійсненні політичних, законодавчих та конституційних реформ.

Механізм діяльності

Рада Європи має три робочі органи:

Комітет міністрів – виконавчо-розпорядчий орган, який проводить засідання в Страсбурзі і до складу якого входять міністри закордонних справ 46 держав-членів або їх представники;

Парламентську асамблею – дорадчий представницький орган, який складається з 308 членів (та 308 заступників), що представляють 46 національних парламентів, та делегацій парламентів ряду держав Центральної та Східної Європи, які мають статус “спеціально запрошених”.

• **Конгрес місцевих та регіональних властей Європи** – консультативний орган, який представляє місцеві та регіональні власті. Конгрес складається з двох палат: одна з них представляє інтереси місцевих властей, друга - регіональних.

Міжнародний **секретаріат**, що складається з 1500 співробітників, сприяє роботі головних органів Ради Європи. Його очолює Генеральний секретар, якого обирають на п’ятирічний термін.

4. Find equivalents for the following clichés. Which of them may be translated literally?

To hold talks, behind bars, clash with police, details are sketchy, major breakthrough, move forward, special envoy, unidentified sources, after due consideration, chain reaction, deliver an ultimatum, flesh and blood, food for thought, law and order, last but not least.

Вживати заходів, на підставі наказу, відповідно до чинного законодавства, порядок денний, поставити питання на розгляд, довести до відома, взяти до уваги, надати допомогу, обіймати посаду, повноважний орган, через сімейні обставини, за місцем основної роботи, укласти договір, матеріальна відповідальність, відігравати важливу роль.

5. Mistakes in the following notices arise from literal translations. Can you guess what was meant and translate them properly?

LADIES ARE REQUESTED NOT TO HAVE CHILDREN IN THE BAR.

Cocktail bar, Norway

IF YOU WANT TO BE COOL IN YOUR ROOM, PLEASE CONTROL YOURSELF.

Hotel air conditioner instructions, Japan
WE WILL EXECUTE YOUR SOLICITORS WITH PLEASURE

Hotel room notice, Thailand
NOT TO PERAMBULATE THE CORRIDORS IN THE HOURS OF REPOSE
IN THE BOOTS OF ASCENSION.

Skiing Hotel, Austria
WE TAKE YOUR PACKAGES AND SEND THEM IN ALL DIRECTIONS.

Air courier office, Copenhagen
IF THIS IS YOUR FIRST VISIT TO OUR COUNTRY, YOU ARE WELCOME
TO IT.

Hotel reception desk, Columbia

(II) Idiomatic translation

Idiomatic translation occurs when the meaning of the original is translated into forms which most accurately and naturally preserve the meaning of the original forms. Idiomatic refers to being in the common language of average speakers, using the natural phrasings and idioms of the language. The terms idiomatic translation, **dynamic translation**, and free translation are essentially equivalent, and the non-technical term **thought-for-thought** translation probably is, as well. A newer term, **meaning-based translation**, is also a synonym for idiomatic translation.

The criteria used to judge the faithfulness of a translation vary according to the subject, the precision of the original contents, the type, function and use of the text, its literary qualities, its social or historical context, and so forth. A non-idiomatic translation “sounds” wrong, and in the extreme case of word-for-word translations generated by many machine translation systems, often result in absolute nonsense. Besides some grammatical and lexical phenomena that may be rendered only by means of an idiomatic translation, there are culture-specific concepts (*He was born into a large family and had several siblings. – Він народився у великій сім’ї й мав кількох братів і сестер*), words of wide semantic volume (*James Bond ordered his drink shaken, not stirred. – Джеймс Бонд замовив мартіні, сказавши щоб його потрібно струсити, а не перемішувати*), politically correct terms (*senior citizens – люди літнього віку, an optically challenged person – людина що погано бачить*), metaphors and metonymys (*Modern cities are overweight – Більшість міських жителів страждає на ожиріння*), phraseological units (*Let him sow his wild oats. – Нехай ще погуляє (не одружується)*).

1. Translate the following sentences into Ukrainian trying to avoid literal rendering.

1. She was very house-proud. There wasn't a speck of dirt in her kitchen.
2. I'd love to be a fly on the wall when the American and Ukrainian leaders meet for a private talk.
3. Unfortunately Mary is not usually asked to dance by anyone. She's a

wallflower.

4. We both appear 20 years younger on screen. Being a couple of vain old-timers, we're very happy with that!

5. Some journalists are perfectly honest and well-meaning but she just makes a profit from gossip and rumour. Sally's a cheap scandalmonger.

6. Some girls appreciate wolf-whistles but others are embarrassed by them.

7. I was always a very driven and intense person on the inside, even though I was a good actress in terms of putting on a good front and making people think everything was great in my life.

8. A small accident like that won't appear in the papers. It isn't newsworthy enough.

9. Meeting the President was an experience I shall never forget.

10. Tired of the ceaseless pressure of the competitive business world, he decided to leave the rat-race and take over a small newsagent's shop in the country.

11) James wants to lose some weight, so he's become a weight-watcher.

12) In the old days it was not considered ladylike for a woman to smoke in public, if at all.

13) He's a very informal priest. He rarely wears a dog-collar.

14) "What a lovely smell. What is it?" "Some spices, and I think some seafood, and also just a hint of lemon".

15) There are a lot of stones and rocks in my garden. I want to free-up an area for roses.

2. Translate the following sentences into English using the following expressions as prompts: on first name terms, stag party, pros and cons, celebrity syndrome, in black and white, green fingers, doubting Thomas, two-edged compliment, to spend money like water, sink-or-swim situation, colour-blind, for old times' sake.

1. Мені сподобалася ваша пропозиція, але я хочу побачити її в письмовому вигляді.

2. Я «на ти» із сенатором.

3. Справжній зелений чай необхідно запарювати окропом.

4. У неї явна схильність до садівництва. Подивіться на ці квіти.

5. Твоя дружина викидає гроші на вітер, а ти про це й не здогадуєшся.

6. Джон поводитьсь як Хома-невіруючий, ставлячи кожне наше рішення під сумнів.

7. Твоя подруга зробила мені двозначний комплімент, сказавши, що я виглядаю чудово на свій вік.

8. Він опинився в ситуації «пан або пропав»: якби гроші не знайшлися, це загрожувало б втратою роботи.

9. Чоловік у костюмі підійшов до бару й попросив чогось випити. «Кока-колу» чи дещо міцніше?», – підморгнув бармен.

10. Я не готовий прийняти рішення. Треба зважити всі «за й проти».

11. Коли перший сингл групи став платиновим, учасники захворіли на зіркову хворобу.

12. Мій чоловік влаштував його на роботу в пам'ять про дружбу.
13. Ті, хто вважають море синім, просто дальтоніки.
14. Перед весіллям наречені часто влаштовують парубочий вечір.

Translator's nightmare

“Abonent” This word does not exist in English. It is used by bad translators who know the Ukrainian word but cannot think of a word such as ‘subscriber’ when translating into English. Besides, the English word “subscriber” has additional meanings – 1) someone who pays money, usually once a year, to receive copies of a newspaper or magazine (*передплатник*), 2) someone who pays money to be part of an organization or to help its work (*платник членських внесків, жертводавець*).

1. Practice correct use of the word matching word combinations with their equivalents.

- | | |
|---|------------------------------------|
| 1) subscriber base | a) коло абонентів |
| 2) mobile phone (cellular AmE) subscriber | b) абонентська плата |
| 3) to add subscribers | c) абонентський договір |
| 4) local loop | d) абонент мобільного зв'язку |
| 5) Internet service client | e) абонентська скринька |
| 6) to reach the subscriber | f) розширити коло абонентів |
| 7) subscriber's contract | g) новий абонент |
| 8) first time subscriber | h) абонентська лінія |
| 9) cable television customer | i) налагодити зв'язок з абонентом |
| 10) user charge | j) користувач Інтернет-провайдером |
| 11) post office box | k) абонент кабельного телебачення |

2. Translate the following sentences into English:

1. Провайдер надає абоненту послуги глобальної мережі Інтернет. 2. На кінець минулого року кожен 16-й абонент у світі був українцем, а кожен 25-ий стільниковий телефон був куплений у вітчизняних салонах. 3. Абонентська телефонна лінія пов'язує телефонний апарат абонента з комутаційним обладнанням телефонної станції. 4. З 1 грудня тарифи на користування абонентськими скриньками у поштових відділеннях столиці зросли на 33 %. 5. Перед підключенням до мережі необхідно підписати абонентський договір. 6. Бібліотеки намагаються розширити коло своїх абонентів. 7. Наша організація існує на членські внески учасників. 8. Опитування показали, що серед передплатниць журналу переважають освічені й заможні жительки великих міст. 9. У нашому районі кабельне телебачення навряд чи встановлять, оскільки люди не бажають щомісячно платити великі суми. 10. Новим абонентам надаються знижки.

Plaster This word proves to be difficult for translation due to its similarity to the Ukrainian *пластур*, which means a piece of thin material that is stuck on to the skin to cover a small wound. In Anglo-English the word *plaster* commonly means this, while in

American English the noun *band-aid* is used instead. This is taken from the registered trademark “Band-Aid”, owned by Johnson & Johnson, although Americans use the name, with and without the hyphen, as a “*genericism*” – the correct name being “adhesive bandage”.

In the context of arts, architecture and sculpture, the word *plaster* has two further meanings:

- a mixture of a white powder and water that dries fairly quickly and is used for making moulds and plaster casts (originally – *plaster of Paris*) and to decorate buildings (*гіпс, алебастр*).

- a substance used to cover walls and ceilings with a smooth, even surface (*штукатурка, тиньк*).

A further translation problem arises in that “*alabaster*” in English is a decorative stone, usually polished, that is similar to marble although grained with different colours, such as red, green or orange. Many Ukrainian and Russian speakers do not understand this difference – it is recommended that you translate this word from English as *мармур*. When translating *мармур* into English, the correct target word is dependent on the actual stone – whether it’s marble or alabaster! Its colouring is the main differentiating factor as both look very similar, although their chemical compositions are different, which means that marble is unaffected by water while alabaster begins to flake in water or high humidity, with time.

3. Translate the following sentences into Ukrainian.

1. Bronzes are created by building sand moulds of a plaster original, in itself a skilled and labour intensive job. 2. The bone has failed to knit properly and his hand must remain in plaster. 3. There was a plaster model of the Eiffel Tower in there. 4. Non-playing colleagues rushed him to the local casualty department, where a large plaster cast was fixed on to the injured area. 5. She took a plaster out of her purse and stretched it over the cut. 6. The workmen found brick walls under the plaster and oak planks under the brick. 7. This idea is criticized by some as a Band-Aid solution. 8. Frankie knew every gilded swirl and cherub, every plaster rose, every painted bulb. 9. A team of builders from the coast are still plastering the vaults of the vestibule which even with scaffolding are out of reach. 10. Howe, an apprentice plasterer, was fined a total of £100 for the theft and the assault.

4. Translate the following word combinations into English.

Тимчасове рішення, накладати гіпс, штукатурити (тинькувати) стіни, гіпсовий зліпок, штукатурний розчин, гіпсова ливарна форма, білосніжна алебастрова шкіра, гіпсокартон, алебастрове скло, гіпсовий порошок, алебастровий кар’єр, залагоджувати стосунки, паліативні заходи, штукатур.

UNIT 5

Topic: Film Industry

Grammar: Complex sentences. Subordinate Types

Functional Expressions: Inviting. Accepting and declining invitations

Writing: Memo. E-mail

INTRODUCTION

1. Discuss your answers to the following questions:

1. Why do people go to the pictures?
2. How would you compare and contrast film with the theatre?
3. What is the role of film in your life?
4. Which movie genres do you prefer?
5. Whom do you consider to be the best film director in each of Ukraine, Great Britain and the USA?
6. Who is your favourite movie star?
7. What do you prefer to watch – movies on TV or at the cinema?
8. How often do you go to the cinema?
9. What advantages does film have over other forms of cultural entertainment?

2. Discuss the following quotations giving your view on what is meant:

1. You can't find any true closeness in Hollywood, because everybody does the fake closeness so well. (Carrie Fisher)
2. Hollywood is a place where they'll pay you a thousand dollars for a kiss and fifty cents for your soul. I know, because I turned down the first offer often enough and held out for the fifty cents. (Marilyn Monroe)
3. In Hollywood a marriage is a success if it outlasts milk. (Rita Rudner)
4. The average Hollywood film star's ambition is to be admired by an American, courted by an Italian, married to an Englishman and have a French boyfriend. (Katharine Hepburn)
5. The only reason I'm in Hollywood is that I don't have the moral courage to refuse the money. (Marlon Brando)
6. Where is Hollywood located? Chiefly between the ears. In that part of the American brain lately vacated by God. (Erica Jong)

3. Try to find out your attitudes to television by answering the following questions. Work in pairs.

Friends arrive unexpectedly, just at the most exciting part of the film you are watching on TV. Do you:

- a) switch off the TV set immediately?
- b) try to persuade the friends to watch the TV for a while?
- c) talk to them and watch the TV at the same time?

You have arrived home from work tired after a hard day's work. Do you:

- a) flop down in a chair and watch TV for the evening?

- b) go to bed early with a good book?
- c) watch a bit of TV, then listen to some restful music for the evening?

On average how much television do you watch each week?

- a) None at all.
- b) 1-10 hours.
- c) 10-20 hours.

In many western European countries, people now spend more time surfing the Internet than watching TV. Do you yourself:

- a) never go on the Internet?
- b) give them equal time?
- c) only watch the television?

Do you:

a) enjoy talking about all sorts of TV programmes you have seen after watching them?

b) occasionally talk about TV programmes when they are exceptionally good or interesting?

c) never talk about TV programmes?

4. Name three kinds of programmes you like and one you especially dislike. Choose your preferences from the first column. Express your opinion on how these programmes influence viewers. Choose from the options in the second column and discuss your opinions in class.

news	entertain
documentaries	absorb our time
feature films	educate
serials	fool us
quiz shows	inform
pop music programmes	cause vicious feelings
classical music programmes	make us better
children's programmes	make us act
variety shows	make us fall asleep
sport	anger us
nature programmes	depress us
history programmes	make us happy

5. Without looking in your textbooks, listen to the recorded dialogue to get its main message. At the same time, try to identify the functional expressions used in it.

Dialogue: "Ukraine Blockbusters"

Kate: Come over here and take a look at what I just got through the post!

Ian: May I ask if it's another bill for your mobile phone?

K: No and it's not, you rat. Feast your eyes on this!

I: No thanks, I'm sure my nerves couldn't stand it.

K: For goodness sake, could you just for once humour me and read this?

I: Okay, okay. “*Ukraine Blockbusters* is honoured to request the presence of Catherine Elizabeth at the premiere of the new action movie *Terminator Seven* on the 5th of April”.

K: I’d absolutely love to go to that. Do you think I could wear my new frock or will you go with me to buy something really special?

I: Oh no, I’ll pass on that right now. How about going down to the pub to celebrate?

6. Listen to the same dialogue again. Write down unknown words and functional phrases. Compare your notes with your neighbour’s. Answer the following questions:

a) What is the subject matter that is discussed in the dialogue?

b) How would you describe the speech register of the dialogue? As professional or personal? Define the style of the dialogue as formal, informal, spoken, colloquial or highly colloquial.

c) What are the emotions and desires of the two speakers in the dialogue? Prove your viewpoint with quotations from the text.

d) Would you describe the dialogue as logically complete or incomplete? Is there a beginning or an end to the conversation? Give examples from the dialogue as to why you think so.

7. Working with the text of the dialogue, find among the expressions given below those that were used in the dialogues. Then go through the table looking for expressions of the same function. Try to memorise as many of them as possible.

Inviting

Come over here and take a look at...?
May I have the pleasure of...?
Could you find the time next week to...?
May I invite you to...?
Would you be able to join us...?
Would/will you like to ...?
It would be great if you could...
How about going...?
Hey, come on over!
Get yourself over here and join us.
Could you just for once humour me?
Feast your eyes on this!

Accepting/declining an invitation

Thank you very much. I’d love to.
Thanks so much. That’s kind of you.
That would be great – I’d be happy to.
Oh, yes please.
Right – looking forward to it.
What a pity. I would have loved to come.
That’s very kind of you, but I’ve already promised to...
Oh no! I’ve arranged something else and I can’t.
Sorry, but I can’t make it.
I’ll pass on that right now.

8. Looking at the text of the dialogue and, not looking in the table, substitute the dialogue’s functional expressions with synonymous expressions you’ve just learnt.

9. Retell the dialogue in pairs close to the text substituting its functional expressions with the synonyms you’ve just learnt.

10. Give English equivalents to the following Ukrainian functional phrases using your new knowledge.

1. Я хотів би запросити вас ... 2. Підійди-но сюди та поглянь на це ... 3. Чи не могли б ви знайти час наступного тижня? 4. Маю честь запросити вас ... 5. Дуже дякую. Я б із задоволенням, але ... 6. Щиро дякую. Дуже мило з вашого боку. 7. Це було б чудово. 8. Подивись уважно. 9. Добре, я з нетерпінням очікую на ... 10. Шкода. Я б хотіла прийти. 11. Можна запросити вас на вечірку? 12. Чи не могли б ви приєднатись до нас? 13. Було б чудово, якби ви могли... 14. Дуже дюб'язно з вашого боку, але я вже пообіцяла. 15. Вибачте, ні. Я вже домовилась про інше ... 16. Вибачте, не виходить. 17. Тут я пас. 18. Ти можеш хоч раз в житті мене послухати?

11. Translate the following dialogue into English:

Катя: Привіт, друже! У мене для тебе приємна новина. Подивись, що нам принесли. Не здогадаєшся!

Тарас: Обмаль часу, я дуже поспішаю.

Катя: Ну послухай мене хоч раз у житті! Дивись, це запрошення. “Спілка кіномитців України” має честь запросити Катерину Петренко на Фестиваль американських фільмів, який відбудеться у кінотеатрі “Київ” 20 – 25 квітня 2006 року”. Було б чудово, якби ти міг піти зі мною сьогодні.

Тарас: Дуже мило з твого боку, але я вже домовився про зустріч з другом.

Катя: Я б дуже хотіла подивитися нові голлівудські фільми. Адже ти знаєш, що я захоплююсь комедіями, бойовиками та детективами.

Тарас: Ще раз щиро дякую за запрошення. Якщо в мене буде вільний час, я з великим задоволенням піду, але в інший день. Ну все, побачимось. Телефонуй!

READING 1

1. Think of ten to fifteen thematic words which you are likely to find in the following text on ‘Film in Today’s Society’ and write them down, checking later whether the words you predict actually appear.

2. Look through the following comments before reading the text:

Comments

1. **Film Schools.** All over the world, the higher education establishments that provide courses on the Film Industry are called Film Schools. Very highly specialized universities and faculties of universities are also very often called Schools. For example, in London there is the London School of Economics (or LSE) which functions as a separate university, while the Manchester Business School is a faculty of the University of Manchester. Similarly, there are Medical Schools, Art Schools or Dental Schools. *Інститут кінематографії.*

2. **Burbank and Westside.** Los Angeles (LA) is a massive conurbation with a population of around thirteen million, spread across five counties. There are nearly four million people in the city of LA, located in LA County; Hollywood and Westside are

two districts of the city. Burbank is a city in its own right, also in LA County, and these three areas are where most of the film industry is physically located.

3. **Jason Bourne.** Robert Ludlum wrote three novels with Jason Bourne as the hero; after Ludlum's death more have also been written with the approval of his heirs. These novels have been filmed as a series of Hollywood blockbusters starring Matt Damon.

3. Read the text "Film in Today's Society" for the first time and underline the sentences that summarise the main idea of each paragraph.

Text 1: Film in Today's Society

Only a few generations ago, people who wanted to artistically create would have written the **outpourings** of their emotions as poetry, prose or perhaps the script for a play. Today **burgeoning** ranks of aspiring hopefuls write screenplays and hope to have them accepted by a film production company somewhere, anywhere! Those that may have become artists painting in oil, watercolours or pastels may wish to use their talents today for shape and form and lighting by working as a director, cameraman or technician on a film set. **Budding** sculptors are moving into stage, scenery **and** special effects. It's no longer the Government, the Military or Weather forecasting Centres that need the most powerful computer systems; it's **those** working in the field of **Computer-Generated Imagery** (or CGI).

We've had actors for millennia, who have had the ultimate ambition **of** being the best at what they do, in order to affect the people that watch **their** performances. Now they have a **league table of ambition**; to be good **at drama** school, then get on stage, then take a leading role in a play and **then** get to television. But most people, both in the profession and outside, **see** the **pinnacle** as being a top Film Actor, viewed in cinemas and movie **theatres** around the world. Once their top feature film is shown on DVD or **on** TV, millions or even billions will see them in what's thought of as an **artistic** role.

Why has all this combined to make Film become one of today's biggest **and** most popular industries? It may be argued that it's the **synergy** of so many **creative** sources coming together to give birth to an indefinable creature with **a spirit** of its own. As so many layers of artistic talent wrap around the thing **called** a movie, a monster is bom. Given the amount of money and business **orbiting** each product, a vast number of people each time desperately hope **that** the newly-bom creature will grow into a "**blockbuster**".

Hollywood in the USA and Bollywood in India are, each in their own **ways**, the two greatest centres of the Film Industry in the world. Bollywood **makes** the most films each year and more people watch them, but Hollywood **has** the biggest budgets, far more associated marketing and **tie-ins**, and its **product** is more widespread internationally. Ask who the President of the **world's** biggest country, China, is, and you could expect an embarrassingly **small** number of correct answers. Ask who Sean Connery, Johnny Depp and **Julia** Roberts are, and the chances are that it'd be difficult to find someone **who** doesn't know at least two out of three.

The image of Hollywood is colossal. Americans will tell you that the **industry** has more locations in **Burbank and Westside** today, but the name **is more** than geography;

it's history, business culture, lifestyle and politics. **Ronald** Reagan was an icon of Hollywood before becoming President of the **USA**, Arnold Schwarzenegger made his name in movies before becoming **Governor** of California, and many candidates for tomorrow's highest **Political** offices are retiring actors. The presentation skills learned for the Silver Screen are giving already-known celebrities a **head-start** in winning political office.

The glamour of Hollywood still draws millions from around the world and it's taken for granted in Hollywood service industries that employees may suddenly temporarily disappear. Each waitress might suddenly dash to the **audition** that'll give her that big break, every carwash attendant could suddenly rush off to a producer's meeting looking at screenplays and that electrician fixing your light socket could just have been one of the crew working on the **Jason Bourne** films, **rubbing shoulders** with Matt Damon.

Each success brings with it an effect on so many lives. Whereas once, in a less politically-correct world, girls played with dolls and boys played with toy soldiers, children now play with **action figures** from their favourite films: Batman, Lord of the Rings, Fantastic Four, The Matrix, Star Wars, Shrek or Spiderman. Children and their parents (and sometimes grandparents) play computer games based upon popular movies, as tie-ins are an important source of inspiration for the computer gaming industry. The reverse is also true, as some of the most popular games have become films, such as Final Fantasy, Mortal Kombat and Doom.

If you walk down any busy street in most cities around the world, you can see four categories of image promoted on people's clothes: adverts for the manufacturer (so-called 'designer wear'), sport, music and movies. Joanne Rowling has sold hundreds of million of Harry Potter books, but she's also sold millions of T-shirts bearing images from the series of Hollywood Potter films.

Music itself has become **irrevocably** married to film. Once we listened to, sang and played songs. Then in the early 20th century we bought **sheet music**, then records, then CDs and finished the century by downloading mp3 files. But in the 1980s it became almost impossible to achieve mass sales of any song without a video or at least a frequently-shown **clip** from a video. We had become so used to seeing, as well as hearing, musicians at the cinema and on television, that the Music Video became an essential part of our culture. Today many technicians are employed in TV, but those who aspire to Film often learn their trade on the production of music videos and many top artists in music use Hollywood directors to direct their music videos.

The emphasis today is on technology, as CGI becomes integrated with the filming of live scenes. It's becoming almost impossible to distinguish between a **filmed sequence** and a CGI sequence. Not only have cartoons become triumphs of computer graphics, but special effects and stunts rely hugely on **computer enhancement** or even replacement. Set builders and designers spend more time behind a keyboard than actually on a set. Al Pacino's movie "Simone" (or S1 mOne) is about **how** producer's film is endangered when his star walks off, so he decides to **digitally** create an actress to substitute for the star, becoming an overnight **sensation** that everyone thinks is a real

person. In the few years since the **release** of that film in 2002, the concept is far more real than sci-fi. But we'll **all** continue to queue up to watch the latest blockbuster.

By the way, who is Hu Jintao ...?

4. Write out 20 key words from the text and compare them with the list of those thematic words that you wrote earlier. How many of them have coincided?

5. Study the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words:

Vocabulary notes

1. **Film**, *n.* A term that encompasses motion pictures as individual Projects and the field or industry in general, in both the USA and the UK – кінофільм, кінематограф, e.g. Film (кінематограф) is considered by many to be an important art form; films (кінофільми) entertain, educate enlighten and inspire audiences.

'Cinema' is often wrongly used to describe the Film or Movie Industry. The SOED only defines the word 'cinema' as a place to view the product (кінотеатр) and only refers to 'cinematography' for the making of films (кінематографічне мистецтво). It is not recommended that 'cinematography' is used in the 21st century, as it is very old-fashioned.

'Cinema' is the Anglo-English term for the American English synonym 'movie theatre'. They are places you go to watch films (AngloE) or movies (AmE). The use of 'movies' has increased greatly in the UK in recent years, but like many Americanisms, it goes in and out of fashion.

Comb.: film set (AngloE)/movie set (AmE) – знімальний майданчик, декорації для зйомок; film buff (AngloE)/movie buff (AmE) – фанат кіно; film craft – мистецтво кінозйомки; film fest (AngloE)/movie fest (AmE) – кінофестиваль; film-goer (AngloE)/movie-goer (AmE) – частий відвідувач кіно; film star (AngloE)/movie star (AmE) – кінозірка, silent film – німе кіно, sound film – звукове кіно, film for adults – тільки для дорослих, dubbed film – дубльований фільм.

2. Outpourings, *n.*

1) the literal action or act of pouring out – виливання, e.g. The outpourings of smoke sink earthward.

2) A thing which is figuratively poured out; an effusion, a lengthy spoken or written expression of emotions – вилив, виявлення почуттів, e.g. The American style of news presentation is a breathless outpouring of words.

3. **Burgeoning**, *adj.* Literally such that forms buds, but now almost always used in a figurative sense of developing rapidly – той, що розпускається, розквітає, розвивається, e.g. Ukraine is a burgeoning country in the grip of political revolution.

4. Budding, *adj.*

1) *fig.* beginning to develop to maturity- що подає надію, багатообіцяючий. e.g. She was a patron for several of the more promising budding artists.

2) *lit.* that forms buds – той, що дає паростки, розпускається, розквітає, e.g. The budding roses were a sign that spring had arrived.

Bud, v.

1) send out buds, sprout; come or push out as a bud – давати бруньки, паростки, пароститися, e.g. As spring came, he was overjoyed to see his roses budding.

2) begin to grow or develop – розквітати, розвиватися, e.g. Her two daughters are budding into womanhood.

5. **League table of ambition/ladder of ambition.** The expressions describe the progress possible in a career, often likened to the rungs of a ladder, when the person climbs up the ladder as their career develops, or a table in a sports league, where the objective is to rise until the person or team ‘goes top of the league’ – шкала професійних амбіцій.

6. **Computer-Generated Imagery.** Images created with the help of computers, the primary method of producing special effects and stunts - комп'ютерні спецефекти.

7. Pinnacle, n.

1) *fig.* a high place or situation; the highest point; the culmination or climax (of success, ambition) – вершина, кульмінація, кульмінаційний момент, e.g. Natasha regarded working at the University as the pinnacle of her career.

2) small ornamental turret, usually culminating in a pyramid or cone, crowning as a buttress, roof, etc. – шпиль, вершечок, e.g. We could see points – roofs and pinnacles along the skyline.

3) a natural feature forming a peak, especially a pointed or projected rock or outcrop – гостроверха скеля, e.g. The climbers tried to reach the pinnacle before noon.

8. **Synergy, n.** The increased effectiveness or achievement from two interrelated tasks occurring simultaneously, often described as when “one plus one equals three”. This term was once used in this sense only in business jargon, becoming popular in the 1980's, but is now quite widespread. Спільні зусилля, синергія. e.g. The companies' merger resulted in synergy that increased their market share.

9. **Blockbuster, n.** A thing of great power or size, especially as a bestselling book or successful film – блокбастер, e.g. They came out of the cinema discussing the fantastic blockbuster they had just seen.

10. **Tie-ins, n.** Different products promoted simultaneously to profit from linked marketing programmes – супутні товари, e.g. Some computer-game tie-ins have made more money than the original film.

11. **Head start.** An advantage at the start of a race or course of action – перевага на початку, e.g. His knowledge of classical Latin gave him a head start when learning Spanish.

Phrase: to give a head start – надати перевагу, дати фору.

12. **Audition, n.** A trial hearing or viewing of an applicant for employment as a singer, actor, etc. – прослуховування, проба (у театрі, кіно), e.g. Everyone was awaiting the opportunity to compete at the audition.

13. **Rub shoulders** (AngloE)/rub elbows (AmE). To be in the company of, especially rich and famous people – товаришувати/водитися з кимось, e.g. She was thrilled by the opportunity to rub shoulders with some of Hollywood's most famous celebrities.

14. **Action Figure.** A children's toy where characters from popular films are sold

as tie-ins – іграшкові персонажі блокбастерів. e.g. My little nephew wanted Lord of the Rings action figures for Christmas.

15. **Irrevocably**, *adv.* Beyond recall or recovery, irreversibly – безповоротно, незмінно, e.g. At last Carrie made up her mind irrevocably.

Irrevocable, *adj.*

1) unable to be recalled or recovered – безповоротний, непорушний, e.g. It's gone, the past is irrevocable.

2) unable to be undone – незмінний, остаточний, e.g. There is nothing you can do. Now that it's happened, it's irrevocable.

16. **Sheet music**. Once the most common way of buying a song before the advent of records and now only used by specialist musicians – ноти. e.g. The earliest Hollywood musicals were responsible for sheet music sales of popular songs as many people wanted to play them on their pianos.

17. **Clip**, *n.* In English a 'clip' is a short extract from a film or video. Review programmes on the television usually show several clips from a film while discussing it. A music video clip is a short 'taster' of the music video and lasts a few to maybe thirty seconds at most. The usual practice in Ukraine is to translate '(music) video' into 'кліп' but if that word in Ukrainian is used to refer to a whole item, it should be translated into English as '(music) video'.

18. **Filmed sequence**. A passage in a film consisting of several shots dealing with a single event or theme – послідовний ряд кінокадрів, e.g. I must admit this filmed sequence has been done superbly.

19. **Computer enhancement**. Most films today use computer enhancement techniques with CGI to make the car chases more dramatic, the explosions bigger, to have more troops on the battlefield and to make the scenery more dramatic – посилення сцен за допомогою комп'ютерних технологій, e.g. Without computer enhancement, most battle scenes would look small and cheap.

20. **Sci-fi**. Colloquial abbreviation for science fiction – fiction based on imagined future scientific discoveries, major environmental changes, frequently space or time travel or life on other planets – наукова фантастика, e.g. One of the most popular genres for films over the years has been sci-fi.

21. **SlmOne**. This is a clever play on the French female name Simone, using SIM in the sense of (abbreviated) computer simulation, as in Sim City, The Sims or Sim Golf computer games. This is then further modified for stylistic purposes to S1 m, and since the computer generated leading actress is the first of a new generation, One matches the last three letters of the original name.

6. How would you define the author's style of writing? Choose among the following descriptions: flamboyant, colloquial, informative, neutral, educated, logical, emotional, matter-of-fact, wandering, poetic, precise. What is/are the instance(s) of humour that enliven the text?

7. How would you describe the text in general? Choose one or more from: narrative, fictional, humorous, critical, poetic, documentary or instructive.

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

9. Answer the following questions.

1. What is the ultimate ambition of any actor?
2. Why has the film industry become the biggest and most powerful media business?
3. What is meant by “synergy” in the text?
4. What are the major centres of the film industry?
5. How would you describe the image of Hollywood?
6. Why have so many Hollywood actors become icons?
7. What retiring actors have become famous politicians?
8. What are the most popular action figures on sale today?
9. Why is the computer gaming industry so popular?
10. How has music become irrevocably married to film?
11. What is meant by “CGI sequences”?
12. What kinds of special effects can you describe?
13. Who is more famous in Kyiv in your opinion - Brad Pitt or Hu Jintao?
14. Why do many people stand in queues to watch the latest blockbuster?

10. Write down your own plan of the text or put together bullet-points for its contents. Retell the text in detail using your plan or bullet-points as a prompt.

VOCABULARY PRACTICE 1

11. Learn the Vocabulary Notes, give derivatives to the following words, as well as word combinations that would incorporate them. Translate these derivatives and word combinations into Ukrainian.

A film, an image, art, a product, a play, to create, to locate, to act, to set.

12. Find synonyms to the following words and word combinations. Consult a dictionary of synonyms if necessary:

Burgeoning, embarrassing, top, widespread, colossal, ambition, outpourings, emphasis, tie-ins, a head start, a pinnacle, a celebrity, to queue up, to continue, to base upon, to rub shoulders, to substitute, to make stronger or bigger.

13. Translate the following words and word combinations into Ukrainian and make up your own sentences with them.

The outpourings of emotions, burgeoning ranks, a screenplay, a film set, a cameraman, a filmed sequence, a director, budding sculptors, moving into stage, special effects, Computer-Generated Imagery, the ultimate ambition, a league table of ambition, a pinnacle, synergy, creative sources, artistic talent, a newly-born creature, tie-ins, embarrassingly, a celebrity, a head start, the glamour of Hollywood, to take for granted, audition, to rub shoulders, to bring success, action figures, the computer gaming

industry, irrevocably, sheet music, to aspire, a stunt, computer enhancement, a set builder, to become an overnight sensation, sci-fi, to queue up, film craft, filmfest, filmgoer, film buff, silver screen, a take, a top film actor, the latest blockbuster, to download mp3 files, designer wear, to bear images, to orbit a product, a top feature film, indefinable creature, a film crew, presentation skills, a retiring actor.

14. Fill in the blanks with an appropriate word from the following list: pinnacle, synergy, a head start, blockbuster, tie-ins, embarrass, irrevocably, filmed sequence, budding, burgeoning, outpouring, audition, rub shoulders, sci-fi.

1. A lot of ... actors took part in the auditions for the next computer game tie-in movie. 2. The ... market for high-definition television has been developing rapidly. 3. The ... of her feelings was so deep that I could not help admiring her acting. 4. She managed to reach the ... of her acting career. 5. The technical ... of the two companies after their merger made them industry leaders after a short while. 6. By the way, have you seen the latest Hollywood ... ? 7. The young actor's career was given a ... when he luckily met the leading lady on holiday. 8. He didn't want to ... Kate by asking her difficult questions at the audition. 9. So many ... related to the latest blockbusters are heavily advertised. 10. I've got an ... for the role of Rambo in Rambo Eleven on Friday. 11. As a reporter, Jamie gets to., with many Hollywood celebrities at premiers. 12. I saw a ... movie about travelling in time to Mars when there was life on it. 13. Some agricultural machinery has changed the pattern of rural life.... 14. In my opinion most of the ... in the film "Gladiator" in the Coliseum were done really well.

15. Give English equivalents for the following Ukrainian words and expressions.

Знімальний майданчик, фанат кіно, мистецтво кінозйомки, частий відвідувач кіно, кінозірка, виявлення почуттів, багатообіцяючий, комп'ютерна графіка, кульмінаційний момент, спільні зусилля, супутні товари, збивати з пантелику, дати фору, приймати за належне, прослуховування, товаришувати, іграшкові персонажі блокбастерів, безповоротно, ноти, кліп, послідовний ряд кінокадрів, наукова фантастика, посилення сцен за допомогою комп'ютерних технологій, сценарій, кінооператор, режисерпостановник, декорації, спецефекти, вийти на сцену, знаменитості, стояти в черзі, отримати провідну роль, музичне відео, декоратори, каскадер, дубль, освітлення, запустити продукт у продаж, випускати фільм у прокат, знімальна група.

16. Match the film and TV industry related words in the left-hand column with their definitions from the right-hand-column. Translate into Ukrainian.

- | | |
|----------------------|---|
| a) clip | 1) a shot taken at close range and showing someone in detail |
| b) long shot | 2) a very successful and popular film |
| c) blockbuster | 3) a short extract from a film or video |
| d) sound-track | 4) a passage in a film consisting of several shots |
| e) close-up | 5) a shot taken with a long, panoramic distance |
| f) filmed sequence | 6) the recording of all the sounds in a film |
| g) location shooting | 7) categorization of movies by suitability for different ages |

- | | |
|--------------------------|--|
| h) overlay | 8) an advertisement for a future presentation |
| i) skit | 9) a part of the film that shows a scene earlier in time than the rest of the film |
| j) library | 10) names of the cast and crew shown on a cinema/TV screen |
| k) sets | 11) a small part in a film played by a well-known actor / actress |
| l) credits | 12) pictures from TV records, archives |
| m) flashback | 13) a build up scenery in a studio or outdoors for a film |
| n) cameo role | 14) an amusing imitation or parody |
| o) trailer | 15) either a movie company as a whole or the place when indoor filming takes place |
| p) rating | 16) a film, fiction or documentary, of short duration |
| q) crowd scene | 17) a technical term to describe the superimposition of one shot over another |
| r) a short | 18) the selection process to decide who acts in what role |
| s) a feature-length film | 19) scenes photographed outdoors, where they are supposed to happen |
| t) studio | 20) a scene where large numbers of extras are used |
| u) screening time | 21) a film of usually 90 minutes or more, the term being used for documentaries |
| v) casting | 22) the actual duration of the running of a movie or TV programme |

17. Match the titles of participants in film or TV in the left column with their description in the right column. Give their Ukrainian equivalents.

- | | |
|----------------------|---|
| a) cameraman | 1) the person in charge of all aspects of film production |
| b) anchorperson | 2) a stand-in for an actor to perform risky episodes |
| c) stuntman | 3) the person responsible for the camerawork or the photography |
| d) extra | 4) a stand-in for scenes of nudity |
| e) body-double | 5) the person introducing a TV show and its links |
| f) stand-up comic | 6) the person who co-ordinates the work of participants in a TV studio news programme |
| g) leading lady | 7) a person employed for a minor part in a crowd scene |
| h) panel | 8) a group of speakers chosen to take part in a TV show discussion before an audience |
| i) the cast | 9) the group of people responsible for cosmetics |
| j) director | 10) the star actress in a movie |
| k) producer | 11) the person who selects the components of the soundtrack and directs the sound editing |
| l) make-up | 12) the actors and actresses appearing in a film |
| m) wardrobe | 13) the person in charge of all the organization and financing of a movie |
| n) presenter | 14) the advisor to the director who works with the drawings, helps choose the locations and helps design the sets |
| o) a double | |
| p) sound producer | |
| q) artistic director | |

- 15) the group of people responsible for costumes
- 16) a person who is substituted for a leading actor
- 17) a comedian who tells jokes and monologues before an audience

18. Fill in the blanks with the words from the following list: for adults only, to be shot, acting, an event, a director, a plot, on location, a leading lady, stuntmen, a show, silent movie, subtitles, an extra.

1. The premiere of this movie was arranged in the club. It was an exceptional.... 2. The ... of this film is based on a well-known novel. 3. The scenes of rural life were shot.... 4. Her career in the motion picture industry began as ..., but then as things changed, she became 5. The director decided that some scenes presented high risk for the actors, so he employed 6. Tom Hanks ... in many successful films by talented 7. The ... usually includes trailers, advertisements and sometimes documentaries. 8. Charles Chaplin was a star of...; now his films are shown with ... to convey their message. 9. Edwin wasn't allowed to watch the film as it was rated .. and he was only fifteen. 10. We were captivated by the marvellous ... of the leading actor.

19. Translate the following sentences into English using the active vocabulary of the lesson.

1. Щоб зробити більшими вибухи, а погоні на машинах драматичнішими, у багатьох сучасних фільмах застосовується посилення сцен за допомогою комп'ютерних технологій. 2. Зараз український кінематограф знаходиться у дуже скрутному становищі. 3. Багато кінозірок Голлівуду було запрошено на Каннський кінофестиваль, але не всі погодилися взяти у ньому участь. 4. Виявлення почуттів у деяких фанатів кіно при зустрічі з улюбленою кінозіркою настільки сильне, що вони намагаються переслідувати відомих акторів. 5. Багатообіцяючий молодий актор з'явився на знімальному майданчику, але режисер не звертав на нього жодної уваги. 6. В тих країнах, які швидко розвиваються, необхідно провести економічні реформи в стислий термін. 7. Уявні образи, створені за допомогою комп'ютерної графіки, справили велике враження на глядачів пригодницького фільму. 8. Кульмінація мелодрами тримала у напруженні глядацьку аудиторію і навіть викликала сльози у деяких любителів цього жанру. 9. Спільними зусиллями акторів, режисера, сценариста, продюсера, кінооператора та техніків екранізація відомого фантастичного роману з використанням спецефектів вийшла досить вдалою. 10. Каскадери, декоратори, дублери, масовка та інші учасники зйомок плідно попрацювали над створенням нового блокбастера. 11. Знаменитості Голлівуду сприймають за належне те, що всі глядачі знають їх в обличчя та захоплюються їх неперевершеним талантом. 12. Треба визнати, що послідовний ряд кінокадрів у фільмі "Гладиатор" з участю Рассела Кроу був зроблений дуже майстерно. 13. Зараз діти люблять гратися з іграшковими персонажами блокбастерів, такими як: "Бетмен", "Людина-павук", "Володар кілець", "Матриця" та іншими. 14. Як журналісту, йому довелося зустрічатися, брати інтерв'ю та навіть товаришувати з багатьма політичними та

державними діячами України. 15. Вільне володіння трьома іноземними мовами з самого початку дало Богдану перевагу над колегами-міжнародниками. 16. Зустрівшись з Джулією Робертс на Московському кінофестивалі, Олена була настільки збентежена, що не промовила ні слова. 17. Перше прослуховування у Театрі української Драми ім. І. Франка виявилось невдалим для молодого актриси, але вона не виглядала розгубленою. 18. Все минуло безповоротно, але надія помирає останньою. 19. На зйомках останнього кліпу Руслана вдало використала сценічні спецефекти, хоча фінальну сцену було знято тільки з п'ятого дубля. 20. Всі музиканти-початківці вчаться грати по нотах хоча вивчити їх вимагає неабияких зусиль. 21. Само собою зрозуміло що детективні та науково-фантастичні фільми користуються найбільшою популярністю серед молоді та людей середнього віку. 22. Кар'єр, ні сходинок кожного актора-початківця такі: добре навчатися в школі акторської майстерності, вийти на сцену, отримати провідну роль у п'єсі, а потім потрапити на телебачення. 23. Незважаючи ні на що, люди продовжують стояти в чергах, щоб подивитись останній голлівудський блокбастер. 24. Деякі супутні товари до фільмів приносять набагато більше прибутків, ніж прокат самого фільму.

20. Look at the list of film genres and translate them into Ukrainian.

cartoon, science fiction film, fantasy film, disaster movie, travelogue, documentary, war film, musical, horror movie, thriller, historical film, romantic comedy, detective movie, action film, historical drama, melodrama, western, sport, adventure movie, drama, children's film, short film.

21. Decide which film genres you think would appeal to the following stereotypes of people and why. Then discuss it in class.

ten-year-olds	university students
university lecturers	retired people
teenagers	journalists
housewives	politicians

22. Translate the following words and expressions into Ukrainian.

Programmes: the news, breaking news, news updates; current affairs programme; special report; factual reportage; live footage; reality television; soap opera; television series; television serial; talk/chat show; cartoons; discussion/panel discussion; interview; children's programme; educational programme; wild-life/nature programme; sports report; the weather report/ forecast; variety show; game show; quiz programme; television play/film; television version of a play (adapted for television); sitcom (situational comedy); commercial; video clip; music video; a regular character on a programme; a regular feature programme.

Television techniques: to broadcast; a live broadcast/show; live broadcast; to be on air; a broadcast speech/interview/discussion; outside broadcast; to be on TV; to appear on a programme; to show on television; to cover something; news television/coverage; ENG – Electronic News Gathering; to do a television show; library film/pictures/

archive material; microphone, mike, neck mike; boom mike; monitor; screen time; overlay; DVB – Digital Video Broadcasting; cable television; analogue television; digital television; satellite television.

23. Describe your favourite kind of TV programme and how it is made, using the active vocabulary of the previous exercise. Discuss this topic in class.

24. Read the following news item from bbc.co.uk on the radical changes in TV brought about by use of the Internet. Translate it into elegant Ukrainian.

The BBC and ITV have put their main TV channels on the Internet for the first time – but they are only available to a small proportion of UK viewers.

Only about 200,000 people in the UK can currently watch the simulcasts, which are testing a system of Internet broadcasting known as multicasting. It could pave the way for the whole country to watch live TV on the web. Around 4,000 technologically-aware viewers are being sought to report back on how well the multicasts work.

Until now, most broadcasts of video over the Internet have given each user their own individual feed. Multicasting is closer to traditional broadcasting, with one high-quality signal sent out over the web for many people to tune into. But it is so far untested on a large scale.

The BBC hopes it will be the first step towards allowing all UK broadband users watch its channels on their computers as easily as they do on TV. But that is still “a long, long way away”, according to Tom Loosemore, BBC head of strategic innovation. “We want to offer live telly eventually and so this is clearly one area where we’re trying to help the UK Internet become ready for that,” he says.

“That’s the overriding objective – to see whether multicasting is a route where the Internet can support live telly, because for a lot of people the Internet is a really major media environment now.” But he stresses the technology is still relatively unreliable and the trial is only open to a **small** number of viewers in the UK.

MyBBCPlayer, a system launched in 2006, will let viewers watch both live TV channels and the last week’s programmes for catch-up viewing – all for free to UK broadband users. A separate trial for the seven-day catch-up facility has just ended. But MyBBCPlayer still has to be fully approved by the BBC governors, who will weigh up its public value. ITV, meanwhile, says the multicasting trial will help shape its strategy in the online world.

Simon Fell, ITV controller of emerging technologies, said: “This unique opportunity to trial multicast technology with Internet service providers and users will give us valuable insight into usage patterns and help to test this innovative and scalable solution to broadcasting over the Internet.”

In the US, Internet giants such as Google and Apple iTunes already sell TV episodes over the Internet.

25. Match the words from the text above in the first column to their meanings in the second column:

a) feed

1) to make things ready, to prepare for an event

- | | |
|----------------------|---|
| b) multicast | 2) the context of different mass-media |
| c) simulcast | 3) to adjust a tuner to receive a chosen signal |
| d) to pave the way | 4) a way of solving a problem that can be increased in proportion to requirements |
| e) to tune into | 5) a broadcast by different media at the same time |
| f) telly | 6) a broadcast by different media at the same time that does not rely on specific connections |
| g) catch-up viewing | 7) a source of information |
| h) media environment | 8) colloquial version of 'Television' AngloE |
| i) scalable solution | 9) watching recorded TV later |

26. Read and translate the following text about a famous English film director into Ukrainian in writing.

Sir Ridley Scott was born in 1937 and is one of the older generation of film directors with not only a significant list of credits, but also a number of Hollywood landmarks in his career.

He was born in England and educated at the Royal College of Art in London before learning his trade in television. He moved to join an advertising agency where he was responsible for some of the adverts that are part of the history of advertising and where he won a series of awards.

Even today, most British people who were watching television in the 1970s still remember Scott's "Hovis" bread advert; an artistic tour de force set to an excerpt from Dvorak's New World Symphony. Even after he was making Hollywood films, he produced a number of adverts including the "1984" ad to launch the Apple Macintosh. The commercial is consistently ranked number 1 in ad lists and the US advertising industry ranked it as the greatest commercial of all time.

His first feature film was "The Duellists"- an artistic triumph but produced in Europe, so still unknown to most Americans. It is difficult to play a DVD of this film without wanting to continually pause it, to see the incredibly artistic cinematography. This was followed by "Alien" that set new standards for its moody psychological thriller-style in a science fiction setting. The style is still copied today. He then shot "Bladerunner" which again set a new visual: paradigm, this time for a dark futuristic dystopia.

Over the years, "Black Rain" (detective 1989), "Thelma and Louise" (road movie 1991) and "Black Hawk Down" (war 2001) were just some of his output that each set new standards in their different genres. In 2000, he released "Gladiator", starring Russel Crowe, that has been credited with the revival of the nearly defunct genre of the "sword and sandal" historical epic. Most Hollywood studios since then have released many epics in that genre, and Scott himself shot "Kingdom of Heaven" in 2005.

In the meantime he continued his tradition of working in highly dissimilar genres, with "Hannibal" (horror 2001) and "Matchstick Men" (comedy 2003). The "King of Striking Visuals" was knighted in 2003 to become Sir Ridley.

27. Define the genre of the text and find answers to the following questions:

- 1) What brand of bread did Ridley Scott advertise in his youth?
- 2) What commercial was ranked number 1 in the US advertising history?
- 3) Why has “The Duellists” remained mostly unknown to most Americans?
- 4) What film set a visual paradigm for a dark futuristic dystopia?
- 5) What film became the revival of the historical epic?
- 6) In what year was Sir Ridley knighted?

28. Find English equivalents in the text that correspond to the following Ukrainian words and expressions:

вражаючий візуальний ефект, несхожі жанри, епохальний фільм, історичний епос, зникаючий жанр, візуальна парадигма, творчий доробок, запустити рекламу продукту, реклама на телебаченні, займати певну позицію у рейтингу, на фоні фрагмента, художнє досягнення, високохудожній кінематограф, похмурий психологічний трилер, на тлі наукової фантастики.

29. Using the Internet and other reference materials find some information on your favourite director. Present your material in class.

30. Revise the vocabulary of the section by quickly giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

Film industry related terms: a film buff, a film craft, a film-goer, a film star, a film fest, a screenplay, a film set, scenery, special effects, sheet music, an action figure, Computer-Generated Imagery, a blockbuster, a tie-in, an audition, a filmed sequence, computer enhancement, computer gaming industry, a music video, a movie theatre, shooting, screening, on the screen, a trailer, a skit, a clip, a long shot, a soundtrack, a close-up, a location shot, an overlay, a film library, sets, credits, title, subtitles, a flashback, a cameo role, rating, to release a film, a shot, a take, visual paradigm, a studio, camerawork, a feature-length film, a short, dubbing, a trailer, casting, defunct genre.

Participants in shooting: a director, a cameraman, a technician, a producer, a stuntman, a set-builder, a stand-up comic, an anchorperson, a panel, an extra, a double, a body-double, a leading lady, supporting role, an artistic director, a film crew, a sound producer, make-up, wardrobe.

Genres: a cartoon, a Western, a science fiction film, sci-fi, a fantasy film, a disaster movie, a travelogue, a documentary, a war film, a musical, a horror movie, a thriller, a romantic comedy, a detective movie, an action film, a historical film, a melodrama, a sport film, an adventure movie, a costume drama, a children’s film, historical epic.

31. Find English equivalents to the following Ukrainian words and word combinations in the vocabulary of this section.

Кінематограф: дубляж, дублер, титри, субтитри, відбір акторів, звукооператор, статист, масовка, епізодична роль кінозірки, декорації, комбінована зйомка, художник-постановник, екранізувати роман, дубль, панорамна зйомка, крупний план, знімальний павільйон, знімальна група, головний герой, роль другого плану, операторська зйомка, зйомка на натурі, ретроспекція, кіноролик, гример, костюмер, творчий доробок, фільмотека, віковий ценз, романтична комедія, німе кіно, звукове кіно, повнометражний документальний фільм, короткометражний фільм, історичний фільм, фільм жахів, пригодницький фільм, детектив, бойовик, мелодрама, трилер, мюзикл, документальний фільм, психологічний трилер, костюмована драма, історичний епос, фільм про мандрівки, фільм-катастрофа, фільм в стилі фентезі, зникаючий жанр.

Телебачення: по телебаченню, передавати наживо/транслювати, репортаж з місця події, вести репортаж про щось, мікрофон на під ставці, мікрофон на шиї, тематична програма, бути в ефірі, час ефіру/показу, дебати в ефірі, інтелектуальне ток-шоу, ігрове шоу, останні новини, спеціальний репортаж, пародія, мильна опера, телевізійний серіал, серія програм/фільмів, серія (частина серіалу), мильна опера адаптований для телебачення, комедія ситуацій, аналогове ТБ, цифро-ве ТБ, супутникове/стільникове ТБ, цифрове ТБ, гуморист, ведучий, учасники шоу.

32. Translate the following text into English in writing. Pay attention to the active vocabulary of the lesson.

Я захоплююсь кіно. Ви можете сказати, що телебачення сьогодні не відповідає сподіванням глядачів, що воно транслює забагато насильства і дехто використовує цю надмірну жорстокість як стимул до насильницьких дій. Насправді, телебачення і кінематограф сьогодні – це надзвичайно впливові сили, здатні моделювати думки та поведінку людей.

І все ж, мені подобається кіно. Особливо я люблю науково-популярні фільми, детективи і фільми жахів. Я не можу утриматись від спокуси подивитися гарний фільм двічі, особливо, якщо це екранізація літературного твору. Я не пам'ятаю жодного екранізованого роману, який би провалився і не мав успіху в глядача.

Вчора я подивилась художній фільм, знятий за романом Агати Крісті. Він нещодавно вийшов на екрани. Цей фільм спільного виробництва, він дубльований і має субтитри. Режисер, сценарист, звукооператор і художник-постановник фільму *scalable solution* відомі кіномитці Голівуду. Цей фільм став найбільш касовим фільмом року, який здобув прихильність публіки і визнання критиків.

Головний герой фільму *scalable solution* самовпевнена і жорстока людина, але його самого підозрюють у вбивстві. Його дружина не вірить пліткам і впевнена в його невинності. Поміркувавши, героїня вирішує втрутитись у хід слідства, стверджуючи, що має незаперечні докази. Вона вказує на недоліки слідства і доводить, що її чоловік непричетний до злочину.

Гра акторів чудова і неперевершена. Шкода, що я пропустила титри і не пам'ятаю акторський склад фільму. Я лише знаю, що головна актриса перш ніж стати зіркою у повнометражному фільмі “Тиша”, працювала статисткою у масових сценах. Потім вона вдало пройшла проби, що стало поворотним моментом в її житті. Після свого першого фільму, вона була нагороджена премією “Оскар”.

Фільм знімався на природі, тому в ньому багато прекрасних пейзажів і трюків. Якби стрічка знімалась в павільйоні, операторські зйомки не впливали б так на глядача. Треба віддати належне оператору фільму, якому вдалось поєднати великі і загальні плани. Говорячи в цілому, робота знімальної команди і акторів робить честь фільму. На мою думку, фільм, без сумніву, варто подивитися.

Test your knowledge of English!

Someone who is “**two-faced**” is?

- a. multi-talented b. complicated c. deceitful d. indecisive

Someone who is “**effing and blinding**” is?

- a. being aggressive b. being complimentary c. Swearing d. eating heartily

If you need to be patient and wait, you need to “**hold your...**” what?

- a. cats b. horses c. cows d. dogs

A “**nitwit**” is a?

- a. bird b. fish c. fool d. large sandwich

In the USA, a “**kangaroo court**” is?

- a. a tennis court b. a whirlwind romance c. an illegal trial d. a children's playground

READING 2

1. Thinking of the Hollywood classic “Gone with the Wind”, look at the title of the text and guess what the text is about.

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

3. Before reading the text aloud transcribe and practise pronunciation of the following words from the text. Consult a dictionary if necessary.

Rowling, glamour, specifically, Ankh-Morkpork /'rɛŋ)k'to:pɜ:k/, commercial, eventually, crinoline, moustaches, occurrence, scrawl, exhilarated, exhaustion, fidgety, chorus, Pratchett /'praetjbt/, endear, scratch, splutter, coarse, onwards, condemned, chariot, cautiously.

4. Look through the following comments before reading the text.

Comments

1. **Discworld** is the flat planet upon which the events of the Discworld novels take

place. Hence Discworld's Hollywood is called "Holy Wood" and 'Gone with the Wind' is created as "Blown Away" in the text below. *Дискворлд*.

2. **Ankh-Morpork** is the name of the most highly-populated city on the Discworld.

3. **A Gaffer** is the chief electrician of a film crew. *Головний електрик*.

4. **A Best Boy** is the senior assistant to the Gaffer on a film crew. *Старший помічник головного електрика*.

5. **The Key Grip** on a film crew is in charge of the camera equipment – *головний технік, відповідальний за знімальне обладнання*.

5. Listen to the recording of the text, read it aloud in class for the first time.

Text 2: Blown Away

Terry Pratchett

Terry Pratchett is one of Britain's most successful living novelists, having written some thirty Discworld novels over the past twenty years, with sales of over fifty million copies. He was Britain's top-selling author before JK Rowling came to the fore.

Terry Pratchett is noted for his satirical style, for example: "Susan hated Literature. She'd much prefer to read a good book." His use of word-plays, puns and stylistic devices endears him to his readers but makes life extremely difficult for translators. Even so, his novels are available in 26 languages.

The extract below is from *Moving Pictures* (1990), a novel which describes how the Discworld's "Holy Wood" turns from a village into a massive entity, fed by glamour, invented history, bravado and crass commercialism. Reality is created by the Motion Picture Industry. The extract describes a Holy Wood creative process.

The glittering spirit of Holy Wood streamed out into the world, no longer a trickle but a flood. It **bubbled** in the veins of people, even of animals. When the **handlemen** turned their handles, it was there. When the carpenters **hammered** their nails, they hammered for Holy Wood. Holy Wood was in the food, in the sand, in the air. It was growing.

And it was going to flower...

Dibbler sat **up** in bed and **stared** at the darkness. In his head a city was on fire.

He fumbled hurriedly beside his bed for the matches, managed to light the candle and eventually located a pen. There was no paper. He specifically told everyone there ought to be some paper by his bed, in case he woke up with an idea. That's when you got the best ideas, when you were asleep. At least there was a pen and ink...

Images **sleeted** past his eyes. Catch them now, or let them go forever. He snatched up the pen and started to scribble on the bedsheets. "A Man And A Woman Aflame With Passion in a City **Riven** By Civil War". The pen scratched and **spluttered** its way across the coarse linen. Yes! Yes! This was it! He'd show them. This was the one they'd have to look up to! When the history of Holy Wood was written this was the one they'd point to and say: That was the Moving Picture to end all moving Pictures!

Passion! Battles! Romance! People with thin moustaches! Soldiers of fortune! And one woman's fight to keep the – Dibbler hesitated – something or other she loves, we'll think about this later, in a world gone mad! The pen jerked and raced onwards. Brother

against brother! Women in crinoline dresses, slapping people's faces! A mighty dynasty brought low!

A great city **afame!** Not with passion, he made a note in the margin but with flame.

Possibly even – He bit his lip. Yeah. He'd been waiting for this! Yeah! A thousand elephants!

(Later Soli Dibbler said, "Look, Uncle, the Civil War – great idea. No problem with that. Famous historical occurrence, no problem. It's just that none of the historians mentioned seeing any elephants." "It was a big war," said Dibbler defensively, "You're bound to miss things". "Not a thousand elephants, I think." "Who's running this studio?" "It's just that "Listen," said Dibbler. "Maybe they didn't have a thousand elephants, but we're going to have a thousand elephants, 'cos a thousand elephants is more real, okay?")

The sheet gradually filled up with Dibbler's excited scrawl. He reached the bottom and continued over the woodwork of the bed.

By the gods, this was the real stuff! No **fiddly** little battles here. They'd need about every handman in Holy Wood. He sat back, panting with exhilarated exhaustion. He could see it now. **It was as good as made.**

All it needed was a title. **Something with a ring to it.** Something that people would remember. Something - he scratched his chin with the pen – that said that the affairs of ordinary people were so much **chaff** in the great storms of history. Storms, that was it. Good imagery, a storm. You got thunder. Lightning. Rain. Wind.

Wind. That was it! He **crawled up** to the top of the sheet and, with great care, wrote **BLOWN AWAY.**

* * *

Having had the inspiration for "Blown Away ", the Discworld version of Gone with the Wind, Dibbler is now working on the screenplay and production details:

Dibbler was preoccupied. He was in his office explaining The Plot.

It was basically quite simple, running on the familiar lines of Boy Meets Girl, Girl Meets Another Boy, Boy Loses Girl, except that on this occasion there was a civil war in the middle of it...

The origins of the **Ankh-Morpork** Civil War have always been a subject of heated debate among historians. It seemed that the common people, having been heavily taxed by a particularly stupid and unpleasant king, decided that enough was enough and that it was time to do away with the outmoded concept of monarchy and replace it with, as it turned out, a series of despotic overlords who still taxed heavily but at least had the decency not to pretend the gods had given them the right to do it, which i, made everyone feel a bit better. Anyway, it all caused a civil war, which is something every mature civilization needs to have had.

"The way I see it," said Dibbler, "there's this high-born girl living all **by** herself in this big house, right, and her young man goes off to fight for the rebels, you see, and she meets this other guy, and there's this **chemistry** between them--"

"They **blow up?**" said Victor.

"He means they fall in love," said Ginger coldly.

“That sort of thing,” nodded Dibbler, eyes meeting across a crowded room. And she’s all alone in the world except for all the servants and, let’s see, yeah, perhaps her pet dog

“Right. And of course she’s going to do everything she can to preserve the family mine, so she’s kind of flirting with them both, the men, not the dog, and then one of them gets killed in the war and the other one throws her over but it’s all okay because she’s tough at heart.” He sat back. “What d’you think?” he said.

The people sitting around the room looked uneasily at one another.

There was a **fidgety** silence.

“It sounds great, Uncle,” said Soil, who wasn’t looking for any more problems today.

“Technically very challenging,” chorused **the Gaffer, Best Boy and Key Grip.**

There was a further chorus of relieved assent from the rest of the team.

“I don’t know,” said Victor, slowly.

Everyone else’s eyes turned on him in the same way that spectators at the lion pit watch the first condemned criminal to be pushed out through the iron gate. He went on: “I mean, is that all? It doesn’t sound, well, very complicated for a three-hour movie. People sort of falling in love while a civil war is going on in the background... I don’t see how you can make much of a picture out of that.”

There was another troubled silence. A couple of people near Victor moved away. Dibbler was staring at him.

Then he said, “You’re right. You’re right. Victor’s right. Why didn’t anyone else spot it?”

“That’s just what I was thinking, Uncle,” said Soli hurriedly. “We **need to flesh it out** a bit.”

Dibbler waved his cigar vaguely. “We can think up some more stuff as we go along, no problem. Like... Like... how about a chariot race? People always like a chariot race. It’s gripping. Will he fall out, will the wheels fall off? Yeah, a chariot race.”

“I’ve, er, been reading a bit about the Civil War,” said Soil cautiously, “and I don’t think there’s any mention of-“

“Of there not being chariot races, am I right?” said Dibbler in soapy tones that contained the razor blade of menace. Soli **sagged.**

“Since you put it like that, Uncle,” he said, “you’re right.”

“And ...” Dibbler stared reflectively, “... we could try ... a Great White Shark?” Even Dibbler sounded slightly surprised at his own suggestion.

Soil looked hopefully at Victor.

“I’m almost certain sharks didn’t fight in the Civil War,” said Victor.

“You sure?”

“I’m sure people would have noticed,” said Victor.

“They’d have got trampled by the elephants,” muttered Soli.

“Yeah,” said Dibbler, sadly. “It was just a thought. Don’t know why I said it really”.

A shark, Victor thought. All the little golden fishes of your own thoughts are **swimming away** happily, and then the water moves and this great shark of a thought

comes in from outside. As if someone's doing our thinking for us.

6. Write out 15 thematic words from the text and compare them with the list of those thematic words that you wrote earlier. How many of them have coincided?

7. Find in the text all the words unfamiliar to you. Look in the context for clues to their general sense. Decide what part of speech each of the words belongs to.

8. Study the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words:

Vocabulary notes

1. **Handleman**, *n.* A camera operator in the early days of cinema, when the camera for moving pictures was wound by manually turning a handle. Later, a motor was used. Кінооператор.

2. **Riven**, *participle.* Derived from “to rive” which is now an archaic word, only used in very specific poetic phrases meaning “tear apart or in pieces”. Розірваний.

3. **Blow**, *v.*

1) to be driven, carried or moved by the wind or other air current – дути, віяти, розвіювати, e.g. Her skirts were blowing in the wind.

2) to make a wind instrument produce sound – грати (на духовому інструменті), сурмити, e.g. He certainly knew how to blow the saxophone.

3) to direct an air current in order to cool, warm or dry – студити, зігрівати, сушити, e.g. The air conditioning unit could blow cold or hot air.

4) to form shapes in liquid by a stream of air – видувати (скляні вироби тощо), e.g. The little boy loved to blow soap bubbles. The glassblower was a master at blowing spheres.

5) to enlarge, magnify or exaggerate – збільшувати, e.g. He blew up the picture from his mobile phone camera on his PC.

6) to produce a current of air or such fluid from the nose or mouth – дихати, e.g. The dragon blew fire and smoke.

7) to clear the nose by air – прочищати ніс. e.g. She blew her nose noisily.

8) to fail – провалитися, e.g. He blew it.

Phrasal verbs:

To blow away “Blown away” is a twin play on words like so much of Pratchett's work.

1) It is a substitution for “Gone with the Wind” using a literal workmanlike description instead of the crude poetic title of the original work that has such kitsch overtones. This blunt substitution highlights the airy-fairy title of the original and makes the original title almost seem comic to a native speaker. Здутий вітром.

2) The phrase ‘blown away’ in contemporary English means being astounded, usually by a flash of brilliant thought – бути враженим/ приголомшеним геніальною думкою. This is a joke in this context, based upon the childish simplicity of Dibbler's thinking.

To blow in. To arrive unexpectedly – несподівано з'явитися, e.g. She blew in through the door to everyone's surprise.

To blow off.

1) to literally or figuratively allow an escape of energy – випустити пар, дати вихід почуттям, e.g. The children blew off their excess energy running in the park.

2) to outperform in a contest AmE – перемагати, e.g. She blew off the other competitors in the first round.

To blow out. To extinguish by blowing – задувати, гасити, e.g. She blew out the candle.

To blow over. To pass over literally or figuratively – минати, проходити, проноситися, e.g. The storm blew over. The scandal blew over after a week or so.

To blow up.

1) to explode – вибухнути, висаджувати в повітря, e.g. The landmine blew up.

2) to lose control or your temper – виходити з себе, втрачати контроль, e.g. She blew up when she learned what her husband had done.

3) to blow a whistle to pause or end a game – дати свисток (про арбітра), e.g. The referee blew up for half-time.

Phrases: to blow hot and cold – постійно змінювати погляди, бути флюгером, to blow your trumpet – хвалитися, to blow cold – холодно ставитись до когось, to blow a kiss – послати повітряний поцілунок, to blow your top – вибухнути (почуттями), to blow the whistle – видати (таємницю).

Comb.: a blow-out – велика кількість їжі, a blow-dry – укладка феном.

4. Stream, v.

1) to flow quickly and in great amounts – текти, литися, витікати, e.g. Water came streaming out of the burst pipe.

2) to move in a continuous flow in the same direction – рухатися стрімко, швидко, мчати, e.g. People streamed past us on all sides.

3) to give out a continuous flow of light – випромінювати (світло), e.g. The comet's tail streamed brightly.

4) to go in a rush literally or metaphorically – литися, проникати, e.g. The first rays of morning sunlight streamed through the open doorway.

5) an important neologism used in Internet terminology, to describe the almost simultaneous downloading and display of media files, e.g. Click here to stream an audio file.

6) to divide pupils into groups determined by ability – розділити учнів відповідно до здібностей, e.g. Kelly's mother tried to persuade the teacher to stream her daughter into the top group.

5. Bubble, v.

1) to produce bubbles – пускати бульки, бульбашки, e.g. Heat the cheese until it bubbles.

2) to make the sound of water as it boils – булькати, e.g. The water was bubbling away on the stove.

3) to bubble over with something, to be excited by – кипіти, e.g. Kylie was bubbling over with enthusiasm.

6. **Hammer**, *v.* To hit something with a hammer – забивати молотком, прибивати, e.g. He hammered the nails into the back of the frame.

Phrasal verb:

To hammer away – go on, continue, keep on. Продовжувати (роботу), e.g. All the afternoon Sam had been hammering away at the translation.

Hammer, *n.*

1) a tool with a heavy metal part on a long handle – молоток, e.g. To hit with a hammer.

2) a heavy metal ball on a wire with a handle thrown at athletics field events – молот, e.g. Throwing the hammer (метання молота) is a kind of sport.

Comb.: come/go under the hammer – піти з молотка, e.g. Their furniture came under the hammer at the last auction. To go at something hammer and tongs – енергійно братися до чогось, e.g. They were arguing hammer and tongs at one another for hours.

7. **Stare**, *v.* To look at something or somebody for a long time without moving your eyes – уп'ялити очі в когось, вип'ячити очі на когось, витріщатися, e.g. What are you staring at? He stared at the fire, deep in thought.

Syn.: to look – to use your eyes; to gaze – to look at length steadily with interest, love, in wonder, admiration; to gape – to stare open-mouthed in amazement, surprise or awe; to watch – to study events with your eyes.

8. **Splutter**, *v.* In this text used metaphorically to mean speaking or writing in a rapid and often incoherent manner – говорити захлинаючись, швидко і плутано, e.g. The defendant spluttered when questioned by the prosecuting counsel.

9. **Aflame**, *adj, not before a noun, poetic.*

1) burning, ablaze – палаючий, охоплений, e.g. Most of the city was aflame.

2) very bright with colour or light – дуже яскравий, e.g. The trees were aflame with autumn leaves.

10. **Chemistry**, *n.* Used in a contemporary sense of sexual attraction – сексуальний потяг одне до одного, e.g. The chemistry between Brad Pitt and Angelina Jolie was obvious long before they announced that they were living together.

11. **As good as made**. Something which does not exist but has been worked on so much that making it afterwards seems easy – детально продуманий, спланований, майже готовий, e.g. The design was so clear in her mind that it was as good as made.

12. **With a ring to it** *.fig.* Something that has something especial and extraordinary to it – щось незвичайне, з родзинкою.

13. **Flame**, *n.* Hot bright burning gas that you see when something is on fire – полум'я.

Phrase:

To flame with anger, desire, passion etc. Почервоніти, спалахнути, полум'яніти, e.g. Erica's cheeks flamed with anger.

Comb. to go up in flame/burst into flame(s) (almost always correctly used in the singular) – спалахнути, загорітися, e.g. The helicopter burst into flame after hitting a power line; in flames – у вогні, палаючий, e.g. Flames poured out of the windows of the building.

14. **Sleet**, *v.* To fall like sleet (a mixture of rain and snow) – *тут*: пропливати перед очима, немов лапятий сніг.

15. **Fiddly**, *adj.* Used figuratively in the text to mean something tiny and complicated – дріб'язковий, дрібний, мізерний. Its fundamental meaning is of something requiring time and patience due to the object being very detailed – кропіткий. e.g. Mending the watch was a very fiddly job.

16. **Chaff**, *n.* Literally the husks of any cereal crop that are beaten off and separated from the grain, then blown away by the wind, used here figuratively as worthless material or something irrelevant – полова, щось невагоме, що не має цінності.

17. **To flesh something out.** To take a basic idea, structure or concept and to add detail until it is complete – нарощувати м'ясо на скелет, додавати деталі.

18. **Sag**, *v.* To hang down loosely or unevenly, to sink or subside gradually under weight or pressure – провисати, обвисати, прогинатися, осісти, e.g. His chin began to sag as he reached middle age.

19. **Crawl**, *v.*

1) to move slowly, dragging the body, usually close to the ground – повзати, плазувати, e.g. The baby crawled along the kitchen floor.

2) to behave in an exaggerated subordinate manner – плазувати, підлабузнюватися, e.g. It was typical of Joe to crawl before his department manager.

3) to feel a creepy sensation, often from fright – відчувати мурашки по тілу. e.g. As she walked through the cemetery her skin began to crawl.

20. **Fidgety**, *adj.* Uneasy, restless or impatient- неспокійний, метушливий, той, що совається, e.g. Her manner was fidgety as she waited to be called to her oral exam.

21. **Swimming away.** Here in the text, an example of how “away” may be added to a verb to imply absorbed and cheerful behaviour. Заглибитися/ зануритися (у думки), e.g. His young daughter was playing away happily in the garden.

9. Translate the text into Ukrainian and comment on the author's style of writing. Choose among the following descriptions: flamboyant, colloquial, informative, neutral, educated, logical emotional, matter-of-fact, wandering, poetic, precise, surreal, ludicrous. What are the instances of humour, farce, running jokes (a joke that keeps being repeated), metaphors, extended metaphors and word-plays that enliven the text? Analyze them.

10. How would you describe the text in general? Choose one or more from: narrative, fictional, humorous, parody, stream of consciousness, satire, irony, documentary or instructive.

11. Read the text for the second time, and answer the following questions.

1. How did the glittering spirit of Holy Wood stream out into the world?
2. What is the Discworld's “Holy Wood” a parody of?
3. What is the role of Dibbler in movie production?
4. When does Dibbler get his best ideas and is this true for many people?

5. What metaphor is used at the end of the text to describe how a dramatic idea can appear in a simplistic train of thought?

6. What Hollywood tendency makes Dibbler try to incorporate sharks, chariot races and a thousand elephants into the American Civil War?

7. What is a typical sequence of events in a Hollywood love story? Illustrate your answer by an example of a film you've seen recently?

8. What are your ideas on the "theory" that all mature civilizations need to have had a civil war?

9. Why did the author choose the title "Blown Away" instead of "Gone with the Wind"?

10. Emphasised by capital letters is the Great White Shark. What was the Hollywood blockbuster that introduced this image?

12. Look through the text and explain why some words are written in capital letters or why the first letter is a capital. Comment on the length and structure of the sentences in terms of their stylistic value.

13. Decide whether the following statements are true or false, according to the text.

1. The glittering spirit of Holy Wood streamed out into the world. 2. Holy Wood wasn't in the sand and in the air. 3. Dibbler sat up in bed and fumbled hurriedly for the matches. 4. When you get the best ideas, you aren't asleep. 5. Catching images is the basic job of Hollywood. 6. The pen scratched and spluttered its way across the coarse linen. 7. Dibbler wrote about passion, battles, romances. 8. The civil war wasn't a great idea. 9. Real historical events are very important for a good film. 10. The title of his screenplay was "Blown Away". 11. Dibbler wasn't preoccupied ? because everybody understood the plot. 12. The plot was basically rather complicated. 13. They needed to flesh the picture out as a love story wasn't enough for three hours of a movie. 14. Dibbler didn't sound surprised at his own suggestion.

VOCABULARY PRACTICE 2

14. Match the following words in the left-hand column with the definition from the right-hand column.

- | | |
|--------------|--|
| a) blow-dry | 1) something tiny and complicated |
| b) riven | 2) the husks of any cereal |
| c) handleman | 3) to hang down loosely |
| d) blow-out | 4) tom apart or in pieces |
| e) hammer | 5) a cameraman |
| f) fiddly | 6) a hair-style made by a hair drier |
| g) chaff | 7) a tool with a heavy metal part on a long handle |
| h) to sag | 8) to fall like a mixture of rain and snow |
| i) fidgety | 9) a great amount of food |
| j) to sleet | 10) uneasy or restless |

15. Translate the following English sentences into elegant Ukrainian.

1. The glittering spirit of Holy Wood streamed out into the world, no longer a trickle but a flood. 2. A Man and a Woman Aflame With Passion in a City Riven By Civil War. 3. The pen scratched and spluttered its way across the coarse linen. 4. He crawled up to the top of the sheet and with great care wrote BLOWN AWAY. 5. Technically very challenging, chorused the Gaffer, Best Boy and Key Grip. 6. We need to flesh it out a bit. 7. Dibbler said in soapy tones that contained the razor blade of menace. 8. “They’d have got trampled by the elephants”, muttered Soli.

16. Give at least one synonym for the following words as they were used in the text. Consult the dictionary of synonyms if necessary.

To flower, to be on fire, to fumble, to locate, to snatch, to scribble, to jerk, to race, to bring low, to be preoccupied, a debate, outmoded, an overlord, decency, mature, tough, technically, an assent, to spot, gripping, a menace, to trample.

17. Translate the following words and word combinations from English into Ukrainian and make up your own sentences.

A top-selling author, to come to the fore, stylistic devices, crass commercialism, to stream out into the world, to hammer nails, to fumble, to scribble on the bed sheets, the coarse linen, historical occurrence, the real stuff, to be as good as made, slapping people’s faces, something with a ring to it, much chaff, crawled up, a subject of heated debate, the outmoded concept of monarchy, had the decency, a fidgety silence, relieved assent, the condemned criminal, to flesh it out, in soapy tones, menace, swimming away, to gape, to splutter.

18. Find English equivalents for the following Ukrainian words JOT and expressions. Make up your own sentences.

Постати перед очима; рухатися швидко; автор, книжки якого продаються найкраще; пускати бульки; енергійно братися до чогось; витріщитися; намацати; каракулі; спалахнути; почервоніти; скрипіти (про перо); ставити чорнильні плями; справжня нісенітниця; історична подія; забивати молотком; кипіти від гніву; продовжувати (роботу); широко роззявляти рота; говорити захлинаючись; охоплений полум’ям; детально продуманий, майже готовий; щось незвичайне; почервоніти від гніву; загорітися; пропливти перед очима, немов лапятий сніг; полова; дріб’язкова робота; нарощувати м’ясо на скелет; осісти; плазувати; неспокійна тиша; метушитися; відчувати мурашки по тілу; заглибитися у думки; постійно змінювати погляди; холодно ставитися до когось.

19. Use stare, gape or gaze instead of look where the key meaning may be emphasized by the change.

1. It’s impolite to look at people like that. 2. A big crowd stood on the pavement looking at a broken car. 3. No wonder people stand looking at this picture for hours: it’s really beautiful. 4. The little boys stood looking at each other ready to start a fight. 5. Look at her: again she’s looking out of the window with that strange expression of hers.

6. When I looked at her eyes, I guessed that she had cried. 7. The Greek myth tells that Narcissus looked at his own reflection in the water until he fell in love with it. 8. He stood looking around as if he tried to impress on his memory everything he saw. 9. She looked at her watch quickly and went out. 10. Steve looked around the restaurant. 11. What are all these people looking at? 12. The people were standing looking at the crashed car.

20. Fill in the missing prepositions after the verb to look.

1. I'm looking ... Steve. Have you seen him? 2. My mother is looking meeting you. 3. I've looked ... all my papers but I still can't find the contract. 4. Look ... the information on this topic in your computer. 5. Look... the photo and see if you recognize anyone in it. 6. Look ... your aunt while you are at the station. 7. Don't worry, I'll look ... the kids tomorrow. 8. Can we look ... the old castle? 9. When I look ... on those days I realize that I was really happy. 10. Look ..., you can't say things like that to me!

21. Translate the following sentences from Ukrainian into English using phrasal verbs from the list given below: look for, look after, look out, look around, look forward to, look up, look here, look at.

1. Обережно! Тут дуже слизько, ви можете впасти. 2. Лікарі добре доглядали мою сестру, коли вона була в лікарні. 3. Якщо я не знаю переклад якогось слова, я шукаю його в англо-українському словнику. 4. Він подивився навкруги і не помітив жодного знайомого обличчя. 5. Староста шукає журнал нашої групи. Ти не бачив його де-небудь? 6. Ми з нетерпінням чекаємо нашої відпустки та будуємо різні плани на літо. 7. Послухай! Якщо ти не дуже поспішаєш, допоможи мені підібрати матеріал для реферату. 8. Подивіться уважно на дошку та переписіть речення без помилок.

22. Fill in the missing prepositions after the verb to blow.

1. Jim blew ... about an hour ago. 2. The match blew ... in the strong wind. 3. Tanya has just blown ... – she said she didn't want to see me any more. 4. Her book blew the lid ... the Reagan years. 5. The hurricane blew ... some oak trees. 6. Rebels attempted to blow ... the bridge. 7. Jenny's father blew ... when she came back home very late. 8. It just blows me ..., the way everyone's so friendly round here. 9. One move and I'll blow you ... 10. The fence blew ... in the terrible storm. 11. Can you blow ... this balloon? 12. The referee has just blown ... for the end of the football match. 13. At last the scandal blew ... 14. He blew ... his friends during the race.

23. Translate the following sentences into English using all the meanings of the verb to blow.

1. Мій друг може грати на багатьох духових інструментах, хоча це потребує чималих зусиль. 2. Олена послала повітряний поцілунок Тарасу, прощаючись з ним в аеропорту. 3. Мері холодно ставилася до Сема, але потім змінила своє ставлення. 4. Побачивши такий чудовий водоспад у горах, Кері вибухнула почуттями. 5. Захоплений у полон офіцер категорично відмовився видати

таємницю. 6. Рефері дав свисток, який сповіщав про закінчення футбольного матчу. 7. Маленькому хлопчику подобалось пускати мильні бульбашки. 8. Він погано навчався протягом першого семестру і в результаті провалився на іспиті з англійської мови. 9. Якщо тобі важко дихати, необхідно негайно прочистити ніс. 10. Її легка сукня розвівалася навіть при найменшому вітрі. 11. Ви б не могли збільшити цю граматичну таблицю, щоб краще її бачити? 12. Він любить вихвалитися, що добре знає італійську мову, але насправді він ледь-ледь може говорити.

24. Read and translate the text into Ukrainian.

Pierce Brendan Brosnan, bom May 16, 1953, is an Irish film actor and producer. He is best known for portraying James Bond in four films: Golden Eye, Tomorrow Never Dies, The World Is Not Enough, and Die Another Day. His fans credit him with reviving the James Bond film series after a six-year argument caused by legal disputes over ownership of the series.

Bom an only child in the Republic of Ireland in Drogheda, County Louth, Brosnan lived in nearby County Meath. He was educated by the Irish Christian Brothers and would later condemn their brutality. Brosnan's mother moved to London for work after his father abandoned the family; in 1964, at the age of 11, he joined her. His mother subsequently divorced his father and married a Scottish World War II veteran who was quickly embraced as a father figure by his young stepson. He trained as an actor at the Drama Centre, London.

In 1986, with Roger Moore's retirement from the role, Timothy Dalton was offered the role of James Bond once again after previously having turned it down when Sean Connery left the role in 1967.

Brosnan's appointment as Bond brought things full circle for the actor, who stated in interviews that the very first movie he ever saw was Goldfinger and that Sean Connery's performance as Bond inspired him to enter show business.

Aware of the danger of being typecast as James Bond, Brosnan asked EON Productions, when accepting the role, to be allowed to work in other projects between Bond series films. The request was granted, and for every Bond series film, Brosnan appeared in at least two mainstream films, including several he had produced.

On September 23, 2004, Brosnan became a naturalized citizen of the United States. He is the father of three American sons, and has lived in the United States for more than twenty years. He currently resides in Malibu Beach California.

(Adapted from Wikipedia)

25. Decide whether the following statements are true or false, or not mentioned in the text above.

1. Roger Moore was the most popular James Bond.
2. Pierce Brosnan has three sons, all of whom are Irish citizens.
3. Pierce Brosnan himself was bom in England.
4. Golden Finger was Brosnan's best movie in the Bond role.
5. Brosnan condemned the Irish Christian brothers for their brutality,

6. The Bond series stalled for six years while a new actor was chosen.
7. Madonna sang the theme song to Die Another Day in Irish dialect.
8. Pierce Brosnan is over the age of 29.

26. Think of good Ukrainian translations to all the titles of the James Bond movies – do not be unduly influenced by Russian precedents!

27. Revise the vocabulary of the section by quickly giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

A handleman, riven, to blow, to blow away, to blow in, to blow off, to blow out, to blow over, to blow hot and cold, to blow your trumpet, to blow a kiss, to blow your top, to blow the whistle, a blow-dry, a blow-out, to stream out, to stream a light, to stream a file, to stream students, to bubble, to bubble over with something, to hammer the nails, to hammer away, throwing the hammer, to come under the hammer, to goat something hammer and tongs, to stare, to gaze, to gape, to splutter, aflame, chemistry, as good as made, with a ring to it, to flame anger (desire, passion), to go up in flame, in flames, to sleet, fiddly, chaff, to flesh something out, to sag, to crawl, fidgety, to swim away, to portray, to credit somebody with something, a film series, to train as an actor, retirement from the role, to turn down a role, to enter show business, to be typecast, a mainstream film.

28. Find English equivalents to the following Ukrainian words and word combinations in the vocabulary of this section.

Грати (на духовому інструменті), кінооператор (застаріле), розірваний, видувати скляні вироби, збільшувати зображення, прочищати ніс, бути враженим, випустити пар, несподівано з'явитися, гасити, минати, вибухнути, втрачати контроль, дати свисток, бути флюгером, хвалитися, холодно ставитися до когось, вибухнути почуттями, виказати (таємницю), укладка феном, велика кількість їжі, послати повітряний поцілунок, текти, випромінювати світло, рухатися стрімко, розділити учнів відповідно до здібностей, пускати бульки, кипіти, забивати молотком, метання молота, енергійно братися до чогось, витріщатися, продовжувати роботу, спостерігати, пильно дивитися, широко роззявляти рота, говорити захлинаючись, палаючий, дуже яскравий, сексуальний потяг, майже готовий, щось із родзинкою, почервоніти, спалахнути, пропливати перед очима, дріб'язковий, щось невагоме, нарощувати м'ясо на скелет, провисати, повзати, плазувати, метушливий, соватися, заглибитися у думки.

29. Translate the following sentences into English using the active vocabulary of the lesson.

1. На зорі кінематографу перші кінооператори знімали фільми, крутячи ручку камери, бо в той час мотор ще не був винайдений і не застосовувався. 2. У місті, охопленому громадянською війною, юнак та дівчина випадково зустрілись, палко

закохалися, щоб ніколи не розлучатися. 3. Повітряний кондиціонер – дуже необхідна річ у нашому будинку: він може охолоджувати або зігрівати повітря залежно від пори року. 4. Майстри іграшкової фабрики, готуючись до Нового року, видувають багато скляних різнокольорових кульок. 5. Мій приятель несподівано з'явився на вечірці, хоча і не був запрошений. 6. Після важкого та напруженого дня Джейн зненацька розплакалася, не стримуючись, вона дала вихід своїм почуттям. 7. Спеціальна комісія повинна з'ясувати, чому літак зненацька вибухнув у повітрі. 8. У будь-якій складній ситуації дуже важливо не втрачати контроль і намагатися знайти вихід або компромісне рішення. 9. Мій брат постійно змінює свої погляди, на нього не можна покластися. 10. Студенти, вийшовши на станції метро, стрімко рухалися в напрямку університету, бо в них було обмаль часу. 11. Після проведеного тестування учнів шостих класів розділили на групи відповідно до їх здібностей. 12. Вода у чайнику булькає на газовій плиті, мабуть, вона вже закипіла. 13. Тесляр вміло забивав гвіздки у підлогу, дійсно, справа майстра боїться. 14. Джон ледь зводив кінці з кінцями, тому він енергійно брався до будь-якої справи. 15. Оскільки оратор говорив захлинаючись, дуже швидко, присутнім на зборах було важко зрозуміти його. 16. Прийшовши до музею Тараса Шевченка, школярі захоплено дивилися на картини, написані Великим Кобзарем, справжнім майстром пензля. 17. Люди стояли біля палаючого будинку, широко роззявивши рота та обговорюючи причини пожежі. 18. Цей проект настільки детально продуманий, що видається вже майже готовим. 19. Я б хотіла підібрати якийсь незвичайний сувенір, із родзинкою, щоб нагадував мені про Венецію. 20. Машини, люди, магазини – все пропливало перед очима Катрін, яка була занурена у свої думки про майбутнє маленького сина. 21. Все, що не має цінності, відносять великі вітри історії, а все вагоме залишається назавжди в історії народу. 22. “Слід додати суттєві деталі до сюжету нового історичного фільму” – сказав відомий режисер. 23. Вона настільки злякалася, побачивши грабіжника, що осіла, не маючи сили рухатись та відчуваючи мурашки по тілу. 24. Цей студент занадто метушливий, не звертай на нього уваги. 25. Його манера підлабузнюватися до генерального директора дратувала колег, але він не звертав на це уваги.

30. Translate the following text into English using the active vocabulary of the lesson.

Нарис історії українського кіно

Національна кінематографія має давні традиції. Перші кінозйомки в Україні було здійснено в Харкові у 1896 році фотографом Федецьким.

Перша кіноорганізація в Україні, створена у 1920 році, об'єднувала понад 500 кінотеатрів, а також кіностудії в Києві, Одесі та Ялті. Український характер художніх фільмів яскраво проявився у 1924-25 роках здебільшого завдяки Петру Чардиніну.

Він перший із театральних діячів пов'язав свою долю з кінематографом. За 10 років дореволюційного виробництва він створив близько 120 фільмів. Блискучий режисер, видатний актор, оператор та сценарист, Чардинін багато зробив для російського та українського кінематографу. Серед його постановок –

фільми всіх жанрів та напрямків, але головне місце в його творчості належить екранізаціям літературних творів, насамперед комедійного жанру.

Але справжнього розквіту український кінематограф досяг після 1955 року завдяки Олександрові Довженку. За освітою вчитель, також здібний художник, О. Довженко змінив професію на 33-му році життя. У 1926 році він став режисером Одеської кіностудії. Внесок О. П. Довженка в розвиток українського та світового кіно важко переоцінити. Його фільми: “Арсенал”, “Земля”, “Іван”, “Зачарована Десна” – належать до класики світового кінематографу.

Перші фільми О. Довженка були німими, серед них – «Земля». Цей геніальний фільм був визнаний у 1958 році Міжнародним журі в Брюсселі найкращим серед 12 фільмів всіх часів та народів.

Test your knowledge of English!

If you give someone “**five**”, you?

- a. hit them b. congratulate them c. insult them d. scare them

In polite company you say that you want to “**see a man about a dog**”. You’re going?

- a. to the toilet b. home c. outside for some fresh air d. to the shops to buy a pet

In America, a **restroom** is?

- a. a bedroom b. a place with comfortable chairs c. a dacha veranda d. a toilet

An outfit you’re wearing is described as “**tacky**”. This means it’s?

- a. wet b. stained with foodstuffs c. badly made d. in poor taste

An American wanting you to speed up will tell you to “**put your ... to the metal**”

- a. pedal b. heart c. head d. gearbox

LISTENING AND SPEAKING. VOCABULARY PRACTICE

1. Look through the following comments before listening to the dialogues.

Comments

1. **Dishy.** Very good-looking or attractive. *Привабливий.*

2. **You know.** Frequently used in spoken English, both Anglo-English and AmE, in a variety of meanings, such as “Do you understand?” “Listen carefully to this” or often simply as a parasitic insertion into a sentence with negligible meaning. Here it’s used well, in order to mean “Do you remember?” *Пам’ятаєш? Знаєш?*

3. **To flutter your eyelashes.** To flirt; used literally or metaphorically. *Залицятися, фліртувати.*

4. **Got me, alright.** That grabbed my attention (or emotions), without any doubt. *Взяло мене за душу.*

5. **To hand in.** To return to the owner, usually for borrowed or rented items, or to give items to the authorities – *вручати, здавати.*

6. **Shoot the leads.** Obviously here used metaphorically, where the cameraman takes pictures of (shoots) the leading actors – *знімати виконавців головних ролей.*

7. **Trailer.** In addition to the video clip designed to preview a movie (*трейлер* або *рекламний ролик*), a trailer may be the mobile home, caravan or motor home parked alongside film sets on location, for the actors to change, rest or even sleep (*причін, трейлер*).

2. Listen to the recording of Dialogue 1 for the first time. Repeat after the speakers trying to reproduce all the intonation as best as possible. Try answering the following questions:

- what is the topic of their conversation?
- what are they discussing and why?
- what are their first impressions after watching a movie?

3. Listen to the same recording for the second time and answer some specific questions:

- who is the director of this film?
- what did they say about the acting of the leading lady?
- why did the cinema-goers come to the conclusion that they had spent a fortune on the sets?
- what is their attitude to the outdoor shots?

Dialogue 1: Coming out of the Cinema

Kate: So, what did you think of that, then?

Ian: Brilliant. Exactly what you'd expect from a Ridley Scott film – the visuals were stunning.

Yana: Okay, but wasn't the acting superb? The casting was spot on and they were all just so believable.

Bohdan: They spent a fortune on the sets, though, didn't they? The scale of all the outdoor shots was massive.

K: Well it looked like that, but there was a whole load of CGI in there too. That's where a lot of the budget probably went.

I: Fair enough, but it wasn't obvious – I thought the quality of the cinematography was the best bit.

Y: I loved the costumes – didn't the leading actor look dishy?

B: I was in love with the leading lady right from the first scene she appeared – you know, the bit where she flutters her eyelashes at the soldiers. Got me, alright.

Y: Hey, well you can look at me now, and forget about her!

4. Listen to dialogue 2 for the first time and try answering the following questions:

- what is the topic of their discussion?
- who can you see on the film set?
- why was Mark bored to tears?

5. Listen to the recording for the second time and try to answer some specific questions:

- what was said about the roles of the extras?
- what were the stuntmen doing?
- why should digital clocks be covered up on such a film set?
- what have the carpenters done on this film set?
- who is coming out of the trailer?

Dialogue 2: On a Film Set

Mark: I know we're earning money by the hour waiting here on this film set, but I'm bored to tears.

Patricia: Well, extras have been doing this ever since Hollywood kicked off and don't complain, we need the extra money.

Andriy: You can see for yourself why we need «to hang around – look at those stuntmen getting ready for the coach crash scene. You wouldn't get me doing that for any money.

Zhanna: And all those animal trainers – I hope none of the horses are injured when the coach goes over.

M: I like how they spotted the digital clock on that building in the background and the set builders have been putting that cardboard clockface in front of it.

P: Yeah, a digital clock in the late eighteenth century wouldn't look too bright, especially what I've read about the budget for this movie. You can't argue that the carpenters have managed to recreate this road as it was a couple of hundred years ago, really well.

A: These costumes they've given us are pretty good – I wish we didn't have to hand them in afterwards. It would be fun to walk into my favourite bar dressed like this.

Z: Hey look, there are the leads coming out of their trailer. Maybe we're about to start shooting.

6. Listen to Dialogue 3 and try to decide:

- where does the conversation take place?
- what is the relationship between the speakers?
- why was the screenplay changed months ago?
- what scene are they discussing?

7. Listen to the same dialogue and answer some specific questions:

- what scene cost them a fortune and why?
- why did they have eight cameramen?
- why did the animal trainers not let them repeat the take?
- where and when did they shoot the leads for this scene?
- why was the director furious?

Dialogue 3: Director's Commentary on the DVD

Producer: Now we've got the stunt coming up where the coach turns over in the crowded street – that cost us a fortune until they got it set up right.

Director: That's true: we knew that was going to be a tricky one and I was almost afraid to yell "Action!" for this, which sure doesn't happen too often.

Chief Cameraman: I had eight cameramen all around so that we didn't miss anything as we knew the animal trainers wouldn't let us repeat anything. Even so the light was failing before they were ready.

P: I had the screenplay changed months before to reduce the number of horses pulling the Royal coach from six to four – but I wish we'd made it two when I saw the bills.

D: We shot the leads in the coach the previous week and their stunt doubles look convincing, don't they?

C: Although we sweated blood getting the camera angles right for the body double of the supporting actress; the one we found didn't quite look right much of the time.

P: Anyway, here we go. The dog runs out, the coachman swerves. Onto the fruit barrow and Wham!

D: It was great, but thank God none of the critics spotted those four idiot extras over to the right who jumped in alarm before the stunt actually happened. I'd have killed them if I had found out who exactly they were.

8. Practice reading the dialogues. Translate the dialogues. Retell the dialogues in class close to the text.

9. Match the following words and phrases in the left column to their Ukrainian equivalents in the right column.

- | | |
|------------------------------|---------------------------------------|
| a) stunning | 1) комп'ютерна графіка |
| b) spot on | 2) привабливий |
| c) CGI | 3) без сумніву |
| d) dishy | 4) провідна актриса |
| e) got me, alright | 5) вірний, правильний |
| f) to flutter your eyelashes | 6) остогиднути |
| g) a leading lady | 7) артисти масовки |
| h) outdoor shots | 8) вештатися |
| i) a film set | 9) фліртувати |
| j) to be bored to tears | 10) захоплюючий |
| k) extras | 11) знімальний майданчик |
| l) to hang around | 12) каскадер |
| m) set builders | 13) сценарій |
| n) to cost a fortune | 14) зйомки на натурі |
| o) a screenplay | 15) коштувати дорого |
| p) a stuntman | 16) декоратори |
| q) to look convincing | 17) знімати виконавців головних ролей |
| r) the leads | 18) виглядати переконливо |
| s) body double | 19) дресирувальники |
| t) animal trainers | 20) дублер |

10. Give synonyms from the dialogues to the following words and phrases. Write down your own sentences to illustrate these words.

Striking, to spend much money, totally correct, attractive, to flirt, without any doubt, to be sick and tired, to roam, to be wounded, to rebuilt, a van, a groom, a guard, colossal, persuasive, additional, intricate, excellent.

11. Translate the following sentences into English using the vocabulary of this section.

1. Я повинна визнати, що склад акторів у цьому фільмі підібраний вірно. 2. Вони дійсно витратили багато грошей на декорації. 3. Наскільки я знаю, зйомки на натурі вимагають значних зусиль як від акторів, так і від операторів та режисера. 4. Без сумніву, я закохався по вуха у виконавицю головної ролі, вона надзвичайно приваблива і талановита актриса. 5. Мені набридло чекати режисера на знімальному майданчику. 6. Артистам масовки часто доводиться вештатися, доки буде знято сцену з їх участю. 7. Алекс з дитинства мріяв стати каскадером, бо йому подобається ризикувати. 8. Декоратори добре попрацювали і підготували знімальний майданчик до фінальної сцени. 9. Ти вже прочитав постановчий сценарій нового детективного фільма? 10. Насправді знімати виконавців головних ролей досить складна робота. 11. Дресирувальникам доводиться багато працювати з тваринами, щоб зняти вдало сцену в фільмі. 12. На думку режисера, сценарій необхідно змінити, щоб скоротити бюджет цього багатосерійного бойовика. 13. Продюсер фільму вирішив скоротити масові сцени за рахунок використання комп'ютерної графіки. 14. Про всяк випадок, провідного актора слід замінити дублером, бо сцена зіткнення машин дуже небезпечна. 15. Режисер закричав: “Мотор!” – і зйомки науково-фантастичного фільму почалися. 16. Ти пам’ятаєш новий голлівудський трилер, в якому знімався Том Круз?

12. Working in pairs, enact a dialogue on one of the following topics:

a) The problems of preparing a set to make it look as though it is taking place in the 19th century, b) How the hairstyles and make-up of actors should reflect the time and place in which the movie is set. c) The differences between filming on location and shooting in a studio, d) The work of animal trainers on a film set.

13. Reconstruct the following situations into dialogues, using the vocabulary of the section:

1. Alex and Dasha are talking about their trip to the cinema the previous day. Alexei really enjoys going to the pictures. Dasha prefers the theatre and complains that the film was rather boring. Alex tries to persuade her that she should have enjoyed it, as it was the top blockbuster of the summer.

2. You and your friend are discussing different hobbies. Your hobby is watching films on TV or at the cinema. You consider that if you’re not content with your own life (and most of us aren’t at times) you can imagine living somebody else’s for a while, putting yourself right inside that other person’s character and living their dreams. In addition, you can choose just who you’d like to be. Your friend disagrees with you and says that his hobby- painting- is more satisfying. He considers that painting allows the imagination to really fly and you’re given the best opportunity to satisfy your thirst for beauty.

14. Discuss the following questions using the subject vocabulary.

1. Which clip or scene from a particular film would you never be tired of seeing over and over?

2. What interesting trailers have you recently seen that really made you want to go

and see the film?

3. Which of these features do you, in general, like a film to have:

- a happy ending?
- a complicated plot or a simple storyline?
- lots of action (an action-packed film)?
- a political or social message?
- true-to-life or larger-than-life characters?
- subtitles or dubbed dialogues (in the case of a foreign film)?
- lots of close-up shots of people's faces or long shots?
- a star-studded film or a cast of "unknowns"?

4. Give examples of several recent box-office hits.

5. What is a remake? Give examples. Express your views concerning remakes.

6. What are the most important factors that the success of a film depend on?

Which is more important? the story? the acting? the directing? or the camerawork?

15. Discuss these statements. Which do you agree or disagree with?

1. "Digital television will mean the end of decent programmes... all we will have will be hundreds of channels all showing the same rubbish."

2. "Digital TV's wonderful... I can tune in to whatever I want whenever I want, and in whatever language I want. It's so liberating. "

What changes have you seen in television in your lifetime? What changes might you see in the future?

16. Read the following newspaper article and translate it into Ukrainian. Express your agreement or disagreement with the author's arguments. Discuss it in class.

Enemy of the People: Russell Crowe

Actors are a constant disappointment. We expect them in real life to be like the characters they play, and of course they're not. Did John Wayne seem quite as tough once we had discovered that his real name was Marion? Did Hugh Grant seem quite so suave and sophisticated after his encounter with a prostitute in Los Angeles?

Last week one of the biggest names in Hollywood arrived in Britain to promote his new film. He was surly, he was rather scruffy. He growled, he swore, he was rude about his director. Oh, Russell, why did it have to be you?

Russell Crowe starred in the big hit film, *Gladiator*. As Maximus, the deposed general who fought his way up to become Rome's favourite gladiator, he was brave, he was noble, he was so handsome and clean-cut that women went weak at their knees.

But most of all he was a solid family man. His heroics were driven by grief at the way his beloved wife and child had been slaughtered by the new emperor.

Why, this was such a convincing portrayal that Russell must simply be playing himself. Apparently not. So many shattered illusions.

For a start, Russell is clearly not a one-woman man like Maximus. In the past three years his name has been linked with Nicole Kidman, Winona Ryder, Jodie Foster, Courteney Cox and a model called Erica Baxter. Any more names and it would begin to sound like the Los Angeles telephone directory.

But he was most famously associated with Meg Ryan, the co-star of his film, *Proof of Life*. She left her husband, Dennis Quaid, to be with him, but the couple have now parted. Apparently Crowe says he prefers to be at his Australian ranch, enjoying the company of his dog and cattle. What a gent.

But it was his behaviour at a press conference that has most disappointed his female admirers. For a start he kept everybody waiting for two hours. And when he arrived he turned out to be less than charming.

“He looks as if he is on the verge of hitting someone,” said one reporter. “His voice is a one-note growl and some rather rude words are coming out.”

But the final straw must have been the way he looks. His face, said one reporter, was flat and rather red. He had a straggly beard and a haircut that seemed to have been inspired by a 1970s Dutch footballer. So we’re sorry, Maximus. Next time the gladiators are playing at home, we’ll be supporting the lions.

(from the *Guardian* newspaper)

17. Comment on the following quotation in reference to the article above, giving your opinions on how today’s celebrities appear in public. Compare Maugham’s archaic grammar and phrasing to contemporary journalese, and give some examples to compare these two styles from different centuries.

I have always wondered at the passion many people have to meet the celebrated. The prestige you acquire by being able to tell your friends that you know famous men proves only that you are yourself of small account. The celebrated develop a technique to deal with the persons they come across, they show the world a mask, often an impressive one, but take care to conceal their real selves. They play the part that is expected from them, and with practice learn to play it very well, but you are stupid if you think that this public performance of theirs corresponds with the man within.

(*W. S. Maugham*)

18. Revise your knowledge of the Ukrainian equivalents to the Section vocabulary.

Visuals, spot on, outdoor shots, CGI, fair enough, the leading lady, a film set, extras, a stuntman, a crash scene, animal trainers, set builders, a producer, a director, a cameraman, a screenplay, a supporting actress, a body double, a trailer, got me alright.

To spend a fortune, to flutter your eyelashes, to be bored to tears, to kick off, to hang around, to hand in, to cost a fortune, to shoot the leads, to sweat blood, to swerve, to jump in alarm, to start shooting, to yell.

Stunning, brilliant, massive, dishy, superb, tricky, convincing, believable, leading.

19. Find English equivalents to the following Ukrainian words and expressions.

Зображення, комп’ютерна графіка, провідна актриса, зйомки на натурі, досить вірний, без сумніву, знімальний майданчик, артист масовки, каскадер, сцена аварії, цифровий годинник, декоратори, режисер, продюсер, оператор, дресирувальник, конюх, сценарій, дублер, трилер.

Залицятися, остогиднути, витратити купу грошей, скинути, передавати, коштувати дорого, вештатися, знімати виконавців головних ролей, пітніти,

стривожено підскочити, почати знімати, верещати, звертати убік.

Масивний, привабливий, чудовий, переконливий, захоплюючий, блискучий, провідний, ймовірний, заплутаний.

20. Work in groups of three. Make a list of the top stars in both World and Ukrainian film, using material from the Internet and the mass media. Describe each of these stars with at least five adjectives or attributes. Present your material to the class.

21. Hold a round table discussion on the following points:

1. What is the influence of American culture on the Ukrainian film industry?
2. How important is the film industry in Ukraine, and what sorts of films are produced?
3. What are the most popular DVDs or videos rented currently in Ukraine?
4. Who do you consider to be the most outstanding Ukrainian Movie Director?
5. What Ukrainian films do you consider to be the most influential in the industry?
6. What are the most recent Ukrainian films that you've seen?
7. Look at this week's cinema listings and decide which of the current movies on release you'd like most to see.

Test your knowledge of English!

Someone who's called a "**son of a gun**" is seen as a?

- a. lovable rogue
- b. an enemy
- c. a friend
- d. despised fool

Someone who's disgraced may find that their "**name is ...**" What?

- a. George
- b. mud
- c. earth
- d. clay

A pedestrian **not obeying traffic signals** is?

- a. pigeon walking
- b. magpie walking
- c. crow walking
- d. jaywalking

A cramped space may not give you **enough room to swing a ...** What?

- a. lantern
- b. rope
- c. cat
- d. weasel

When you "**clear the air**", you?

- a. throw your rubbish out
- b. remove suspicion
- c. tidy everything
- d. stop being angry

GRAMMAR

1. Read the passage below and put the verbs into the correct verb form. Use present time for narration.

The plot (be) quite straightforward. The action (begin) when Joe, the main character, (wake up) in a bad mood because it (be) his fiftieth birthday, (sense) that his life (pass) him by, he (decide) there and then (make) a fresh start, (open) his wardrobe, he (take) all his clothes and (stuff) them into large bin-bags. After (put) on a pair of scruffy jeans and an old sweatshirt, he (dump) all his clothes in the rubbish and (head) off to the shopping mall (buy) himself something stylish. What (follow) is a series of episodes as he (set) about (try) (recapture) his youth, (attempt) (create) a new image for himself by (change) the way he (look).

2. Insert prepositions where necessary:

1. "There's a good film ... the Multiplex." "They've just opened it ... converting the old cinema ... a seven-screen centre." "I don't want to go ... the pictures." 2. I have two tickets ... the new film ... the Showcase. I don't know : what it's like, but here's what the Daily Star says ... it. 3. This is the most wonderful and exciting movie that has ever come Hollywood, funnier than A Fish Called Wanda, more moving than Emil Zola, more beautiful than Romeo and Juliet. 4. I hate to line the queue. 5. This year there will be some films made jointly ... foreign companies. 6. Every film sent ... the Montreal Exhibition was dubbed ... English and French. 7. the help ... the cinema's magical art we can see far ... the future, ... the past, as well as ... today's Europe. 8. Look ... the What's On and see what's showing ... the Kyiv. 9. I hope there won't be a long queue of people waiting to book seats ... the box-office. But when I reached ... the cinema there was a massive queue and the "Sold ... "sign caught my eye. The film "The Da Vinci Code" was 10. Walt Disney's success lay ... his natural simplicity ... outlook, ... his ability to work ... a child's world and make it one that adults could happily enter. 11. One ... the most remarkable films made ... Ukraine was "The Shadows of the Forgotten Ancestors." It was directed ... Serhiy Paradzhanov and was released ... the mid-sixties. It won international fame and received dozens ... awards. Mykolaychuk's was a very difficult role to play as he had to fit the character ... a hapless Hutsul into a romantic mould. One couldn't help admiring a great talent ... the actor who played a moving dance ... dying.

3. Insert articles wherever necessary. Translate into Ukrainian.

In ... 1853, one adobe hut stood on ... site that became ... Hollywood. By 1870, ... agricultural community flourished in ... area with ... thriving crops. In ... 1880s, Harvey Henderson Wilcox of Kansas, who made ... fortune in ... real estate even though he had lost... use of his legs due to ... typhoid fever, and his wife, Daeida, moved to ... Los Angeles from Topeka. In 1886, Wilcox bought 160 acres (0.6 km²) of ... land in ... countryside to ... west of ... city at... foothills and ... Cahuenga Pass.

Accounts of ... name, Hollywood, coming from ... imported English holly then growing in ... area are incorrect. ... name in fact was coined by ... Daeida Wilcox. On ... train trip to ... east, Wilcox met ... woman who spoke of her country home in Ohio named after ... Dutch settlement called "Hollywood." Daeida liked ... sound of it and upon returning to ... Southern California, bestowed ... name to ... family ranch locally popular (though inaccurate) etymology is that ... name Hollywood traces to ... ample stands of native Toyon, or "California Holly," that cover ... hillsides.

4. Transform the direct speech into indirect speech, using complex sentences. Use linking words where possible and use your discretion when deciding whether to change or omit the words in italics:

1. 'He went out at 10 o'clock yesterday morning,' she explained, 'and now nobody's seen him since then.' 2. 'I just don't know what to do now,' she cried.' This news has come as a complete shock.' 3. 'There's nothing on at the cinema at the moment, that I want to see. In fact, the last time I went to the cinema was two years

ago,' she told me. 4. 'Phone me next Sunday. I hope to have more information by then,' he told me. 5. 'I'll stay here by the 'phone for the next ten minutes. They may call again,' she said.

5. Form complex sentences using words in brackets as a principal clause.

1. 'You might still catch the 07.15 train, if you get a move on.' (They told me ...) 2. 'I couldn't take one of the kittens as a pet. My apartment's too small.' (I explained ...) 3. 'You must be ready to drop! You haven't stopped for a minute all day.' (She exclaimed ...) 4. 'You need to ask for an assistant. You've got a queue of cars waiting to be customized.' (He told me ...) 5. As I didn't intend to stay the night, I decided not to take a change of clothes. ' (She said ...) 6. 'You needn't have waited up for me. I got a key from the landlord yesterday.' (He told us ...) 7. 'I'd rather you didn't tell anyone what I've just told you.' (He said ...) 8. 'I may be able to speak during your lecture, but I won't know until next Tuesday.' (She explained ...) 9. 'I couldn't find my door key. That's why I broke a window.' (He told the policeman ...) 10. 'She's going to be ecstatic when she hears the results.' (They told us ...) 11. 'You really should always ask for a receipt when you pay by cash.' (He told me ...) 12. 'If I could fund you, I would. I'm not able to do so at the moment. Ask me again when my next salary's paid' (He said ...)

6. Write complex sentences of the reported speech using one of the following introductory verbs only once: ask, beg, advise, urge, warn, encourage, forbid, invite, suggest, recommend. Use link words where appropriate.

1. 'Please take a seat and the Director will be with you in a moment,' the receptionist said. 2. 'Don't cut the blue wire', the army man said through a megaphone. 'You could make the bomb explode.' 3. 'You really must go and see the doctor. It could be something serious,' my sister said. 4. 'I should pay a visit to the Tourist Information Office. They'll be able to tell you where the nearest Indian restaurant is,' she said. 5. 'If you're eating at the Taj, try the Moghlai Paneer. It's delicious!' they told us. 6. 'No one is to refer to any study guides during the exam,' the lecturer said. 7. 'Please don't forget to let me know when you've arrived safely,' my mother said. 'I'll be worried sick until you do.' 8. 'May we urgently check your gas connection?' said the two workers from the ZHEO. 9. 'You'll be able to get some at the hypermarket. They're open 24 hours these days,' the man said. 10. 'Go on, enter the Beauty Contest,' he said. 'You've nothing to lose and it'll be good experience for you.'

7. Change direct speech into indirect. Report the sentences below using one of the following verbs to replace "said": muttered, boasted, protested, conceded, denied, announce.

Example:

'No, I haven't misappropriated the social club funds,' he said.

He denied that he had misappropriated the social club funds.

He denied misappropriating the social club funds.

1. He said, 'Well, maybe I didn't stay awake all through the night, as I should have done.' He ... 2. 'I absolutely did not take the money,' he said. He ... 3. 'I'm pregnant,' she said. She ... 4. 'Honestly, I really didn't copy the essay off the Internet,' said the student. The student ... 5. 'I am the greatest striker ever,' said the captain of the World Cup winners. The captain of the World Cup winners ... 6. 'I want to go to the toilet,' said the little boy under his breath. The little boy ...

8. Combine these simple sentences by using a relative pronoun and prepositions if necessary.

Example:

A Georgian journalist interviewed the football team's goalkeeper. The journalist reminded me of my cousin Stanislav.

The Georgian journalist who interviewed the football team's goalkeeper, reminded me of my cousin Stanislav.

1. Sunday is regarded by many as a day of rest. We usually go to the dacha and work in the garden. 2. In normal adults, the heart is 250–350 gm in weight. It pumps about one million litres of blood during the average person's lifetime. 3. We decided to buy both of the two puppies. We had seen them on sale in the market. 4. The new football stadium was opened in 2006. It holds thirty two thousand spectators. 5. The Financial Director of Britain's Royal Mail resigned. The Royal Mail's pension fund lost seven billion pounds in 2005. 6. He had never had any formal education. I was amazed. 7. University lecturers in Britain went on a pay strike in May 2006. Many students were unable to receive their grades in time for graduation. 8. J.K. Rowling attacked critics who accused her of being prejudiced against overweight people. She said that many of her most important, admirable and lovable characters are on the plumper side. 9. The Camac stone circle is in Brittany, France. It dates from Neolithic times. It contains over 3000 massive stones.

9. Put the verbs in brackets into the correct tense. Pay attention to the sequence of tenses. Translate into Ukrainian.

1. Heat the oil till it (begin) to smoke. 2. I'll stay here till Tom (get) back. 3. We'll go out as soon as the shops (open). 4. You drive first, and when you (be) tired, I'll take over. 5. The sooner we (start), the sooner we'll get there. 6. We will send you the goods as soon as we (receive) your cheque. 7. I'll wait as long as you (like). 8. Whip the whites of the eggs till they (be) quite stiff. 9. Shall I jump out when the bus (slow) down at the next comer? 10. No, you'd better wait till it (stop) at the traffic lights. 11. You are too young to understand. 1 (explain) it to you when you (be) older. 12. Brown is the best poet in the university. Now read Smith's poems. When you (read) them you'll say that he is better. 13. Tom: I can't get used to driving on the left. Jack: When you (be) here for another week you'll find it quite easy. 14. The room doesn't look particularly attractive now but when I (clean) and (paint) it, it will look quite different. 15. Pour boiling water on the coffee grounds, wait till the grounds (settle), then strain the coffee into a coffee pot. 16. As soon as they (reach) the sea, the children will want to bathe. 16. When we (see) the cathedral, we'll go to the museum. 18. What will you do when you

(finish) painting the ceiling? 19. This footpath is so long that by the time we (reach) the other end it will be time to search for a hotel. 20. Serve the meal and wash up. When you (finish) the washing up you can go home. 21. The plane won't take off till the fog (lift). 22. Tom will leave as soon as his car (arrive). 23. I'm glad you're learning Chinese. When you (know) Chinese I (give) you a job. 24. Shall I boil the baby's milk? Yes, but don't give it to him till it (cool).

10. Read and translate the following text into Ukrainian. Retell the story in the indirect speech. Pay attention to the notes below.

Notes:

1. A **dotcom company** is an Internet enterprise. The name comes from the Internet practise of adding a suffix after the domain name, such as Khomenko. com, for a website. Some of the largest companies in the world today are dotcoms, such as Google, Yahoo and EBay, each of which is valued at over 50 billion USD. *Інтернет-компанія.*

2. The set phrase '**on the box**' is British informal speech meaning 'on television'. *На ТБ.*

3. A British colloquial name for the police is '**The Bill**'. In the first half of the 20th century, the phrase 'The Old Bill' was used, but it transformed into 'The Bill' in the '50s and '60s. The name was used for a very popular, long-running TV series about the life and work of a group of police, called "The Bill". This programme is referred to in the text. A possible translation for "The Bill" is '*Менту*

4. The idiom '**to shake in your shoes**' means to be very frightened. *Тремтїти від страху.*

5. **To snog** is a very common British colloquial term meaning 'to kiss repeatedly'. It is not used in AmE. *Обніматися та цілуватися.*

6. '**To try your luck**' is an idiomatic expression meaning 'to make an attempt to succeed' either at a game of chance or in life under new circumstances. *Спробувати вдачу.*

Michael Ridpath is the British author, born in 1961, of a number of successful thrillers based around the world of high finance. "Fatal Error", first published in 2003, describes the rise and fall of a dotcom company and the incidents and murders during its life. The following dialogue, a short extract from the novel, describes the meeting of two old friends, Guy, a failed actor and David, an auditor with a merchant bank, who later becomes the Managing Director and Financial director of the dotcom company.

'How about you? How's the acting? I've been looking out for you on the box but I haven't seen anything yet'.

'Then you obviously don't watch every episode of The Bill.'

'I can't imagine you as a cop.' I said, surprised.

'I wasn't even a villain. More a passer-by. But then I got the call from LA.'

I realized now that the trace of American in his accent was stronger than I remembered it.

'Hollywood, eh? I bet Brad Pitt was shaking in his shoes.'

'He coped. There's room in that town for Brad and me. Plenty of room. They wanted me for a movie: Fool's Paradise. Have you seen it?'

'No.'

'It got pretty bad reviews. Anyway, they wanted an English actor to speak three lines and snog Sandra Bullock. I was their man.'

'You snogged Sandra Bullock?'

'I did. It turned out it was the pinnacle of my career.'

I had to ask: I couldn't help myself. 'What was it like?'

Guy smiled. 'What can I say? It was a passionate scene. She's a great actress. The bad news was I got killed two minutes later.'

Sandra Bullock. I was impressed.

'I stayed in LA for a couple of years after that, hoping for a big break, but nothing happened. So I came back to London to try my luck.'

11. Translate the following complex sentences from Ukrainian into English.

1. Вона запропонувала, щоб я пішов подивитися новий український фільм жахів, але в мене не було на це часу. 2. Він думав, що актори та дублери працюють на знімальному майданчику, і не хотів їм заважати. 3. Цей пригодницький фільм знімався на натурі, ось чому в ньому багато мальовничих пейзажів. 4. Сценарій детективного фільму, який нещодавно вийшов на екрани, написаний за відомим романом О. Мариніної. 5. Мені сказали, що зустріч з режисером, продюсером і кінооператором почнеться за півгодини. 6. Клайд помітив, що друзі не прислухаються до його думки, але незважаючи на це, він продовжував говорити про свої враження після перегляду нового повнометражного бойовика. 7. Відомо, що перш ніж стати кінозіркою, Том Круз працював статистом у масових сценах. 8. Слід зазначити, що ця історична драма справила на мене глибоке та незабутнє враження. 9. Я хотів би, щоб ви завжди приходили вчасно, до початку кіносеансу. 10. Шкода, що я не встиг побачити кіноролик до фільму. Говорять, що в ньому були використані надзвичайні спецефекти. 11. Я був впевнений, що ви їх повідомили, що збираєтесь поїхати на Венеційський кінофестиваль. 12. Як ви думаєте, чи сподобається маленьким глядачам цей новий мультфільм? 13. Ми були дуже задоволені, що на цьому диску було декілька звукових доріжок різними мовами. 14. Чи знаєте ви, хто поставив фільм «Закоханий Шекспір», хто написав до нього сценарій та які провідні актори знімалися в ньому? 15. Ми запитали у неї, чи задоволена вона переглядом серіалу «Роксолана» з Ольгою Сумською в головній ролі. 16. Ми впевнені, що на вітчизняний кінематограф чекає відродження. 17. Дівчата були дуже засмучені, що не дістали квитки на прем'єрний показ кінострічки «Помаранчеве небо». 18. Я ніколи не чув, щоб про відомого режисера М. Михалкова говорили погано. 19. Слід визнати, що ця комедія користується популярністю як серед молоді, так і людей старшого віку. 20. Мене попросили розповісти вам про те, що відбувалося на Каннському кінофестивалі. 21. Нічого не залишалось зробити, як негайно виїхати з міста. 22. Він запитав, чи часто я відвідую кінотеатри та які жанри фільмів мені подобаються.

WRITING

Emails and memos When a member of an organization wants or needs to send information to one or more members of that organization, in a written form that may then be kept in a file if necessary, then this is done in a formalized, standard way.

Originally such notes were on paper in the form of a memorandum. The plural was ‘memoranda’ but in recent years, Business English has used ‘memorandums’ or more usually just ‘memos’. Today almost all memos in most organizations are sent electronically to be deleted, filed electronically or printed as desired, as emails. The word email is a neologism, in many current editions of dictionaries as either ‘e-mail’ or ‘email’, but the latter is most commonly used. Emails may be sent to a computer or a mobile phone.

An email or memo has a basic structure:

1. A “To” field, followed by the name of one or more recipients, or a standard list.
2. A “From” field that specifies which person or department sent the note.
3. A “Subject” field that describes the topic of the note.
4. The date (and now time) when the note is sent.
5. A “bcc” field to list those *copied* on the note – these are shown on the note.
6. A “bcc” field to those *blind copies* on the note – not shown on the note, as these recipients are not formally addressed but sent a ‘hidden’ copy for information purposes.
7. A text area that is not limited, but convention is that the subject should be described as concisely and clearly as possible.
8. Attachments may be added if necessary to support or clarify the content.

This may look like:

From:	„Michael Badman” <michacM j3adman@hotmail.com >
To:	rector@iuuc.kiev.ua
CC:	ahappiness@yahoo.co.uk
Subject:	„The UK in the EU” - 1330 on Mon 15/Tues 16 May
Date:	Tue, 02 May 2007 08:39:12 +0000

Professor Margarita Domonenko has asked if I could give a talk as above, but

- 1) It’s not an area on which I’m qualified to speak with authority, &
- 2) My BBA Statistics Final exam is 1215-1445 on the 16, during which Katie Gruel has kindly volunteered to help proctor.

Any ideas, please?

Mike

File attached EU_seminar.doc 17K

1. Write an email to one of your friends, asking them if they want to join you at the All-Ukraine Festival of Film next month. Copy your parents on this.

2. Write an email to the organizers of the International Conference “Language and Culture” asking them to send you a copy of the file that contains details and the application forms. Copy your lecturers and blind copy at least one of your friends.

3. Write a critical review of a film you’ve seen recently, using the following guidelines:

Type of film: documentary, short, feature, black-and-white, colour.

Genre: thriller, tragedy, action, romantic comedy, historical drama, horror.

Production: What studio released the film? Was the film dubbed?

Screenplay: Is it by a well-known author? Is it true-to-life? What is the climax?

Director: Who directed the film? Who produced it?

Photography: Is it especially artistic? Are there any good shots? Would you expect it to win an Oscar for its cinematography?

Acting: Name the leading actors. Are they stars? What do you think of their performances?

Sound track: Is the music suitable? Would you rush out and buy its CD or download the tracks? Does the dialogue or the action predominate?

Critics: What do the critics say about the picture? Do you share their point of view?

General impression and conclusion: The impression the film made on you. Do you think this film is worth seeing? What kind of audience would you recommend this movie to?

LINGUISTS' HEADACHES

Convention in English is that the first showing of a film is its **premiere**, while the initial public performance of a play in a theatre is its **first night**. They are not interchangeable in well-written, accurate English, but both are translated as “прем’єра”.

There is of course a lot of terminology, even in this highly specific area, the most important of which are the three described below.

Pre-release screening (допрем’єрний показ), where a film may be given a limited availability screening before its general release, usually to test the reaction of audiences to alternative endings. The released version may as a result reflect these reactions.

A **Preview** (презентація фільму) is a showing or presentation of a film before it is available to the public or before its official opening. This is more likely to be done for publicity purposes or for the benefit of fan groups, etc.

A **critical preview** (допрем’єрний показ фільму для критиків) is a screening, or distribution of advance copies of a DVD, to critics to enable reviews to be written before the premiere of a movie.

Task: translate into Ukrainian the following sentences.

1. The ending where the hero dies had to be changed when the audience at the pre-release screening voted against his death.
2. There were pirated DVDs from the critical preview copies on sale in the market last week.
3. The actors were more than usually nervous before the first night.
4. The star arrived at the premiere of his latest movie, to be greeted by hundreds of his fans.
5. We were all deliriously happy when our fan club was honoured by being invited

to the UK preview of the new movie.

DEVELOPING TRANSLATION SKILLS

(1) Translation of idioms

Idioms are frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components (*to bury the hatchet* – закопати сокиру війни, припинити ворожнечу, *the long and short of it* – коротше кажучи, суть у тому, що...).

Some idioms are ‘misleading’; they seem transparent because they offer a reasonable literal interpretation and their idiomatic meanings are not necessarily signalled in the surrounding text. A large number of idioms have both a literal and an idiomatic meaning (*to go out with somebody* – гуляти з ким-небудь; зустрічатися, *to take somebody for a ride* – підвезти когось (кудись); обдурити). In this case, a translator who is not familiar with the idiom in question may easily accept the literal interpretation and miss the play on idiom.

To translate idioms, we may follow several strategies: 1) using an idiom of target language with a similar meaning or form (*to breathe new life into something* – вдихнути нове життя; *lame duck* – «кривенька качечка», невдаха), 2) translating idiom by paraphrase (*to take something in your stride* – сприймати неприємності спокійно, *stiff upper lip* – витримка), 3) translating idiom by omission (*to add something for good measure* – додавати, доповнювати).

The factors which determine the choice of strategy include not only availability of an idiom with a similar meaning in the target language, but significance of the specific lexical items constituting the original idiom and appropriateness of using idiomatic language in a given register in the target language.

1. Imagine that you have been asked by a client to translate the following BBC news text into your target language. The text comes from a report on current trends in the British retail market. Your target reader is: working at management level, involved in the retail business, exports fashion to high street shops in the United Kingdom, and is therefore familiar with the names of department stores. Translate the text and comment on strategies you used to deal with idioms.

The high street is having a facelift. In an unprecedented flurry of activity, new retailing concepts are being launched, while some of the ‘oldies’ are being revitalized. Marks and Spencer is testing new layouts, shops within shops, satellite stores. The experimental Woolworth stores are light years away from the traditional Woolies. Burtons has begun a blitz to install some of its high street names in branches of the department store chain Debenhams, which it has just acquired – with the controversial idea of ‘galleria’ to follow.

2. Match the following Ukrainian idioms with possible English counterparts. Analyze the lexical units of each pair of idioms, say in which way they are different.

а) Баба з возу – кобилі легше

1) The pot shouldn't call the kettle black

- | | |
|--|--|
| b) Шкурка вичинки не варта | 2) Fight fire with fire |
| c) Пан чи пропав | 3) Necessity is the mother of invention |
| d) Береженого Бог береже | 4) Run with the pack |
| e) Що голіший, то мудріший | 5) One less problem |
| f) Де тонко, там і рветься | 6) to meet your match |
| g) За позику віддяка | 7) Scratch my back and I'll scratch yours |
| h) Клин клином вибивають | 8) The game isn't worth the candle |
| i) На злодієві й шапка горить | 9) The lord helps those who help themselves |
| j) Найшла коса на камінь | 10) You can't make an omelette without breaking eggs |
| k) Рука руку миє | 11) A chain is only as strong as its weakest link |
| l) З вовками жити – по-вовчому вити | 12) A guilty mind betrays itself |
| m) Ліс рубають – тріски летять | 13) One good turn deserves another |
| n) Чия б корова мукала, а твоя мовчала | 14) All or nothing |

3. Translate the following sentences containing idioms. Analyze the strategies of their rendering.

1. Виявляється, “найближча до тіла” не своя сорочка, а білизна або купальник. Учені встановили, що можна покращити настрій, змінивши їх колір. 2. Біологічний годинник цокає в мозку і мускулатурі, а не визначається записом у паспорті. 3. Спроби країн-учасниць вийти з СНД розглядаються багатьма як бажання насолити Росії. 4. У Лондоні в дворі Королівської академії мистецтв встановлена 35-футова статуя вагітної жінки роботи великого англійського художника Деміана Херста. Це копія фігури, встановленої навесні 2005 року в атріумі нью-йоркського хмарочоса, проте каші маслом не зіпсуєш. 5. Київські студенти обурені тим, що прем'єр-міністр та міністр фінансів подалися читати лекції «золотій молоді». За позику віддяка. 6. Коли кошти з бюджету Організації Об'єднаних Націй за поточний фінансовий рік будуть витрачені, ООН опиниться за крок від банкрутства. 7. Країни світу, керуючись думкою, що береженого Бог береже, досі не відмовилися від ядерної зброї як гаранту їх безпеки. 8. Талановита людина здібна до всього. Наприклад, Пако Рабан привіз до України колекцію власних картин. 9. Повороживши на картах, директор підприємства оголосив про нові призначення. 10. Краса – страшна сила. Особливо це розумієш, дивлячись на переможців конкурсу Євробачення-2006.

(II) Transfer of borrowings into the TL text

If there is no lexicalized correspondence between the words and phrases in the target language and in the source language, we can use a translation procedure – borrowing. This is where the translator carries over a word or an expression from the source text into the target text either transcribing the SL word (sound to sound), e.g. president-elect – президент-елект, or transliterating it (letter to letter), e.g. green card – гринкард; or combined, e.g. inauguration – інавгурація.

For the same reason or for stylistic or rhetorical purposes a word or an expression

may be carried over into the TL in its original form. e.g. Of course, no one should be without a dinner jacket – *noblesse oblige* (the idea that people who belong to a high social class should behave in a kind and generous way towards people of a lower social class) – Звичайно, всі повинні бути в смокінгах – *noblesse oblige*!

A borrowing is normally printed in italics if it is not considered to be integrated into the borrowing language. These are called “barbarisms” or “xenisms” (xen – foreign, strange, alien, occasional, pertaining to or of the nature of a guest or guests), e.g. the bargaining position of the UK *vis-a-vis* the rest of Europe.

Borrowings are widely used for translating such non-equivalence as neologisms and realia words.

Task: Translate the following text into Ukrainian.

One kind of sausage eaten in Germany in the middle of the 19th century was known as a frankfurter, named after Frankfurt, the German city. Frankfurters were first sold in the United States in the 1860s and the Americans called them “dachshund sausages”, which became popular at baseball games. The sellers went up and down the rows of spectators, yelling ‘Get your dachshund sausages!’ People bought the hot sausages in buns.

One day in 1906 a newspaper cartoonist named Ted Dorgan went to a baseball game. When he saw the sellers with their “hot dachshund sausages”, he got an idea for a cartoon. The next day the newspaper published the cartoon with a dachshund inside - not a dachshund sausage, but drawn as an actual dog- a dachshund. Dorgan didn’t know how to spell dachshund, and under the cartoon, he wrote ‘Get your hot dogs!’ The cartoon was a sensation, and so was the new name.

Translator’s nightmare

Trying to back-translate some Ukrainian or Russian film titles for those products that have recently appeared in the market may become a nightmare, as some of them carry little or no resemblance at all to their original English names. Try to work out for instance what the English original for “Чудова афера” was. It turns out it is “Matchstick Men”, which comes from rare American slang for con men or those who fool their victims into giving them money.

Some other titles may contain conscious or unconscious mistakes on the part of the translator. We may never know whether the translator of the series title “Moonlighting” really knew that “to moonlight” in English means “to do paid work, especially at night, in addition to your regular employment”. In this respect the Ukrainian title «Агенція “Місячне сяйво» may sound fancy for the audience, but hardly reflects the meaning in the original.

In other cases some elements may be successfully rendered in translation while others are missing. For example, the English title “Black Hawk Down” was translated as “Чорний яструб”. On the surface this is simply the name of a bird, although it rightly describes a type of military helicopter, translated correctly, but the component of the meaning that the helicopter was shot down, which is the basic story of the movie, is

missing.

Some translations are quite literal and end up being misleading because the translator lacked background knowledge and lost the original point of the title. For instance, “A Clockwork Orange” was translated into Ukrainian as “Заводний апельсин”, whereas the English expression really means “an unrealistic thing” and is idiomatic – such expressions are plentiful and include “as queer as a clockwork orange” or “as queer as a bottle of chips”. When Anthony Burgess originally wrote the book, he meant the idiom and not the literal meaning of the title.

Task: analyse the following English film titles and their Ukrainian translations and try to find any mistakes and inaccuracies in the translations. Give your own Ukrainian versions.

1. “Italian Job” – “Пограбування по-італійськи”.
2. “Blade Runner” – “Той, що біжить по краю леза”.
3. “A Dirty Shame” – “Ганебне заняття”.
4. “Kiss-kiss Bang-bang” – “Поцілунок навиліт”.
5. “Walking Tall” – “Широко крокуючи”.
6. “InterMission” – “Розрив”.
7. “Head in the Clouds” – “Голова у хмарах”.
8. “Christmas Carol” – “Церковний хорал”.
9. “Blood work” – “Кривава робота”.
10. “Sugar Hill” – “Цукровий пагорб”.
11. “Love potion No 9” – “Еліксир кохання”.

**ЧАСТИНА 3.
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ
СТУДЕНТІВ**

**PART 3.
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

WORLD AROUND US

READING AND VOCABULARY

1. *Work in pairs. Decide if statements 1-5 are true or false.*

1. Cors cause global warming.
2. Greenhouse gases make the world a better place to live.
3. Renewable energies provide more energy than fossil fuels.
4. If you fly, your carbon footprint is 464 percent bigger than if you take the train.
5. Carbon-offsetting is destroying our environment.

2. *Match texts A-C to questions 1-10.*

In which vision of the future

- | | | |
|----|--|---|
| 1 | is one year particularly important? | <input type="checkbox"/> |
| 2 | does one disaster lead to another? | <input type="checkbox"/> |
| 3 | is a wide range of measures used against global warming? | <input type="checkbox"/> |
| 4 | is there a lack of food and water? | <input type="checkbox"/> <input type="checkbox"/> |
| 5 | do complex technological solutions not work? | <input type="checkbox"/> |
| 6 | does technology solve the problem of global warming? | <input type="checkbox"/> |
| 7 | do apparently contradictory events occur simultaneously? | <input type="checkbox"/> |
| 8 | has the world population shrunk dramatically? | <input type="checkbox"/> |
| 9 | do governments encourage ecological lifestyles? | <input type="checkbox"/> <input type="checkbox"/> |
| 10 | does global cooperation protect wildlife? | <input type="checkbox"/> |

Climate change is no longer a theory, it's a fact. And there is little doubt that the greenhouse gases produced by the burning of fossil fuels are to blame. Average global temperatures have risen by 0.7°C over pre-industrial figures, and unless we limit the increase to under 2°C before the end of the century, the consequences could be drastic. We've taken a trip in our time machine to see what our world is like in 2050. Read on ... while you still can.

A GLOBAL DISASTER

In the end it was much worse than anyone had imagined. Only a handful of countries met their emissions targets, and by 2035 global temperatures had risen by almost 2°C. This caused a vicious cycle. Mountain glaciers disappeared and the melting of the Greenland and Antarctic ice sheets accelerated. Less ice meant less heat reflected back into space and our planet grew warmer still. A tipping point was reached and nature itself began to contribute to global warming. Massive amounts of methane that had been trapped under the ground were released, and the destruction of the rainforests sent more carbon skywards. When the rise in temperatures reached 4°C, the consequences were catastrophic. Sea levels rose by four metres and thousands of low-lying communities were lost under the waves. As temperatures soared there was widespread flooding and paradoxically, at the same time, devastating droughts. Deserts spread, harvests failed and people began to starve. Millions of refugees searched desperately for safer lands and with them came disease – malaria and cholera epidemics,

and a new flu virus that killed billions. The global economy collapsed and wars broke out as nations fought over land and water supplies. Now, we live in a fractured, shrinking world of isolated communities with fewer than 500 million people scattered around the globe.

B THE GREAT LIFESTYLE CHANCE

The turning point came in 2027. Floods, cyclones and storms killed vast numbers of people and caused incalculable damage around the world. Forest fires and droughts decimated agricultural production leading to worldwide famine and water shortages. When Hurricane Theresa totally destroyed Houston, it was apparent that something urgent had to be done. The search for a technological fix became frantic. A scheme to launch enormous mirrors into orbit around the earth to reflect solar radiation was a complete failure. The idea of spraying large quantities of sea water into the sky to create a protective layer of clouds came to nothing. Renewable energies were still too unreliable. Finally, it was clear the only solution was to consume less and the 'Great Lifestyle Change' began.

All unnecessary air travel was banned. Massive taxes on the use of private cars and generous subsidies to public transport cut down pollution. Meat was rationed and vegetarianism encouraged in order to use scarce water resources more efficiently. New legislation made our homes, shops and offices carbon neutral, and much less energy was consumed.

The measures were drastic, but the rise in global temperatures has slowed down and weather conditions are now less extreme. And surprisingly, although most people in the low-consumption economy are materially less well off, they seem happier than before.

C JUST IN TIME

We were saved from extreme global warming just in time. There was no single technological fix, but rather a complex mixture of energy-saving measures, CO₂-reduction technologies and more efficient alternative energies. The introduction of 'Carbon Credits' on fuel and electricity was vital. Every consumer was given a free annual carbon allowance and anyone who used it up and who wanted more petrol, electricity or another flight abroad had to buy more credits. The scheme made consumers aware of how much CO₂ they were producing and led to enormous savings.

Aviation fuel was taxed. An overwhelming majority of cities opted for public transport and bike lanes. Subsidies were given to energy-saving buildings and eco-friendly houses became fashionable and affordable. Carbon-offsetting schemes led to new forests being planted and international agreements preserved the rainforests and saved endangered species. The amount of CO₂ in the atmosphere was further reduced by storing the gas in carbon 'sinks' in abandoned mines deep underground. In the 2030s a new super-efficient electrical cable was developed. This allowed safe clean energy to be harnessed from giant solar fields, wind farms and wave platforms located far away from centres of population. Now almost all the power for our vehicles is provided by hydrogen fuel-cells and biofuels. Global warming has been brought under control.

3. *Work in pairs. Read the texts again and add more words and phrases to the groups below.*

Consequences of global warming: glaciers disappear, ...

Technological solutions: mirrors in space, ...

Environmental policies: air travel banned, ...

4. *Complete sentences 1 – 4 with the correct words in brackets.*

1 _____ flooding can cause _____ damage to _____ communities. (incalculable, low-lying, widespread)

2 _____ measures and _____ vehicles could help us meet our _____ targets. (eco-friendly, emissions, energy-saving)

3 If we _____ solar energy, we could _____ climate change and _____ hunger. (eradicate, halt, harness)

4 Unless a _____ fix is found, we may reach a _____ point with _____ consequences. (devastating, technological, tipping)

5. *Read these sentences and then use the words in bold to complete the Sentences below.*

1. Many factories still allow **pollutants**, such as toxic waste, to flow into our rivers.

2. We should put our old newspapers and bottles in **recycling** bins.

3. Organisations like Friends of the Earth are often referred to as **green** organisations.

4. Scientists are concerned about the size of the hole in the **ozone layer**, as ozone helps stop harmful radiation entering the Earth's surface.

5. People who live in towns and cities live in an **urban** environment.

6. People who live in the countryside live in a **rural** environment.

7. Dinosaurs became **extinct** millions of years ago; there will never be dinosaurs again.

8. **Global warming** is the theory that the world's average temperature is increasing.

9. **Ecology** is the relationship between plants, animals, people and their environment.

10. **Exhaust fumes** from cars are responsible for much of the air pollution in cities.

a. If we don't protect endangered species, they may become _____.

b. _____ is important because it means factories have to produce less new plastic, glass and paper.

c. The filter prevents dangerous _____ from entering the atmosphere through the chimney.

d. Some children in _____ environments don't realise that milk comes from cows!

e. I'm a very _____ person; I recycle, use public transport, and care about the environment.

f. Electric cars don't produce any _____ so they are much cleaner.

g. Until the Industrial Revolution, most Europeans had a very _____, agricultural way of life.

h. If _____ continues, the polar ice caps will start melting and the sea level will rise.

i. Some aerosol cans give off CFC gases which enter the atmosphere and destroy the _____.

j. The _____ of rainforests changes when trees are cut down.

USE OF ENGLISH 1

6. Complete the article with the correct forms of the words in brackets.

New plans being considered by the ¹ government (govern) would give each citizen an individual carbon allowance to control the amount of ² _____ (emit) they are responsible for. Every time someone used a they would 'spend' some of their carbon credits.

Such a scheme would encourage everyone to take ⁴ _____ (energetic) – saving measures and to start using ⁵ _____ (renew) energies like solar and wind power. Many experts believe that carbon credits would be more effective in reducing our dependence on oil than ⁶ _____ (convention) incentives like high taxation. It would need the full ⁷ _____ (cooperative) of all industrialised countries to slow down potentially ⁸ _____ (catastrophe) global warming. A better first step might be to tax ⁹ _____ (aviator) fuel to force travellers to pay for the harmful greenhouse ¹⁰ _____ (gaseous) produced by planes.

7. If the word in bold is correct, put a tick. If it is not correct, replace it with one of the words in bold from the other sentences.

1. The earthquake was a real **resource** and destroyed most of the buildings in the city. _____

2. They are going to **harvest** the local people because the volcano might erupt. _____

3. We need to find alternatives to **catastrophe** before we destroy our planet. _____

4. There's so much **fossil fuels** in England during the summer. _____

5. The panda is threatened by the destruction of its **greenery**. _____

6. They were planning to **evacuate** the grapes the next day and nobody could have predicted the storm. _____

7. Some animals seem to know by **species** when bad weather is on the way. _____

8. The oil fields are a vast natural **habitat** that belongs to all the people, not just a few businessmen. _____

9. The sparrow is becoming increasingly **scarce** in this area. _____

10. Scientists claim to have identified a new instinct of monkey. _____

8. Circle the correct word or phrase.

1. It seems that *agriculture* / *crop* first developed in the Middle East.

2. Coffee is a very important *agriculture* / *crop* in Brazil.

3. The *drought / famine* was caused by war in the region.
4. If the *drought / famine* continues, the government is planning to introduce a ban on washing cars.
5. We have to stop and get out of your car to really *appreciate / exploit* the natural beauty of the area.
6. Why do you think that we don't have the right to *appreciate / exploit* nature to make money?
7. Some scientists still dispute that *global warming / natural disaster* is caused by human activity.
8. Over a half million people were forced to leave their homes as a result of recent *global warming / natural disaster*.
9. It's been raining for days and there's a real danger of *floods / hurricanes* if it doesn't stop soon.
10. This area is frequently hit by *floods / hurricanes* that start at sea and then move inland.

9. Write one word in each gap.

Global warming

There has been a steady rise in the average temperature around the planet over the last hundred years or so, and the majority of scientists put it (1) _____ to human activity. The solution, they claim, is to cut back 2) _____ our consumption of fossil fuels, which produce the carbon dioxide that drives global warming. However, some scientists argue that the historical evidence shows that over time the Earth heats 3) _____ and cools (4) _____ naturally. According to them, we should just continue to get (5) _____ the fossil fuels that are available and find alternatives when they run out.

Whatever the cause of global warming, the increase in temperature is undeniable. It is predicted that over the next few decades many species will die (6) _____ as once fertile areas turn to desert. Seas will rise in some areas and rivers will dry (7) _____ in other areas, killing (8) _____ animal and plant life that rely on them. It looks like this debate will only get more intense.

10. Use the word given in capitals to form a word that fits in the space.

WWF

The World Wide Fun for Nature (WWF) has been involved in 1) _____ (CONSERVE) since its foundation in 1961. Its 2) _____ (INTEND) has always been to protect 3) _____ (WILD) against the effects of human activity. Working very closely with both expert 4) _____ (ECOLOGY) and ordinary local people, the organization aims to help those animals 5) _____ (THREAT) by the destruction of habitats. Economic growth and tourism force some species to the brink of 6) _____ (EXTINCT). 7) _____ (FORTUNE), the WWF work hard to ensure that animals such as the giant panda will 8) _____ (PROBABLE) survive for a few more years yet. Refusing to accept that the problems are 9) _____ (MOUNT), the WWF works tirelessly on a 10) _____ (SEEM) never-ending list of projects, all of which help to protect the diversity of life on Earth.

11. Use the word given in capitals to form a word that fits in the space.

Life in extreme conditions

Until relatively recently, it was thought that extreme heat and cold presented (1) _____ (MOUNT) problems to living organisms and that all life existed in a narrow range of (2) _____ (FAVOUR) temperatures. However, the discovery of extremophiles has forced a (3) _____ (ASSESS) of that view. Extremophiles are bacteria that survive, and even thrive, in (4) _____ (SEEM) impossible conditions. (5) _____ (PROBABLE) as it may seem, some exist at temperatures exceeding 80°C in geysers and hot springs, while others live in the freezing conditions of the Antarctic (6) _____ (WILD). While most species of larger animals are (7) _____ (THREAT) by global warming, even to the point of (8) _____ (EXTINCT), that kind of (9) _____ (ECOLOGY) change may actually benefit the extremophiles. These (10) _____ (MYSTERY) organisms may survive long after the human race.

12. You are going to read an article about the measures which should be taken to protect the environment. Complete the sentences with an appropriate word or expression from A, B, C or D.

What can be done to prevent the causes of the problem?

There is a lot we can all do to prevent environmental (1) _____. The easiest thing, of course, is to (2) _____ waste material such as paper and glass so that we can use them again. We should also check that the things we buy (3) _____ supermarkets are (4) _____ in biodegradable packaging which decomposes easily. At the same time, we should (5) _____ a conscious effort to (6) _____ foods which are genetically modified (at least until someone proves that they are safe) (7) _____ and for the environment. If you are truly (8) _____ to protecting the environment, you should only buy (9) _____ fruit and vegetables, safe in the knowledge that they have been naturally (10) _____. Finally, we should buy a small car that uses (11) _____ petrol which is less (12) _____ to the environment or, even better, make more use of public transport. The serious environmentalists, however, do much more. They are aware of the global (13) _____ involved and will actively involve themselves in (14) _____ programmes by making sure our forests are kept safe for future (15) _____.

- | | | | |
|------------------|---------------|------------------|---------------|
| 1. A deviation | B destruction | C degradation | D devastation |
| 2. A restore | B relate | C restrain | D recycle |
| 3. A from | B on | C outside | D inside |
| 4. A packaged | B taken | C got | D made |
| 5. A do | B make | C take | D put |
| 6. A escape | B avert | C evade | D avoid |
| 7. A for both us | B both for us | C for both of us | D for us both |
| 8. A faithful | B destined | C committed | D predisposed |
| 9. A organic | B original | C genuine | D real |
| 10. A planted | B received | C obtained | D cultivated |
| 11. A unloaded | B unleaded | C unnatural | D unnoticed |
| 12. A harmful | B wrecking | C hurt | D injurious |
| 13. A issues | B questions | C assignments | D features |

14. A contention B coordination C conservation D competition
 15. A people B ancestors C relatives D generations

USE OF ENGLISH 2

13. For questions 1 – 15, read the text below and decide which word A, B, C, or D best fits each gap

Last summer, air pollution in Paris reached dangerous levels on six separate occasions. As a result, the government have recently decided that public transport in French cities will be 1) _____ on days when pollution becomes a 2) _____ to people's health, in a(n) 3) _____ to encourage people to leave their cars at home.

The Mayor of Paris said that he had several other ideas to reduce the pollution problem, such as free parking on the 4) _____ of the city on hot, still days when exhaust fumes tend to accumulate. He has also 5) _____ a \$6 million plan for 56 km of bicycle tracks, new pedestrianised 6) _____ and a new tram 7) _____ for southern Paris. His most popular measure 8) _____ becoming mayor last May has been to 9) _____ traffic from several streets on Sundays.

Every summer, air quality is at its 10) _____ in Paris during holiday weekends, especially one weekend in July when the 11) _____ of the population leave by car for their summer holidays. 12) _____ then improve for the summer, but deteriorate again when most residents return at the end of August.

The free transport 13) _____ is part of the response to a new environmental regulation, which says that local authorities must guarantee 14) _____ air. If it is 15) _____ seriously, locals can look forward to a cleaner Paris in the future.

- | | | | |
|----------------|-----------------|--------------|--------------|
| 1 A open | B loose | C off | D free |
| 2 A risk | B terror | C threat | D damage |
| 3 A try | B pursuit | C trial | D effort |
| 4 A outskirts | B areas | C suburbs | D provinces |
| 5 A exclaimed | B announced | C stated | D put in |
| 6 A rails | B zones | C crossings | D tracks |
| 7 A line | B lane | C series | D path |
| 8 A as | B from | C since | D while |
| 9 A discharge | B expel | C restrict | D ban |
| 10 A top | B limits | C full | D worst |
| 11 A lots | B majority | C most | D plenty |
| 12 A Occasions | B Opportunities | C Conditions | D Situations |
| 13 A measure | B action | C answer | D move |
| 14 A saved | B secure | C new | D safe |
| 15 A taken | B thought | C held | D formed |

14. You are going to read the text. Five paragraphs have been removed. Choose which of the paragraphs (A–F) fit into the gaps (1–5). There is one extra you do not need to use.

A And in the developing countries medical aid programmes are already working towards creating a healthier population.

B It is clear, therefore, that protecting the environment is the most important problem facing the world today.

C Climate change and destruction of ecosystems could endanger all life on the planet if not dealt with quickly and at an international level.

D Global warming is largely the result of what is called 'the greenhouse effect'. This term describes the absorption of solar heat – which should naturally be re-radiated into space after striking the earth's surface – by various gases of which carbon dioxide (CO₂) is the commonest. Every litre of petrol used – whether lead-free or not – represents the emission of 2.5 kilos of CO₂ from your car exhaust. Burning fossil fuels – oil, coal, wood – to produce energy in power stations results in the release not only of CO₂ but also of sulphur dioxide, the principal cause of acid rain.

E Although this is certainly a major threat to people's well-being, it needs to be addressed by individual governments rather than globally.

F All have a bearing on all our lives, but is the environment really most important?

The World Faces Many Problems

1 The modern world faces many major problems to which there are no easy solutions. These include unemployment, health, over-population and, of course, the environment.

1 _____

2 If people are unemployed, they are unable to earn money and it is a fact of life that without an income it is difficult to live. Of course, work provides more than financial support; it gives people self-esteem and pride. Unfortunately, technological developments and other factors mean that the job market is shrinking world-wide and young people have reduced prospects for work.

2 _____

3 Health is clearly an important concern that affects both individuals and the planet as a whole. Even though many illnesses have been eradicated, others remain a threat, and the overuse of antibiotics has led to the development of resistant strains of bacteria. Nevertheless, on the whole, general health is improving.

3 _____

4 Over-population has implications for all of us, and improved general health means that people are living longer. However, as with health, there are already programmes in place implementing measures to deal with not only a rising population, but an ageing population.

So what about the environment? There are urgent issues that need to be faced, including global warming, pollution and the loss of species. Unlike the other issues discussed, there is no clearly discernible global move to deal with these problems. Also, unlike the other issues, changes in the environment have a direct impact on the whole planet.

4 _____

5 In conclusion, other problems primarily affect only the quality of life, whereas environmental issues affect the actual existence of life itself.

5 _____

15. Fill in the gaps with the correct phrase from A – H.

Reasons for Recycling and Composting Garbage

When you throw something in the garbage, it does not simply disappear. It may go on a long journey to a transfer station, a landfill site or an incinerator. Since it is difficult and expensive to dispose of garbage at landfill sites and incinerators, the government and other organizations (0)___G___ Garbage from homes is picked up and taken to the nearest transfer station (1)_____where it should go. If the garbage goes to a landfill site, it is spread out on the ground and carefully buried. If the garbage goes to an incinerator,, it is burned. The problem with these methods of garbage disposal is that they cost money, take up land and cause pollution.

One solution to the problem of solid waste disposal is recycling. Some examples of things (2)_____are glass jars, tin cans, office paper and newspaper. People can recycle used products (3) _____or by taking them to the recycling depot. The recycled goods are melted down (4)_____ such as carpets, drainpipes, park benches and garden hoses.

Another solution to the problem of solid waste disposal is composting. Some examples of things that can be composted are lawn clippings, apple cores, orange peels and vegetable rinds. People can compost these food products by placing them in a special outdoor container (5)_____called compost. Compost, which contains plant nutrients, can be spread in the garden to help other plants grow.

Recycling and composting (6)_____being buried or burned. These methods show people a new way of looking at garbage: many things people throw away can actually be used again.

- A where waste disposal employees decide
- B when many prominent genetics consider
- C where they decompose into a dark, thick, dirt-like substance
- D by putting them in the "blue box" on garbage collection day
- E are two ways of reducing the amount of solid waste .
- F to be used for products
- G are encouraging people to recycle and compost their garbage
- H that can be recycled

16. 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 |

17. You are going to read an article about problems of environment. Complete the sentences with an appropriate word or expression from A, B, C or D.

A Major World Problem

There is no doubt that the environment is in trouble. Factories burn fossil (1) _____ which produce (2) _____ rain, and this kills trees. At the same time, greenhouse (3) _____ rise into the air and (4) _____ to global warming which (5) _____ to melt the polar ice cap. Meanwhile farmers clear huge areas of (6) _____ forests in places such as the Amazon to produce (7) _____ land for cattle or produce wood for building. Rivers and oceans are so heavily (8) _____ by industrial (9) _____ that is no longer safe to go swimming. Cars pump out poisonous (10) _____ which we all have to breathe in. (11) _____ and overfishing are killing off millions of animals, (12) _____ whales, elephants and other (13) _____ species. In fact, all around us, all living things large and small which comprise our finely (14) _____ ecosystem are being systematically destroyed by human (15) _____ and thoughtlessness.

- | | | | |
|-----------------|--------------|----------------|----------------|
| 1 A oil | B substance | C fuels | D litter |
| 2 A heavy | B pouring | C torrential | D acid |
| 3 A effect | B gases | C atmosphere | D petrol |
| 4 A influence | B contribute | C affect | D cause |
| 5 A threatens | B frightens | C scares | D intimidates |
| 6 A storm | B downpour | C rain | D hurricane |
| 7 A arable | B fertile | C arid | D feeding |
| 8 A harmful | B soiled | C contaminated | D dirty |
| 9 A litter | B waste | C trash | D garbage |
| 10 A mixture | B blend | C emissions | D medley |
| 11 A Poaching | B Hunting | C Catching | D Shooting |
| 12 A comprising | B enclosing | C inserting | D including |
| 13 A vanished | B endangered | C disappearing | D exterminated |
| 14 A balanced | B genuine | C true | D equal |
| 15 A jealousy | B envy | C greed | D rage |

18. Complete the collocates below by adding an appropriate noun. Some can combine with more than one noun.

- | | |
|----------------------|-----------------|
| 1. acid _____ | |
| 2. tropical _____ | warming |
| 3. exhaust _____ | changes |
| 4. global _____ | effect |
| 5. ozone _____ | disaster |
| 6. nuclear _____ | energy |
| 7. public _____ | fumes |
| 8. traffic _____ | pollution |
| 9. natural _____ | fuels |
| 10. air _____ | rain forest |
| 11. sea _____ | waster products |
| 12. solar _____ | transport |
| 13. finite _____ | jams |
| 14. greenhouse _____ | resources |
| 15. clean _____ | rain |
| 16. recycled _____ | gases |
| 17. noise _____ | layer |
| 18. renewable _____ | |

19. Fill in the gaps with the words from the box below.

Planet Earth is 4,600 million years old

man	months	discovered	wars	evolved
only	appear	information	riches	Earth
ago	known	extinction	huge	system

If we pretend that our planet is like a person, we can compare the Earth with a man of 46 years of age. Nothing is _____(1) about the first 7 years of this person's life, and very little _____(2) can be _____(3) the age of 42 the Earth began to sound about his youth. What we know for sure is that not flower. Dinosaurs and the great reptiles did not _____(4) until one year ago, when the planet was 45.

Mammals arrived only eight _____(5) ago. In the middle of the last week man-like apes _____(6) into ape-like men. And only last weekend the ice age enveloped the _____(7).

Modern _____(8) has been around for only four hours. During the last hour Man _____(9) agriculture. The industrial revolution began only a minute _____(10). During those sixty seconds of biological time, Man has made a _____(11) rubbish dump out of Paradise. Man has caused the _____(12) of 500 species of animals, robbed the planet of its mineral _____(13), and now stands at the brink of a war to end all _____(14) which will destroy this oasis of life in the solar _____(15).

20. For questions 1-15, read the text below and decide which word A, B, C or D best fits each space.

Last summer, air pollution in Paris reached dangerous 0) ...A.....on six separate occasions. As a result, the government have recently decided that public transport in French cities will be 1).....on days when pollution becomes a 2).....to people's health, in a 3).....to encourage people to leave their cars at home.

The Mayor of Paris said that he had several other ideas to reduce the pollution problem, such as free parking on the 4)..... of the city on hot, still days when exhaust fumes tend to accumulate. He has also 5).....a \$6 million plan for 56 km of bicycle tracks, new pedestrianised 6).....and a new tram 7).....for southern Paris. His most popular measure 8).....becoming mayor last May has been to 9).....traffic from several streets on Sundays.

Every summer, air quality is at its 10).....in Paris during holiday weekends, specially one weekend in July when the 11)..... of the population leave by car for their summer holidays. 12).....then improve for the summer, but deteriorate again when most residents return at the end of August.

The free transport 13).....is part of the response to a new environmental regulation, which says that local authorities must guarantee 14).....air. If it is 15).....seriously, locals can look forward to a cleaner Paris in the future.

- | | | | | |
|----|-------------|-----------------|--------------|--------------|
| 0 | A levels | B positions | C degrees | D standards |
| 1 | A open | B loose | C off | D free |
| 2 | A risk | B terror | C threat | D damage |
| 3 | A try | B pursuit | C trial | D effort |
| 4 | A outskirts | B areas | C suburbs | D provinces |
| 5 | A exclaimed | B announced | C stated | D put in |
| 6 | A rails | B zones | C crossings | D tracks |
| 7 | A line | B lane | C series | D path |
| 8 | A as | B from | C since | D while |
| 9 | A discharge | B expel | C restrict | D ban |
| 10 | A top | B limits | C full | D worst |
| 11 | A lots | B majority | C most | D plenty |
| 12 | A Occasions | B Opportunities | C Conditions | D Situations |
| 13 | A measure | B action | C answer | D move |
| 14 | A saved | B secure | C new | D safe |
| 15 | A taken | B thought | C held | D formed |

21. Use the word given in capitals to form a word that fits the space in each sentence. There is an example (0) at the beginning.

0 INCREASE

1 POLLUTE

2 PARTICULAR

3 GLOBE

4 INHABITABLE

5 AGRICULTURE

6 POPULATE

7 SCIENCE

8 RECOMMEND

9 GOVERN

10 DISCUSS

Saving the Environment

People are becoming (0) increasingly.... worried about the (1)..... of the environment, (2)..... the burning of fossil fuel, which contributes to (3).....warming. Indeed, if the Earth was to warm by as little as 2' C, many parts of the world would become (4).....due to flooding. There would also be massive (5).....problems as farmers tried to feed the growing (6).....in a changing climate. (7).....agree that urgent measures have to be taken to prevent a world-wide catastrophe. They have drawn up a list of (8) which have been issued to (9) in the hope that they will bring about the (10) that are urgently needed.

VOCABULARY PRACTICE 2

22. *Which is the odd man out?*

1. Which of these is not a mammal?
a) bat b) snail c) whale d) wild pig
2. Which of these is not a rodent?
a) hedgehog b) mouse c) rat d) squirrel
3. Which of these is not an insect?
a) cockroach b) flea c) moth d) shrimp
4. Which of these is not a reptile?
a) alligator b) frog c) lizard d) turtle
5. Which of these is not a bird?
a) sparrow b) spider c) stork d) swan
6. Which of these has spots rather than stripes?
a) leopard b) skunk c) tiger d) zebra
7. Which of these hasn't got horns?
a) bull b) camel c) deer d) elk
8. Which of these doesn't sting?
a) ant b) bee c) butterfly d) scorpion
9. Which of these cannot fly?
a) hawk b) ostrich c) pigeon d) swallow
10. Which of these is not a cat?
a) jaguar b) leopard c) puma d) squirrel
11. Which of these is not a shellfish?
a) lobster b) plaice c) prawn d) shrimp
12. Which of these is not a pedigree domestic dog?
a) collie b) greyhound c) mongrel d) poodle
13. Which of these has most legs?
a) beetle b) centipede c) snake d) spider
14. Which of these is not a fresh-water fish?
a) carp b) herring c) salmon d) trout
15. Which of these is not a mythical creature?
a) dragon b) mermaid c) octopus d) unicorn

23. Choose the correct answer.

1. _____ of cattle graze fertile plains.
a) flocks b) herds c) packs d) swarms
2. Cattle and chicken are _____ animals.
a) domesticated b) farm c) tame d) wild
3. The tiger had very sharp _____.
a) claws b) fangs c) hooves d) paws
4. The lioness lay in wait for her _____.
a) game b) prey c) target d) victim
5. When he was exploring the forest, he was bitten by a _____.
a) frog b) rabbit c) snake d) worm
6. High in the sky a _____ of birds was flying southward.
a) collection b) company c) flock d) swarm
7. The horses have returned to their _____ after the morning exercise.
a) barns b) kennels c) sheds d) stables
8. The magpie pecked hard at the ground with its _____ to get at the worms.
a) beak b) fangs c) lips d) mouth
9. A great _____ of bees settled on our apple tree during a storm.
a) buzz b) crowd c) flock d) swarm
10. The blue, yellow and green of the bird's splendid winter _____ stood out against the background of snow.
a) coat b) dress c) feather d) plumage
11. Most animals in captivity have to be fed and _____ at least twice a day.
a) drowned b) drunk c) liquidated d) watered
12. Be careful! There's a wasps' nest. Don't _____ it.
a) blast b) disturb c) interfere d) thrill
13. The zoo attendant opened the cage and tried to _____ the animal back in.
a) coax b) convince c) induce d) seduce
14. The deer in the National Park are so accustomed to being fed by visitors that they are quite _____.
a) domestic b) passive c) tame d) trained
15. Most _____ birds are more brilliantly coloured than their wives.
a) husband b) male c) masculine d) master
16. Many people think it is wrong to put animals behind _____.
a) bars b) poles c) rails d) wires
17. The noise of my footsteps _____ the deer and it ran away.
a) amazed b) paralyzed c) shocked d) startled
18. Wild ducks always fly in a "V" _____.
a) figure b) formation c) formula d) shape
19. You will not find kangaroos anywhere else on _____ but in Australia.
a) earth b) ground c) soil d) world
20. Children easily learn to distinguish elephants from other animals because of their long _____.
a) beaks b) nozzles c) snouts d) trunks

21. The ant is a very industrious _____.
a) animal b) beast c) creation d) insect
22. A horse gets rid of _____ by flicking its tail.
a) ants b) butterflies c) flies d) spiders
23. Visitors to the zoo are asked not to _____ the lions.
a) bite b) fret c) nag d) tease

READING 2

24. You are going to read an extract from a book in which a famous conservationist and author describes his experiences of searching for rare animals in South America. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text

Most people seem to be under the impression that a frog is just a frog the world over. Nothing could be further from the truth, for with frogs and their near relatives, toads, you find that they vary from country to country, displaying a bewildering variety of shapes, sizes, colours, and habitats where they are to be found. The so-called flying frog of Asia, a large, tree-dwelling species, has developed very elongated fingers and toes. The skin between them is like a web and as this frog leaps from tree to tree, it spreads its fingers and toes wide so that it can glide like an aeroplane. The goliath frogs of West Africa measure two feet in length and can eat a rat, while a pygmy species of South America is about as big as your fingernail. In coloration, frogs are perhaps the only species that could seriously claim to rival birds, for there are frogs coloured red, green, gold, and blue. When it comes to rearing their young, frogs produce some startling results. Tire midwife toad of Europe hands her eggs over to the male who, in order to protect them, winds them around his hind legs and carries them around until they hatch. A species of tree frog glues two leaves together, and when water collects in the cup thus formed, the frog lays its eggs in this home-made pond.

Guiana has more than her fair share of frogs that possess ingenious methods of safeguarding their eggs and young, and the creek lands proved to be the best place for catching them. Bob was amusing himself by dragging one of these narrow, smelly little streams with a long-handled net, while I prowled hopefully around some tree roots. With the aid of a torch I succeeded in capturing three large tree frogs with huge eyes.

Bob continued doggedly with his net. I saw him haul his net out, as usual full of a pile of dirty leaves, and tip them out onto the bank. He was just going to plunge his net back into the water again when he stopped and peered down at the pile of leaves he had just pulled up.

Then he dropped the net and let out a delighted shout.

'I've got one!' he yelled.

'What have you got?'

'A pipa toad.'

'Nonsense,' I said.

'Come and have a look, then,' said Bob, bursting with pride.

He opened his hand for my inspection and revealed a strange, ugly creature. It looked, to be quite frank, like a brown toad that had been run over by a heavy truck. Its short, rather thin arms and legs stuck out stiffly, one at each corner of its squarish body, and it looked quite dead. It was, as Bob said, a large male pipa toad, perhaps one of the most curious amphibians in the world. Ever since we arrived in Guiana we had been trying to get specimens of this creature. Now, after Bob's success, we searched every inch of that small stream, producing a mountain of rotting leaves which we picked over as carefully as a couple of monkeys searching each other's fur. An hour later we had captured four more of these weird toads. Moreover one of them was a female with eggs, a prize that was worth anything in our eyes, for the breeding habits of the pipa toad are the most extraordinary thing about it.

At the beginning of the breeding season, the skin on the female's back becomes soft and spongy. When her eggs are laid they are deposited with the help of the male along her back, where they stick like glue. After they have been fertilised they sink into her skin, forming cup-like depressions. The soft tops of the eggs then harden, forming little pockets on her back. In these pockets her young spend the whole of their early life until they have fully developed when they push the little lid on the top of the pocket and make their way out into the dangerous world.

The female we captured could only just have had her eggs installed, for their lids were still soft. When her young were at last old enough to leave their mother's back they chose a moment when I was looking after their mother and the other animals I had collected on board a ship, in the middle of the Atlantic Ocean.

1. What is the purpose of the first paragraph?
 - A to provide a scientific description
 - B to show that frogs have similarities with birds
 - C to emphasise variety in nature
 - D to entertain readers
2. The writer and his assistant searched for frogs in Guiana because
 - A the frogs in Guiana have wonderful colours.
 - B the behaviour of Guianan frogs is interesting.
 - C Guianan frogs are unusual in their appearance.
 - D the frogs in Guiana live in unusual places.
3. The place where they searched for frogs was
 - A dangerous.
 - B unpleasant.
 - C attractive.
 - D uninteresting.
4. Bob
 - A nearly missed a valuable find.
 - B was systematic in his method of searching.
 - C was about to give up when he found the toad.
 - D was disappointed when he saw what his toad looked like.
5. The author particularly wanted to catch a pipa toad because

- A it is such an unusual-looking creature.
 - B it is very difficult to find.
 - C it is unique because it looks dead when alive.
 - D it has a fascinating breeding method.
6. The female toad's babies
- A were born in dangerous circumstances.
 - B were born soon after the author caught her.
 - C were born at an inconvenient time.
 - D were born in an unusual way for this species.
7. The writer's overall purpose in the text is to
- A inform his readers about a rare species.
 - B make his readers like frogs and toads.
 - C amuse his readers with a funny story.
 - D interest his readers in the natural world

LANGUAGE DEVELOPMENT

Word attack

25. Look back at the text. Complete the following list of words, all of which are used in the text to describe how animals reproduce and take care of their young. All the words can be found in paragraphs 1 and 5. The first letter of each word is provided.

- 1 rearing....
- 2 h.....
- 3 p.....
- 4 l.....
- 5 b.....
- 6 d.....
- 7 f.....
- 8 d.....

26. Complete the following sentences using the words from Exercise 25. Make any necessary changes.

- 1 A chicken canmany eggs in a single week.
- 2 Birds' eggs require the warmth from the bodies of the parent birds in order
- 3 The baby bird slowlyinside the egg.
- 4 Female fish release their eggs into the water, where the eggsby the male fish.
- 5 Many mammals like apes and monkeys are very good parents. They put a lot of effort intotheir young.
- 6 Some insects have a special tool with which they their eggs on the undersides of leaves.
- 7 The patterns and colours of birds' eggs make them hard to see and help them from predators.
- 8 Many zoos have tried to get pandas , so that the pandas born in the zoos can be returned to the wild.

27. Look back at the text. Find the words that mean the same as the following definitions.

- 1 the natural home of a plant or animal
- 2 a group of plants or animals of the same kind
- 3 moved around quietly, trying not to be seen
- 4 catching an animal after chasing or following it.....
- 5 animals that are able to live both on land and in water.....
- 6 single plants or animals that are typical of their kind
- 7 the hair that grows thickly over the bodies of some types of animal
- 8 unusual or surprising

28. Complete the following text, using the words from Exercise 4. Make any necessary changes.

Africa has some of the most interesting animal (1) _____ in the world. The large mammals, like lions and elephants are well known, but there is also an extraordinary variety of birds, snakes, (2) _____ and some of the (3) _____ insects on earth. In the old days, Europeans used to go to Africa to shoot magnificent (4) _____ of lions and other large animals. A lot of animals were also killed to supply the (5) _____ trade. Nowadays, however, visitors from Europe go to enjoy seeing the animals in their natural (6) _____. There is simply no comparison between seeing a lion in a zoo and seeing one (7) _____ at dusk, looking for an opportunity to hunt. Some of the national parks have too many lions and so some (8) _____ and transferred to areas where the lion populations are smaller.

29. Complete the following newspaper article, using the compound adjectives in the box.

deep-sea	free-range	lead-free	man-eating	nuclear-free	world-famous
----------	------------	-----------	------------	--------------	--------------

Environmentalists meeting at a conference in London today discussed several serious issues. A (1) _____ conservationist expressed concern about the number of tigers still surviving in the wild. He suggested that one reason for the continuing decline in their numbers is the myth of the (2) _____ tiger, which continues in some places, leading to tigers being shot by local farmers out of fear. The conference delegates were warned that marine pollution appears to be getting worse, so much so that (3) _____ fishing vessels are finding that their catches are decreasing every year. Despite these ongoing problems, there are also some encouraging developments. In many countries, the demand for factory-farmed produce is falling, while there is increased demand for produce like (4) _____ eggs and organically-grown vegetables. Further good news for the environment is that more countries have declared themselves to be (5) _____ zones and there has been a huge rise in the amount of (6) _____ petrol being sold.

READING 3

30. Work in pairs and complete the similes. Use a dictionary to help you.

brave gentle proud quiet blind wise

as _____ as an owl

as _____ as a mouse

as _____ as a peacock

as _____ as a lamb

as _____ as a lion

as _____ as a bat

31. Read the title and introduction of the article. What creature do you think the article is about?

32. Quickly read the text. What information did you find most interesting?

33. Read the text again and circle the correct answers.

1. Now some scientists believe that

- a** all octopuses are more intelligent than larger mammals.
- b** we can add the octopus to the list of most intelligent animals.
- c** the octopus isn't in fact a mammal.
- d** we should find a new group for octopuses.

2. An octopus's eye is

- a** something that even schoolchildren know about,
- b** rather unusual for a mammal,
- c** rather unusual for a creature that lives in the sea.
- d** not very complicated.

3. Octopuses are good at escaping because

- a** they can change the shape of their body,
- b** they choose surprising places to hide in.
- c** they have very small eyes,
- d** the scientists who study them often go out.

4. One of the reasons that we didn't know how intelligent octopuses are until recently was that

- a** they live in places where researchers don't like going.
- b** they don't like being observed.
- c** they don't like socialising with humans.
- d** they are so different from other animals we know.

5. One thing that suggests that octopuses are intelligent is that

- a** they were smarter than US Air Force computers.
- b** their brains are similar to cats'.
- c** they learn how to do complicated tasks.
- d** the octopus brain is a mystery.

6. One of the reasons octopuses often change their appearance is because

- a they want to become less noticeable.
- b they get bored when they are eating for a long time.
- c they are very talkative.
- d they enjoy copying other animals.

34. Find the underlined words in the text which have similar meanings to words a-e.

- a design
- b creatures
- c sophisticated
- d observe
- e scientists

As intelligent as ♦ ♦ ♦ ?

It looks like an alien, can copy other animals and or humans to understand.

Ask a biologist what the most intelligent creatures are on Earth, and they'll probably come up with a fairly similar list: larger mammals such as horses, dogs, dolphins, pigs, the great apes as well as some birds like crows and ravens. But now some scientists believe that one of the most intelligent beings on Earth is in fact the octopus – which doesn't belong to any of these groups.

Every schoolchild knows that octopuses (or octopi) have eight legs and can shoot ink while trying to escape from enemies. But there are many other unusual things about octopuses. For example, the legs of some octopuses can grow to over nine metres in length and are extremely strong. If an octopus loses a leg, it can grow a new one. It also has three hearts and complex eyes, which seem to belong to a mammal rather than a sea creature. Octopuses also seem to be experts at escaping – they have extremely soft, flexible bodies and can escape through holes not much bigger than their eyes. There are many biologists who have stories about walking into the laboratory after lunch to find their octopus had escaped from its aquarium and was now hiding in a teapot or climbing a bookshelf!

However, even until quite recently, little was known about octopus intelligence. There are several reasons for this. Firstly, octopuses usually live at the bottom of river mouths and seas – areas which are not attractive to researchers. Secondly, they are not social animals so it can be difficult to study their interaction with others. Perhaps most importantly, octopus intelligence is not easy for humans to understand. When we observe mammals such as rats or dogs we can often instinctively understand their behaviour. Octopuses, however, can seem like aliens. Scientists need to have a lot of imagination to be able to understand what an octopus is thinking!

In the 1950s, the US Air Force sponsored scientists to study the way octopuses use their brains. They hoped that they could use this knowledge to help them build better computers. However, their brains were so complex that the scientists quickly gave up. And even today the octopus brain is a mystery. Octopuses have a very complex nervous system and recent research suggests that they have some of their intelligence inside each arm, which means that each arm can think' for itself. It also appears that they have good memories, perhaps similar to a cat's. Some octopuses in laboratories seem to play with objects as if they were toys – a sure sign of intelligence. Others could pick up complicated skills like opening jars.

Perhaps the most striking thing about octopuses is their ability to change their colour and body pattern. They do this to camouflage themselves and also to communicate with others. They can completely change their appearance in less than a second – a striped octopus can suddenly become spotted. It can change its skin to look like rocks, sand or plankton. A scientist once observed an octopus that changed its appearance nearly 1,000 times during seven hours of feeding! It can change its appearance to look like a dangerous predator – and can even copy its style of swimming.

Some scientists have even suggested that these different patterns and colours are in fact a very sophisticated language – and that each design is a different verb, adjective or noun. But nobody has been able to work out what they might be saying. It seems like the problem isn't the limitation of the animals ... but the limitations of humans!

READING 4

35. Read the following texts and answer the questions.

Crocodiles

For centuries, people lived with and respected the all-powerful crocodile. Those snapping jaws and lethal teeth frightened all attackers away, whether human or animal. People were also fascinated by their characteristic calls, their beauty and their intelligence. Unfortunately, it was their beautiful skin which put them under threat. When explorers realized how valuable crocodile skin was, everything changed. Hunters risked their lives – and sometimes lost them – in order to satisfy the world's demand for crocodile skin.

Worse was to come. The crocodiles' homes began to disappear as new towns and industries were developed on the land near swamps and rivers. Luckily for the crocodiles, people realized that a world without them would just not be the same, and now they have been officially declared an endangered species. In some parts of the world, there are now parks where crocodiles may live safely, with laws to protect them.

"It is illegal to kill crocodiles," says conservationist Charles Swaby, who has spent the last thirty years protecting the Jamaican crocodiles. The problem is that when farm animals are killed by crocodiles, farmers ignore the law and kill them. This is what Charles is fighting against. "Crocodiles are much more scared of us than we are of them. They are scary but lovely to watch," he adds. If Charles, and other like him, can convince the world to share this opinion, crocodiles will be with us forever.

Wolves

The big bad wolf eats the poor little pig or chases Little Red Riding Hood. The brave young hunter comes along and – BANG! – the wolf is dead. Unfortunately, in some parts of the world there are no more wolves living in the wild. And all because the wolf has traditionally been seen as an evil enemy. In fact, this misunderstood animal has many virtues.

Wolves are superb hunters. They prefer hunting wild animals to domestic ones. They do not over-populate, but keep their numbers at the level they can food. As for killing people, conservationists insist that this is simply not true. "Wolves avoid people.

We have to teach the world that wolves only attack human beings in fairy tales.”

There are plans to bring wolves back to the wild areas of Scotland, but local people have doubts about the idea. “We want wolves back. They lived for thousands of years in Scotland – it is their land – but we fear for our animals,” one farmer says. The government has announced that it will pay for any farm animals killed by wolves. People in favour of bringing the wolf back say this: “Let our children have the chance to hear a wolf howl at the moon on a still, Scottish night, and let us to be proud that we made it possible.”

- a) Why are there fewer crocodiles now than before?
- b) What has been done to protect crocodiles?
- c) In Jamaica, why do conservationists have a problem with farmers?
- d) How are wolves presented in fairy tales?
- e) What are local people in Scotland worried about?
- f) In Scotland, how will the government try to stop farmers from killing wolves?

36. Read the statements and say if they are true or false.

1. People kill crocodiles for their beautiful skin. _____
2. Crocodiles are protected by law. _____
3. Some crocodiles live safely on farms. _____
4. Wolves are very good hunters. _____
5. Wolves attack and kill people. _____
6. The government will pay farmers if wolves kill their animals. _____

LANGUAGE DEVELOPMENT

37. Match the animals with the sounds.

moo, bleat, roar, cluck, miaow, buzz, bark, quack, neigh

- | | | |
|----------------|--------------|---------------|
| 1 lions _____ | 4 dogs _____ | 7 cows _____ |
| 2 horses _____ | 5 hens _____ | 8 sheep _____ |
| 3 cats _____ | 6 bees _____ | 9 ducks _____ |

38. Fill in the correct word from the list below. Use the words only once.

swam, pride, pack, flock, herd, school

- | | |
|---------------------|---------------------|
| 1 a _____ of sheep | 4 a _____ of bees |
| 2 a _____ of wolves | 5 a _____ of whales |
| 3 a _____ of cows | 6 a _____ of lions |

READING 5

39. You are going to read a text about a breed of dog which is becoming popular as a pet. Choose the most suitable heading from the list A – I for each part (1 – 7) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0)

- A The difficulties of the breed
- B Care of the dog

- C Great dogs to own
- D The origins of the breed
- E The appeal of huskies
- F The character of huskies
- G Training huskies
- H Competition dogs
- I The right owners

Owning a husky

0) D

Just a few years ago, Siberian huskies were virtually unknown outside North America, but their popularity is rapidly growing elsewhere, particularly in some European countries. Originally bred by a Siberian people called the Chukchi to pull their sledges, huskies are thought to be descended from dogs that were crossed with wolves. This would explain an unusual characteristic of the breed which is that huskies do not bark like other dogs but howl, especially when they are left on their own.

1) _____

Siberian huskies are among the most beautiful of dogs. They are a compact but strong-looking dog with a neat coat and a large bushy tail that is usually held erect. The most striking aspect of many huskies is their vivid blue eyes, although many have dark brown eyes; some even have one blue and one brown eye. They are also noted for the elegant way they move, with their heads held high, always curious about what is going on around them. Husky puppies look just like soft toys.

2) _____

They are one of the friendliest breeds of dogs and one reason for their increasing popularity is their reputation as dogs that can be trusted with small children. Indeed, many owners report that their dogs insist on joining in their children's games. They cannot stand being ignored, something that can be a problem when guests arrive and a husky is unable to understand that the guests have really come to chat with its owner, not to spend the whole evening playing with a dog. This friendliness does not extend to other dogs, however. Males can be aggressive when they encounter other dogs, especially males of the same breed.

3) _____

Huskies were bred to run over great distances without tiring and they can pull three times their own weight. As anyone who has ever taken one of these dogs for a walk will tell you, the instinct to pull is very strong in them. Getting them to stop pulling on the lead is very difficult, if not impossible. If they don't get sufficient exercise, they can become destructive in the house. They have remarkably strong teeth and can chew through almost anything, including expensive furniture. Anyone thinking of buying one of these dogs should also realise that twice a year they shed a huge amount of hair that gets everywhere in the house.

4) _____

Huskies are dogs for fit and active people who are prepared to put a lot of time in exercising their animal. Anyone whose idea of walking a dog is a gentle stroll around the block a couple of times a day should get a different breed. Ideally, huskies should be

let off the lead for an hour or more several times a week so that they can run off their energy. People who have access to open spaces where the dog is not likely to run across a road and get killed will, therefore, find these dogs easier to deal with than people who live in crowded city areas.

5) _____

Despite the difficulties involved in owning one of these dogs, huskies are in some ways easy to look after. For one thing, they are particularly clean dogs. For another, their thick coat requires little attention. A twice-weekly brushing is all that is needed to keep them looking neat. Their coat does seem to benefit if an oil supplement is added to their diet, possibly because in their native Siberia they would have been fed on seal meat and fish; in other words, on a diet rich in animal oil.

6) _____

Huskies have long been used in Alaska in sledge-pulling races. In parts of Europe that lack snow for all or part of the year, enthusiastic owners have come up with an ingenious way of racing huskies in snowless conditions. Instead of sledges, teams of huskies pull wheeled vehicles in races. This is a great activity for parents and children to take part in together. The dogs themselves enjoy every minute of it.

7) _____

As anyone who has had a husky from a puppy knows, these dogs are extremely loyal to their owners. The affection with which a husky greets its owner when he or she has been out of the house for just an hour or so is remarkable. They may not be the easiest dogs in the world to walk, but just take one into a park or along the road and you can be sure that several people will stop you to ask about the dog and ask if they can stroke it. They are dogs that people seem to be irresistibly attracted to.

LANGUAGE DEVELOPMENT

40. Look back at the text. Find the words that mean the same as the following definitions

- 1 to make the short, loud sound that dogs make _____
- 2 eager to know something or learn about something _____
- 3 young dogs _____
- 4 always ready to argue or attack _____
- 5 a type of animal, dogs, etc. _____
- 6 a natural tendency or ability to behave or react in a certain way _____
- 7 a piece of leather, rope, etc. fastened to a dog's collar in order to control it _____
- 8 to bite something repeatedly _____
- 9 a feeling of love or caring _____
- 10 to move your hand gently over something _____

41. Complete the following text, using the words from ex. 40. Make any necessary changes.

Last year, my dog gave birth to four beautiful little 1) _____. Because the father was a different 2) _____ from her, two of them looked like her and the other two were completely different. We were 3) _____ to see whether she would treat all four in the same way. In fact, she treated them all with great 4) _____ and she was a very good mother. The only problem was that because of her 5) _____ to protect them she started to become quite 6) _____ with us. Whenever we went near any of them, she would start 7) _____ at us. We found the best thing to do was to give her a bone to 8) _____ on to relax her, then she would let us pick up all four of her young and 9) _____ them.

42. Read the text. Some parts are missing from the text. Choose the most appropriate part from the list (A – O) for each gap (1 – 14) in the text There is one extra part which you don't need to use.

Bears of North America

Two kinds of bears found in North America are the black bear and the grizzly bear. Both of these bears are *still found* in the forests.

Both bears are 1) _____ smelling and hearing. Their small eyes see poorly. Both black bears and grizzlies are meat eaters. But the bears also 2) _____ fruits, berries, nuts, acorns, and the leaves and roots of plants. The long fur on bears 3) _____ from bees. They need this help when they open beehives to 4) _____.

There are many more black bears than grizzlies. The black bears seem to 5) _____ in zoos. This bear is called clown of woods because he 6) _____ such as dancing or begging for food. Black bears are fast runners and good tree climbers. Even though black bears are shy, they can 7) _____. They should 8) _____.

The grizzly bear is 9) _____ animal. Many hunters call the grizzly the 10) _____ North American wild animal. The grizzly is large and heavy. It almost never climbs trees.

Black bears 11) _____ most of the winter. Grizzlies seem almost 12) _____. They hunt 13) _____ and in all kinds of weather. A grizzly weight almost three times as much as a black bear.

A be happy

F most dangerous

K good at

B feed on

G never be reased

L day and night

C still found

H look for food

M protect them

D be dangerous

I never to sleep

N a really dangerous

E sleep through

J does tricks

O eat honey

43. Read the article in ex. 43. Which statement 1 – 5 below is a summary of which paragraph A – E?

1. Andalus was the first Sumatran rhino born in a zoo in more than a century.
2. It's a difficult task to encourage rhinos to breed in captivity.
3. The zoo is going to study Andalus' development to learn more about rhinos.
4. The mother received hormone treatment to help her give birth, after a number of failed attempts.
5. Sumatran rhinos are facing extinction and their numbers are falling rapidly.

44. Read the article about Sumatran rhinos, an endangered species. Five sentences have been removed from the text. Choose from sentences a – f to fill gaps 1 – 5 to complete the text. There is one sentence that you're not going to need

RARE BUNDLE

A) Survival of newborns becomes even more critical when the race is on in the battle against extinction. With a 60% population decline in the last 10 years, Sumatran rhinoceroses number fewer than 300 today. 1) _____ The main reason is that its horns are prized for medicine. Despite conservation measures like nature reserves, the rhino's count continues to decrease.

B) On September 13, 2001, hope arrived in a 33-kilogram bundle: Andalas was delivered at Ohio's Cincinnati Zoo – the first birth in captivity in 112 years! 2) _____ The birth of this rare animal offers scientists unprecedented data on the growth and reproduction of the species.

(C) Emi, Andalas's mother, had miscarried within the first three months in five previous pregnancies. 'Sometimes, when animals miscarry at an early stage, it's because of a hormone deficiency,' says animal reproductive physiologist, Terri Roth, at the Cincinnati Zoo. 3) _____ So Roth immediately began feeding Emi daily doses of progesterone (a hormone essential to pregnancy) injected into bread. Emi fed on the supplement for 465 days. Ten days later, Andalas arrived. 'We can't say if that's what did it,' Roth says. 'But it certainly seems so.'

(D) Perhaps the biggest scientific challenge is to get Sumatran rhinos to breed. 4) _____ Usually, a bull (the male) seeks out a cow (the female) only when he detects a scent signalling she's prepared to mate. But when the female isn't receptive, there can be a lot of aggression among the sexes. Breeding centres established near or in the reserves have yet to produce a successful pregnancy.

(E) The zoo estimates Andalas will reach maturity in five years, and it has plans to document carefully the calf's physical and behavioural growth – including regular plaster casts of his widening hoofs. 5) _____ Sumatran rhinos are so elusive they're counted by hoof prints. 'It's exciting,' says Roth. 'One birth can change so much about what we know.'

a In the wild, these rhinos are extremely solitary.

b The data could help rhino census-takers track and protect calves in the wild.

c Believed to have first appeared on Earth two million years ago, the mammal now faces the constant threat of poachers in the forests of Indonesia and Malaysia.

d With its life span of about 30 years, the Sumatran variety is the smallest of five rhino species.

e But raising the number of rhinos in captivity to 16 isn't the boy calf's only achievement.

f During the sixth attempt, ultrasound detected the pregnancy 16 days after mating.

ENGLISH CUISINE AND HOLIDAYS

READING 1

1. Read the article and match the statements below with the dishes described in it.

British Tasty Favourites

A. Fish and Chips is perhaps the most famous of English foods. No matter where you live (unless it's in the middle of the country) there will be a traditional fish and chip shop within easy walking distance. The fish is usually cod, but there is also haddock, salmon and hake to choose from. The fish is first covered in batter, which is a mixture of flour, eggs and milk, and then deep fried in a large vat of oil. When the batter turns a golden brown, the fish is ready. Then it is wrapped with the chips in paper, ready for you to take home, or just eat on a bench in the park and enjoy it right from the paper.

B. Cream Tea. To have *Stream* tea is a very popular afternoon tradition among the English, and most tourists love it. There are teashops all over the country. When you order your cream tea, you will get a pot of English tea, some scones, which are soft flat cakes made of flour, eggs, sour milk and sugar, some butter, and large dishes of strawberry jam and thick cream. Once your teacup is full, you cut open your scone, put lots of butter on each half, then add strawberry jam and finish it off with a large portion of cream on top.

C. Jellied Eels, Mash and Licor. This is a traditional lunch mostly served in cafes in the East End of London. The eels, which look like snakes, are a popular fish. They are first boiled in pieces and, when they are cooked, placed in large containers of a transparent, tasteless jelly and kept hot. Mash is made up of boiled potatoes which are beaten to a paste. The licor is a thick green sauce made from peas. This is a meal for the adventurous.

D. Roast Beef and Yorkshire Pudding. Sunday lunch in England is synonymous with roast beef, and Yorkshire pudding. A large piece of beef goes into the oven to cook slowly on Sunday morning. The mixture for the pudding (eggs, flour, milk and salt) is beaten rapidly and left to stand for a couple of hours. Half an hour before the meat is ready the mixture goes into a tray and into the oven. It should rise to look like golden cakes. Add roast potatoes, green vegetables and carrots and you have the perfect Sunday lunch.

E. English Breakfast. Though English people often have a cooked breakfast consisting of fried eggs and bacon at home, especially at the weekend, there are also lots of small cafes in England which serve breakfast. For a reasonable price you are served a huge plate of fried bacon, eggs, sausages, tomatoes, mushrooms and bread. On the side there is toast and marmalade and, of course, a cup of tea.

F. The Indian Meal. Indian cuisine has become so popular in England that it is now an essential part of the English diet. There are restaurants and take-aways wherever you go. On the menu you can find a variety of curry dishes including the vindaloo, which is so hot it makes your eyes water and causes you to sweat. Other dishes include korma, which is made with yoghurt and is very mild, and the tasty bhuna, served with nan bread.

G. Haggis. This is a dish of ancient Scottish origin. It usually consists of the heart, liver and lungs of a sheep which is finely ground and mixed with onions, salt and pepper. The ingredients are then placed in the stomach bag of the sheep (which has been washed and turned inside out), with care being taken to leave room for the mixture to expand in the bag. The bag is then sewn up and boiled for three hours. The Haggis is such an essential part of Scottish cuisine that the great poet, Robert Burns, wrote a poem entitled «To a Haggis»!

H. English Christmas Dinner. The traditional Christmas dinner is held at lunchtime on 25th December. Most people eat roast turkey with cranberry sauce, roast potatoes, parsnips, Brussels sprouts, carrots and gravy. This is followed by a rich Christmas fruit pudding with cream, and fruit pies. Usually, there is so much food that the rest of it is eaten cold the next day. [4]

Statements

1. This meal is very fattening and dangerous for people on a diet.
2. This dish is usually eaten outdoors.
3. Both dishes in this lunch are cooked in the oven.
4. This dish is usually eaten in a particular area of London.
5. This dish is eaten without crockery and cutlery.
6. This afternoon meal includes a hot drink.
7. This meal is traditionally more substantial in England than on the Continent.
8. All the ingredients of this fish dish are boiled.
9. The ingredients of this dish come from a domestic animal that gives wool.
10. These" dishes were imported to Britain by immigrants.
11. It is a festive meal.
12. This meal usually includes fried bread and citrus jam.
13. This dish consists of a bird cooked in an oven and a sauce made from red berries.
14. This dish was poetized.
15. You have to be very careful not to burn your mouth with spices when you are eating one of these dishes.

VOCABULARY PRACTICE 1

2. Put the food in the list under the correct headings. Can you add more foods to the list?

vegetables – dairy products – fish – seafood – meat – fruit – poultry

broccoli, watermelon, chicken, turkey, salmon, trout, peaches, cheese, butter, yoghurt, beef, peas, lamb, eggs, cabbage, cucumber, Brussels sprouts, lettuce, prawns, mussels, veal, apricots, strawberries

3. Complete this chart using the words below

bake	meal	bite	tasteless	snack	raw	food	plate	boil
appetizer	swallow	chew	pot	tasty	dish	sweet	fry	grill
	lick	oven	cooker	saucepan	salty	dessert		

Ways of cooking _____
 Ways of eating _____
 Things we use _____
 Things we eat _____
 Describing food _____

4. Complete these sentences using an appropriate form of one of the words from the chart above

1. She _____ her own bread in the oven.
2. _____ the spaghetti for ten minutes in a large saucepan.
3. After going to the dentist, she found it difficult to _____ his food.
4. If you _____ your food slowly, it makes the meal much longer.
5. I don't boil carrots – I usually eat them _____.
6. Switch the _____ off and take the food out.
7. My Dad _____ me some chips and a couple of eggs for my lunch.

5. Complete Column 2 with a word that is the opposite of the word in column 1. The first one has been done for you.

Column 1	Column 2
strong coffee	<u>weak</u> coffee
1. tough meat	_____ meat
2. fatty meat	_____ meat
3. sweet oranges	_____ oranges
4. tasteless food	_____ food
5. cooked onions	_____ onions
6. stale bread	_____ bread

6. Decide which answer (A, B, C, or D) best fits each space

Chickpea soup

This recipe is both 1) B and cheap. If you use dried chickpeas, 2) _____ them for at least twelve hours in cold water. Drain them and put them in a large 3) _____ with plenty of water. Bring them to the boil, and then let them simmer gently 4) _____ the chickpeas are soft. I find it is easier to use 5) _____ chickpeas, which are already cooked. This 6) _____ time, and also guarantees that the chickpeas will be soft, since it can take hours of boiling before they 7) _____. Two small 450 gram cans are usually 8) _____. Strain the chickpeas, but keep some of the liquid for the soup. 9) _____ three tablespoons of olive oil into a saucepan, and gently heat a chopped 10) _____, two or three cloves of garlic and some 11) _____ carrot. 12) _____ half the chickpeas and turn them in the oil over a low heat. Meanwhile blend the remaining chickpeas in a food 13) _____ until they make a smooth cream. Add about half a litre of water to the vegetables and bring to the boil. Mix in the creamed chickpeas and cook slowly. Add salt and 14) _____ and a pinch of mixed herbs. Some 15) _____ add lemon juice at the end. [16, 230]

- | | | | |
|----------------|---------|---------|---------|
| 1) A expensive | B tasty | C worth | D cold |
| 2) A soak | B bury | C wash | D water |

3) A kettle	B mug	C sink	D saucepan
4) A when	B until	C if	D enough
5) A the	B to	C canned	D crude
6) A makes	B takes	C saves	D gives
7) A soften	B harden	C widen	D lengthen
8) A much	B enough	C mine	D few
9) A Grate	B Peel	C Beat	D Pour
10) A onion	B up	C one	D water
11) A melted	B beaten	C poached	D sliced
12) A One	B Then	C Add	D Serve
13) A just	B not	C dish	D mixer
14) A paper	B puppy	C pepper	D poppy
15) A cookers	B cooks	D cookery	D chiefs

7. Underline the most suitable word or phrase

- Waiter, could you bring me the *account / bill / addition*, please?
- It's a very popular restaurant – we should *apply for/ book / keep* a table.
- If you're hungry, why not ask for a large *dish / plate / portion*?
- Please *help /serve / wait* yourself to salads from the salad bar.
- Waiter, can I see the *catalogue / directory / menu*, please?
- This fish is not what I *called / commanded / ordered*.
- This *dish / plate / serving* is a speciality of our restaurant.
- Have you tried the *crude / raw / undercooked* fish at the new Japanese restaurant?
- Paul never eats meat, he's a *vegetable / vegetarian / vegetation*.
- Have you decided what to have for your main *course / food / helping*? [16, 227]

8. Complete each sentence (a – j) with a suitable ending (1 – 10). Use each ending once.

- Dinner's nearly ready. Can you lay
- There's some meat in the fridge. Just warm
- Keep an eye on the milk or it might boil
- Jack likes his steak rare but I prefer mine well
- When we finish lunch, I'll do the washing
- I always cut roast beef with an electric carving
- Mary bought a lovely set of cups and
- They serve a very cheap three course
- I really enjoyed that freshly ground
- If you have finished eating I'll clear
 - up if you dry and put the dishes away.
 - it up in the microwave oven for a few minutes.
 - coffee you made for me this morning.
 - meal at the pub opposite the supermarket.
 - knife as it makes really thin slices.

- 6 the small table in the dining room?
- 7 saucers in the sales last week.
- 8 done, but not burn if you see what I mean.
- 9 away the plates and bring the next course.
- 10 over and make a mess on the cooker. [16, 227]

USE OF ENGLISH 1

9. Read the text given below and decide which answer A, B, C or D best fits each gap.

Vegetarianism

Vegetarians don't eat 1) _____ meat, fish or poultry, and they avoid foods with animal products in them. Some people 2) _____ red meat but they include chicken and fish in their diet. These are often people 3) _____ recognize the health benefits of a vegetarian diet, but who find they can't 4) _____ up meat completely. This half-way position is sometimes 5) _____ by people who are making the change from a completely vegetarian diet. Vegans go one step further 6) _____ other vegetarians, avoiding all foods of animal origin, such as dairy produce, eggs and honey.

Vegetarians are 7) _____ in number. An estimated seven percent of British people are now vegetarian, and there are a great many 8) _____ who only eat meat occasionally. In the last few years, food manufacturers 9) _____ expanded their vegetarian ranges, and it has become a lot easier to choose an animal-free diet. Many restaurants also now offer a wide 10) _____ of vegetarian dishes.

People might choose a vegetarian diet 11) _____ moral or health reasons; or both. Some vegetarians simply don't like the idea of eating other creatures, and they may dislike the conditions in 12) _____ many animals are kept before being killed for food. Others may have become vegetarians because of the health benefits.

- | | | | |
|----------------|-------------------|-----------|--------------|
| 1 A some | B any | C much | D many |
| 2 A avoid | B prefer | C enjoy | D eat |
| 3 A what | B which | C who | D -- |
| 4 A give | B take | C put | D get |
| 5 A occupied | B found | C got | D taken |
| 6 A then | B than | C that | D ahead |
| 7 A raising | B rising | C growing | D increasing |
| 8 A other | B another | C others | D anothers |
| 9 A are | B has | C had | D have |
| 10 A diversion | B diversification | C variant | D variety |
| 11 A for | B because | C due | D despite |
| 12 A what | B which | C that | D those |

10. Read the extract from a book on British culture, and use one word only to fill each gap in the text

The conquest of food in Britain

The ethnic minorities are taking over British food. And it's a good thing, too, since no one would say the British have ever 1) _____ famous for their cooking. We are

actually famous for not being 2) _____ to cook at all. After hundreds of years of trying to create a national cuisine 3) _____ could impress the world, the British have never really got much further 4) _____ breakfast. In fact, other Europeans have always said that in 5) _____ to eat well in Britain one has to eat an English breakfast three times a day. But times 6) _____ changing. Nowadays, if you turn 7) _____ for a meal in a British family home, you are more 8) _____ to be given Indian curry or a Chinese stirfry than roast beef with Yorkshire pudding.

READING 2

11. Read paragraphs A – I in exercise 12. Then look at the statements below and decide if each statement is true or false, according to the information in the paragraphs

A The meaning of the word ‘diet’ has changed. _____

B Before the discovery of Vitamin C, sailors used to suffer more from seasickness. _____

C William the Conqueror tried losing weight by staying in bed and drinking alcohol. _____

D Before the beginning of modern food science, nobody understood why some people gained weight while others didn’t. _____

E For most people, eating a varied diet ensures weight loss. _____

F Dieting is a very modern phenomenon. _____

G Some diets help people gain weight. _____

H Wilbur Atwater introduced a new measurement for weight. _____

I Modern food science started with the discovery of Vitamin C. _____

12. The title of the article below is The history of dieting. Paragraphs are in the wrong order. Decide of the correct order for the paragraphs. The first and the last paragraphs are correct.

A The word ‘diet’ originally meant ‘things that people usually eat’, but, these days, we use the word to mean an eating pattern or programme designed to change something.

B But it has taken a long time to find out exactly what these are. Sea travel led to some increase in understanding. When it became possible to build ships that could go on long voyages, sailors started to spend many months at sea. They also started getting a strange disease called ‘scurvy’. Eventually, it became clear that they needed fruit or vegetables to survive. Today, we know that Vitamin C is the reason.

C But when did it all start? There is a story that in 1087, William the Conqueror, King of England, had become so fat that he could no longer ride his horse. He stayed in bed and drank alcohol instead of eating food to try and lose weight.

D Although the discovery helped their lives, there was much more that wasn’t known. Nobody knew, for example, why some people got fat and others didn’t, or what to do about it.

E Now, it may or may not have worked for him, but we can't really recommend it as an approach for most people. What's important is the kinds of food you eat, because different foods contain different things our bodies need.

F However, despite all these, we usually say 'diet' about losing weight. This is certainly the area where the money gets spent. And it has a long history.

G We could be talking about any one of many different kinds. There are diets for avoiding certain chemicals, like salt, and there are diets to increase amounts of certain things, like potassium. There are even diets to help people put on weight.

H Then, in the 1890s, a chemist called Wilbur Atwater began investigating how foods consisted of proteins, fats, and carbohydrates. He found that he could measure the heat value of these by burning them and called a unit of this heating a 'calorie'.

I This measurement he created can be seen as the start of modern food science and dieting. Since then, knowledge has come quickly – some people say too quickly! [7]

VOCABULARY PRACTICE 2

13. Choose the right answer.

1. My mother always _____ her own bread.
a) bakes b) fries c) grills d) roasts
2. She put a _____ of chocolate on the cake.
a) colour b) cover c) layer d) level
3. You can't make an omelette without _____ eggs, (proverb)
a) breaking b) crushing c) mixing d) smashing
4. A fat lady sat on my shopping bag in the bus and _____ my tomatoes.
a) broke b) crushed c) squashed d) squeezed
5. A power failure completely _____ the cake she was baking.
a) damaged b) injured c) ruined d) weakened
6. To make a good omelette, you must _____ the eggs very well.
a) bang b) beat c) knock d) thrash
7. I loved the cake. Would you mind letting me have the _____ for it?
a) menu b) prescription c) receipt d) recipe
8. To _____ the best results, mix the powder with warm water.
a) expect b) find c) obtain d) require
9. Would you put the water on, please, ready to _____ the potatoes.
a) bake b) boil c) braise d) brown
10. The recipe is a secret; it has been _____ from father to son for generations.
a) handed down b) made up c) put off d) spoken of
11. Add the essence _____ until the teaspoonful is beaten into the mixture.
a) drop by drop b) inch by inch c) leaf by leaf d) spot by spot
12. How do you like your eggs _____?
a) done b) made c) ready d) set
13. Mrs Baker rolled out the pastry and cut it into pretty _____ before baking it.
a) measures b) pictures c) shapes d) sizes
14. Don't _____ the bottle or you will spoil the wine.

- a) agitate b) shake c) stir d) tremble
15. She left the milk in a jug and a thick layer of _____ formed on the surface.
a) butter b) cream c) fat d) skin
16. Frozen food should always be _____ before it is cooked.
a) defrosted b) dissolved c) melted d) softened
17. Can you give me a teaspoon to _____ my tea?
a) beat b) spin c) stir d) turn
18. It's important that while baking this cake the temperature should remain _____.
a) consistent b) constant c) continual d) continuous
19. Chocolate _____ if you keep it in your pocket.
a) flows b) melts c) ripens d) settles
20. When I peel onions, I can't stop my eyes from _____.
a) dripping b) dropping c) leaking d) watering

14. Sort out the words below into the corresponding columns of the table.

- | | | | |
|--------------------|-------------------|-----------------|----------------|
| 1. a chocolate bar | 8. a beefsteak | borsch | 20. fried fish |
| 2. breakfast | 9. a vegetable | 14. milk | 21. spaghetti |
| 3. soup | salad | 15. canned fish | 22. butter |
| 4. fruit juice | 10. lunch | 16. bread | 23. cherry |
| 5. rice | 11. Irish stew | 17. coffee | dumplings |
| 6. dinner | 12. afternoon tea | 18. omelette | 24. supper |
| 7. a sandwich | 13. Ukrainian | 19. ice-cream | 25. cheese |

Food	
Drinks	
Dishes	
Meals	
Snacks	

15. Sort out the food given below according to the tastes headings given in the table.

- | | | | |
|-----------------|----------------|----------------|----------------|
| 1. lemon juice | 9. grapefruit | 17. curry | 25. mustard |
| 2. chocolate | 10. gooseberry | 18. apples | 26. peanuts |
| 3. tomatoes | 11. beer | 19. cheese | 27. olives |
| 4. fancy cakes | 12. yoghurt | 20. red pepper | 28. sausage |
| 5. black coffee | 13. melons | 21. ice cream | 29. garlic |
| 6. bananas | 14. crisps | 22. onion | 30. fried fish |
| 7. honey | 15. oil | 23. butter | |
| 8. peaches | 16. vinegar | 24. leek | |

Spicy	Bitter	Salty	Sweet	Sour	Greasy	Creamy

SPEAKING

16. - What are the most popular traditional dishes in your country? What do you know about their history, how they are made, etc?

- What food would you recommend to somebody visiting your country for the first time?

READING 3

17. You are going to read the text about genetically engineered food. Five sentences have been removed from it. Choose from the sentences A – E the one which fits each gap. There is an example at the beginning (0).

Quality or Quantity

You didn't ask for it, and you might not know about it. But you have probably already eaten some of it. It's genetically engineered food.

Perfectly round tomatoes all exactly the same size, long straight cucumbers and big fat chickens are now a normal part of our diets. They are made that way by genetic engineering – not by nature. Their genes have been changed.

Every living thing has genes. 0) B They are passed on from generation to generation. They make sure that humans give birth to humans and cows give birth to cows. They also make sure that a dog cannot give birth to a frog, or an elephant to a horse. Genetic engineers take genes from one species – for example, a scorpion, and transfer them to another – for example, corn. In this way a new life form is created, 1)

_____ Genetic engineers put duck genes into chickens to make the chickens bigger. They put hormones into cows to make them produce more milk. They put genes from flowers into soya beans and from scorpions into corn. This doesn't make them cheaper, tastier and healthier. It makes them easier and faster for the farmer to grow.

The effects of genetic engineering on our health are not known. Many of the genes that are used – such as those of scorpions, rats, mice and moths – are not part of our diet so we don't know how dangerous they may be. For example, people can develop allergies to food which has been genetically engineered.

The effects of genetic engineering on the natural world may be disastrous. The engineers may create life forms – monsters – that we cannot control. The new life forms have no natural habitat or home. They will have to find one, fight for one – or kill for one. 2) _____ Moreover, the effects of these experiments can often be cruel. In America, pigs were given human genes to make them bigger and less fatty. 3) _____ The pigs became very ill and began to lose their eyesight.

Greece is trying to prevent all such food experiments. Some – but not all – food companies are refusing to use genetically engineered foods. 4) _____ We must all be aware of what is happening.

Some people believe, though, that genetic engineering could be the solution to the problem of famine. Plants which grow faster, or cows which produce more milk, can save the lives of starving people.

We would all like a better, healthier and longer life, and genetic engineering might give us this. On the other hand, it may be a dangerous experiment with nature. In the story, Frankenstein created such a terrible and dangerous monster that he had to destroy it. We must make sure that it remains a story – and no more than that.

- A The experiment failed.
- B Genes carry information.
- C Some – bot not all – supermarkets are telling their customers which foods are genetically engineered.
- D It may be your land they fight for – or you that they kill.
- E These new life forms have been described as a ‘real-life Frankenstein’.

18. You are going to read a newspaper article about unhealthy food. Six paragraphs have been removed from the article. Coose from paragraphs A – G the one which fits each gap 1 – 5. There is one extra paragraph which you do not need to use. There is an example at the beginning 0).

Junk Food

In today’s fast-moving world, people have less and less time to spend eating, let alone cooking. It is probably for this reason that junk food has become so popular, and there’s no doubt that it’s here to stay. In fact, it seems that you simply can’t get away from it. One British hotel group recently announced that its guests are able to order fast food through room service, a move which is seen by many as signifying a new era in the couch potato lifestyle. So what exactly is junk food?

0) _____ B _____

Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in saturated fat. In 1993, the *Journal of the National Cancer Institute* reported this type of fat to be associated with a great risk of cancer.

1) _____

The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? “It’s lack of time and loss of tradition,” says one expert.

2) _____

Another alarming thing about people’s lifestyle today is that while the amount of junk food we eat has increased, the amount of exercises we do has actually decreased. Exercise plays an important part in keeping the body fit and healthy; it helps to control our weight and, if taken regularly, can also decrease our chances of having heart attack in later life.

3) _____

Even though people nowadays are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is illustrated by statistics gathered by researches over the past two decades.

4) _____

Researches suggest that the new generation will be much more likely to suffer from heart and liver disease. What can’t be emphasized enough is the fact that a balanced diet and regular exercise bring significant health benefits.

5) _____

Ironically, if they were to make time to exercise and improve their eating habits, they would probably find out that they were far better equipped to deal with their stressful lifestyles than they are now.

- A Recent research has shown that young French people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight. Weight gained in adolescence is extremely hard to lose in later life, so researchers are predicting that the new French generation are not going to be admired for their slim figures as the French have traditionally been.
- B Basically, it is anything that is high in calories but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetable and cheese toppings, are also included as they contain a lot of fat.
- C Not all junk food is bad for your health, however. Some hamburgers, for example, are very high in nutrients and low in fat. It is just a question of finding out what goes into the food before you decide to eat it.
- D Apart from the risk of cancer, another side effect of consuming highly fattening food is that you are likely to gain weight. This is especially true because you tend to eat more, as junk food is less satisfying and lower in vital nutrients than healthier food.
- E You can gain anything from glowing skin to an all-round feeling of good health. One way or another, the vast majority of people seem to be missing out on this, due mainly to the pressures of modern life.
- F What is more, you don't have to exercise much to gain visible benefits. Doctors say that twenty minutes' exercise three times a week is all that is necessary.
- G He explains that people are too busy to cook and eat proper meals, so they grab whatever is available – and that is usually junk food. Also, the style of life presented on TV, especially in music videos, is fast. Young people pick up the idea that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for junk food instead.

VOCABULARY PRACTICE 3

19. Fill in the correct word(s) from the list below.

let alone

rejecting

predicting

adolescence

signify

gain

glowing skin

consume

nutrients

limit

research

tend to

1. Vegetables are an essential part of our diet as they contain a lot of _____.
2. I don't even know what a breadfruit looks like, _____ what it tastes like!
3. You should _____ the amount of chocolate you eat if you want to lose weight.
4. The stars on the label _____ that the brandy is of the best quality.
5. Scientific _____ has shown that saturated fats are a major cause of cancer.
6. People who eat a lot of sweets _____ have dental problems.
7. Jill is overweight because she ate so much junk food during her _____.
8. Her _____ is a result of all the fruit and vegetables she eats.
9. More and more people are _____ meat in favour of more fruit and vegetables.

10. Unless you cut down on junk food and sweets, you will _____ weight.

11. Nutritionists are _____ that junk food consumption will increase in the near future.

12. Young people _____ large amounts of carbonate drinks with their meals.

20. Fill in the correct word(s) from the list below. Use the words only once.

<i>room</i>	<i>vast</i>	<i>chocolate</i>	<i>junk</i>
<i>eating</i>	<i>couch-potato</i>	<i>to do</i>	<i>to keep</i>
<i>gourmet</i>	<i>balanced</i>	<i>heart</i>	<i>saturated</i>
<i>fast-moving</i>	<i>the pressures</i>	<i>high</i>	<i>side</i>

1 a(n) _____ world

2 _____ bars

3 a(n) _____ lifestyle

4 _____ the body fit

5 _____ in calories

6 _____ food

7 _____ habits

8 _____ disease

9 _____ of modern life

10 _____ fat

11 _____ service

12 _____ no harm

13 a(n) _____ diet

14 _____ dishes

15 the _____ majority

16 _____ effects

21. Choose the correct item.

1. As he didn't want to cook, he decided to _____ a pizza instead.

A ask for B demand C order D command

2. She had no time to go out for lunch so she _____ a snack instead.

A grabbed B snatched C took D bit

3. I hope I won't _____ weight while I'm on holiday.

A earn B win C put D gain

4. After the Christmas holidays, I am going on a _____ because some of my favourite clothes don't fit me any more.

A diet B fast C nutrition D health

5. The shop _____ the cracked vase with a new one.

A replaced B changed C converted D exchanged

6. Eating sweets increases the _____ of sugar in your blood.

A level B phase C stage D rate

7. It is _____ that you follow a balanced diet in order to stay healthy.

A primary B basic C essential D obligatory

8. He _____ the professor's lecture to ask a question about heart disease.

A broke B finished C interrupted D disconnected

9. She _____ the heavy traffic for her late arrival.

A accused B blamed C charged D complained

10. The local council is trying to solve the problems _____ our area.

A rising B causing C affecting D contributing

11. Milk is _____ in vitamins and proteins.

A plenty B well-off C full D rich

22. Fill in the table using the following words which describe taste.

hot bitter creamy sweet greasy salty sour

- 1 crisps, nuts, bacon _____
- 2 pastries, cakes, chocolate, honey _____
- 3 curry, chilli, Tabasco, chilli peppers _____
- 4 dark chocolate, olives, black coffee _____
- 5 chips, fried bacon, fried chicken _____
- 6 bad milk, lemons, pickled onions _____
- 7 whipped cream, youghurt, milk _____

23. Fill in the blanks with the correct word.

spicy overcooked crunchy stale sugary

1. Indian food is often very hot and _____.
2. I'm sorry for being very noisy, but this apple is really _____.
3. Haven't we got any fresh bread? This loaf is _____.
4. The meat was _____ because she forgot to take it out of the oven on time.
5. Fizzy drinks are very _____ and can be bad for your teeth.

24. Underline the correct item.

1. When I took a *swallow / bite / chew / nibble* of the steak I realized that the chef had not cooked it properly.
2. Sam ordered his roast beef *overcooked / raw / medium / well done*; he doesn't like it when the meat is pink inside.
3. Jack was so hungry that he had a second *packet / part / helping / course* of pie.
4. The canteen serves a variety of *meals / snacks / beverages / leftovers* such as tea, coffee and hot chocolate.
5. A three-course meal include a starter, a main course and a(n) *appetizer / dessert / portion / dish*.

25. Fill in the correct word from the list below.

rasher pint loaf clove lump slice bar pinch

- | | |
|------------------------|--------------------|
| 1 a _____ of salt | 5 a _____ of beer |
| 2 a _____ of garlic | 6 a _____ of sugar |
| 3 a _____ of bread | 7 a _____ of ham |
| 4 a _____ of chocolate | 8 a _____ of bacon |

26. Use the words from the list to fill in the dialogue among three people who are organizing a dinner party.

kilo carton bag box tub loaves bars slices packets

Pam: What shall I get from the supermarket, then?

Frank: Well, I need a 1) _____ of carrots for the soup I'm going to make and a couple of 2) _____ of bread.

- Rita: You'd better get about ten 3) _____ of ham and a 4) _____ of milk because I'm making spaghetti carbonara for the main course. Oh, and two 5) _____ of spaghetti. Get a 6) _____ of margarine as well.
- Pam: Do you want me to get anything for dessert?
- Frank: Yes – we'll need two 7) _____ of chocolate and a 8) _____ of sugar. I'm going to make a chocolate cake. You'd better get a big 9) _____ of chocolates as well. I'll serve them with coffee afterwards.
- Pam: Alright. Is that it? I'll see you later, then.

27. Look at the list of the verbs describing ways of eating and drinking and match them with the different kinds of food and drink. Then, make your own sentences.

- blow chew suck crunch swallow sip lick bite*
- | | |
|---------------------------|-----------------------|
| 1 _____ on hot tea | 5 _____ your food |
| 2 _____ a pill | 6 _____ on a mint |
| 3 _____ a drink | 7 _____ into an apple |
| 4 _____ an ice-cream cone | 8 _____ a bone |

28. Fill in the gaps with the correct word(s) from the list below.

- hangover starving full food poisoning indigestion*
1. I was _____ when I got home as I hadn't eaten all day.
 2. Craig got _____ because the meat he had eaten was under-cooked.
 3. Gillian got _____ because she ate her food too quickly.
 4. I'm _____; I couldn't eat another bite.
 5. He had a _____ from all the alcohol he had drunk the previous night.

29. Read the text below and fill in the gaps with the correct word from the list.

leftovers nightcap amount bowl plate helping

Every time I go to my grandmother's she puts a 1) _____ in front of me with a huge 2) _____ of food on it and tells me to eat it whether I'm hungry or not. When I've finished eating, she gives me another 3) _____ and sits with me to make sure I eat it all. For dessert, she gives me a 4) _____ of rice pudding which she has made specially for me, and then before I leave she wraps up all the 5) _____ in tin foil so I can take them with me. If it is after nine o'clock she insists that I have a glass of homemade liqueur as a 6) _____ before leaving, by which time my stomach is so full that I can hardly walk!

30. Circle the correct word.

1. I particularly like Mexican and Indian *kitchen* / *cuisine*.
2. *Frozen* / *Freezing* fish is just as tasty as fresh fish.
3. My mum's the best *cooker* / *cook* in the world!
4. Once the *kettle* / *teapot* has boiled, pour the boiling water over the jelly cubes. They'll melt within seconds!
5. Excuse me. Can we have a *catalogue* / *menu*, please? We'd like to see what you have for dessert.

6. Boil the eggs for three minutes in a saucepan on the *grill / hob / oven*.
7. Any meat that's kept in the *fridge / freezer* should be defrosted thoroughly before cooking.
8. Grandma's having her new *chef / cooker* delivered next week. It's gas, so it will make cooking much easier for her.
9. Chilli con carne is one of my favourite *plates / bowls / saucers / dishes*. It's delicious!
10. Are you going to get your suit dry-cleaned for the Carlton's *dinner / lunch* party tomorrow night?
11. My friend Sally's a true *vegetable / vegetarian / vegan*, so she does not eat meat, fish or even milk products like cheese!
12. Let's get a Chinese *takeaway / fast food* tonight.
13. *Fizzy / Soft* drinks are gassy because they've got carbon dioxide in them.

31. Write one word in each gap.

Cultural differences at the dinner table

In some cultures, when you are invited to 1) _____ a meal at someone's house, you might be considered rude if you don't say how nice the food is. In Britain for example, it's normal for someone to compliment the cook 2) _____ the testiness of the meal. You can say something like, 'That was delicious. Do, please, write the recipe down 3) _____ me!'

In other cultures, however, people tend not 4) _____ be so full 5) _____ enthusiasm for the meal. You might be regarded 6) _____ being rude, as the cook might associate your praise 7) _____ surprise. He or she might think, 'So, they're shocked I can cook well, are they?'

If you're not sure how to react, the best advice is to wait and 8) _____ how other people at the table react. If that doesn't help, be very careful 9) _____ what you say! I would suggest 10) _____ one solution could be to say, 'That was delicious, but then I knew it would be!'

32. Complete the sentences by changing the form of the word in capitals when this is necessary.

1. My dad never has sugar in coffee or tea but he does sometimes like to add artificial _____ (**SWEET**).
2. I don't know how anyone could eat eyeballs. That's _____ (**DISGUST**)!
3. Jenny stood _____ (**ANXIOUS**) in the kitchen, hoping that her soufflé would rise.
4. Did you know that tomatoes _____ (**ORIGIN**) from South America?
5. Donald is so _____ (**CREATE**) in the kitchen. I think he should be a professional chef.
6. There are sandwiches for you in a plastic _____ (**CONTAIN**) in the fridge.
7. It's important to observe basic health and _____ (**SAFE**) precautions when you are handling uncooked meat.
8. That was _____ (**THOROUGH**) delicious! Thank you!

33. Choose the correct answer.

1. There's pack of _____ vegetables in the freezer, I think.
A freezing B frozen C iced D icy
2. There are no vegetarian dishes on the _____.
A leaflet B brochure C catalogue D menu
3. _____ the onions in cooking oil until they're golden brown.
A Boil B Bake C Fry D Grill
4. Pre-heat the _____ to 200°.
A oven B kitchen C cuisine D cook
5. I'll _____ the washing-up tonight!
A make B take C do D have
6. The problem with most fizzy drinks is that they're _____ sugar.
A full up B filled up with C filled with D full of
7. Susie and Fran _____ in on us last night, so I had to quickly defrost a pizza.
A turned B dropped C came D went

34. You are going to read an article about some different types of food and drink. Or questions 1 – 13, choose from items A – F. Each item may be chosen more than once. There is an example at the beginning 0).

- | | |
|-------------|--------------------|
| A Chocolate | D Cheese and Cream |
| B Sugar | E Butter |
| C Meat | F Coffee and Tea |

Which type(s) of food or drink:

- is quickly turned into energy? 0) B
can keep you awake if consumed late in the day? 1) _____ 2) _____
can improve your mood? 3) _____
fills you up and keeps you from eating too much? 4) _____
may lead to weight gain if eaten in excess? 5) _____ 6) _____ 7) _____
can help to prevent a disease of the bones? 8) _____
may cause a type of cancer? 9) _____
help you to concentrate? 10) _____ 11) _____
may lead to heart problems? 12) _____
has no nutritional value? 13) _____

Eat, Drink ... and Don't Be Sorry

In ancient Greek times, Epicurus lived by the philosophy, "Eat, drink and be merry, and let tomorrow take care of itself!" Sadly, nowadays our instinct to enjoy ourselves had been replaced with feelings of guilt about what we should or shouldn't eat. But just how damaging are all those 'harmful' foods we find so tempting? Let's look more closely at the good and bad sides of some of our favourites.

Chocolate contains mild stimulants which help concentration and boost the brain's level of serotonin, a chemical that makes us feel good. Chocolate is also rich in iron, magnesium and potassium. On the down side, it is high in fat and calories and can interrupt sleep if eaten in the evenings.

Sugar is converted into energy more quickly than any other food, so it is hard for the body to store it as fat. Studies have shown that it makes you feel full more quickly, so you are less likely to overeat. Eating sugar at breakfast time has been shown to improve concentration and memory in the morning. The bad news is that sugar causes tooth decay and contains no useful nutrients.

Meat is an important food as it is a major source of protein, vitamin B and essential minerals. However, it also contributed a quarter of our daily fat intake. A high intake of **red meat** can lead to colon cancer, and beef is blamed for Creutzfeldt-Jakob Disease, an illness which affects the brains of humans.

Cheese and cream are rich in calcium and vitamin D, which help protect the system against osteoporosis, a bone disease affecting a third of all European women over 60. Unfortunately, **butter** is almost pure saturated fat, and is very high in calories. Eating it is thought to lead to hardening of the arteries, which is known to cause heart attacks and strokes.

Coffee and tea contain caffeine, which increases alertness. Tea contains tannin and flavonoids which help prevent heart disease. On the other hand, since they are stimulants they can interrupt sleep and relaxation and therefore shouldn't be drunk in the evenings.

It seems, then, that we can feel free to enjoy all of these types of food, keeping in mind that moderation is the key to good health. So eat small amounts of these foods and forget about feeling guilty!

READING 4

31. Read the article about Holi. For questions 1 – 6, choose the correct answer: A, B, C or D.

Many people know about Hindu festival Diwali, as it is probably the most famous one, but have you ever heard of Holi? This is a spring celebration, connected with the moon and – in Western India only – with the wheat harvest. It is celebrated on the day of full moon, either in February or March.

As with most Indian festivals, there are regional custom variations throughout India. Where my family and I live, we always build a bonfire. We sort out all the objects associated with what is not wanted from the previous year so that they can be thrown onto the fire. You see our New Year begins immediately after Holi. We also prepare coloured water and powders to throw at each other on the day. For this reason, it is advisable not to wear your best clothes for Holi. It is a very funny thing to see, but so is the day itself; it is dedicated to the God Krishna and it is characterized by laughter and jollity. That's why people throw coloured water and powders in all colours of the rainbow at each other. The streets look as if there was an explosion in a paint factory!

Of course, despite its joyful character, the day has a more serious side too. The burning of objects in the bonfire symbolizes getting yourself clean and ready for the New Year. That's why people pay or forgive debts, become friends and forgive each other and generally try to forget and leave behind any fights or anything negative from

the old year. Holi is a festival which ends the year on a happy note and begins the New Year on a fresh, hopeful one. It makes us all feel better for having celebrated it.

1. According to the writer, Holi is
 - A not a Hindu Festival.
 - B the most famous Hindu Festival.
 - C very similar to Diwali.
 - D less famous than Diwali.
2. Holi is usually celebrated
 - A whenever there is a full moon.
 - B in February or March.
 - C at the same time as Diwali.
 - D in Western India.
3. Holi ...
 - A is celebrated in different ways around India.
 - B is only celebrated where the writer lives.
 - C is not at all similar to other Indian Festivals.
 - D is not very popular in the area where the writer lives.
4. Coloured water
 - A is thrown onto the bonfire by people.
 - B is used to colour people's clothes.
 - C is thrown by people at each other.
 - D explodes from paint factories.
5. Holi is described as
 - A a festival which is fun but has a serious aspect too.
 - B a typical New Year's Day Festival.
 - C a very serious occasion.
 - D a really funny celebration without any particular meaning.
6. People burn objects in the bonfire
 - A so that they can have good luck in the new year.
 - B to celebrate god Krishna.
 - C only for fun.
 - D as a symbol of leaving all bad things behind.

VOCABULARY PRACTICE 4

35. *Underline the correct word.*

1. Their traditional *suits / costumes* are covered with beautiful embroidery.
2. The religious *procession / process* made its way through the narrow streets of the town.
3. The crowd *composed / gathered* to watch the acrobat perform.
4. I'll always *remind / remember* their beautiful wedding.
5. Let's meet at the *entry / entrance* of the concert hall.
6. The carnival takes *place / part* in a huge stadium.
7. Are you sure he'll be able to carry the task *on / through* to the end?

36. Read the text and fill in the blanks with words from the list below.

luck firecrackers atmosphere filled play celebrate exchanged strips
held looks forward to winds through keep out

The Chinese New Year festivities are 1) _____ at the end of January or beginning of February for a period of one month. During this time, Chinese people 2) _____ the end of the winter season.

Preparations begin in December when shops are 3) _____ with people buying gifts. Buying new shoes is extremely important because it is believed that if you walk in old shoes on New Year's Day, you'll have bad 4) _____.

On New Year's Eve, families gather at home and cover their doors with 5) _____ of red paper. This is meant to 6) _____ evil spirits. Gifts are 7) _____ at midnight. Homes are filled with sounds of happy children, who traditionally receive coins in red envelopes on New Year's Eve.

For the next two weeks, all shops are closed as people enjoy visiting friends and relatives. The 8) _____ is friendly as children sing songs for sweet rice cakes and musicians 9) _____ in the streets. The final and most impressive event is the Lantern Festival. Colourful lanterns are hung outside homes and a dragon parade takes place. The dragon is very long, made of paper and painted in bright colours. Men stand under the dragon's head and body. The parade 10) _____ the streets as crowds cheer and set off 11) _____.

The Chinese New Year is an exciting holiday which everyone 12) _____. It is a celebration rich in tradition and full of happiness.

37. Read the text and fill in the correct word derived from the words in bold.

New Year's Eve is celebrated on December 31st in 1) _____ (**west**) countries. It is a time for people to welcome the coming of the new year.

In London, for example, 2) _____ (**prepare**) for New Year's Eve begin weeks in advance. Everything is decorated in the 3) _____ (**tradition**) way – tinsels, streamers and balloons are hung and 'Happy New Year' signs are placed in windows. Party hats and tooters are bought in 4) _____ (**anticipate**) of the celebration.

On New Year's Eve, some people attend parties while others choose to go to a pub or disco. Food and drinks are served and 5) _____ (**live**) music is played while partygoers chat or dance the night away. At midnight the sound of popping corks can be heard as champagne bottles are opened and the 6) _____ (**bubble**) drink is served. Many people spend the evening at Trafalgar Square. Crowds gather and wait for twelve o'clock when the chimes of the 7) _____ (**fame**) Big Ben ring out. Everyone begins to sing 8) _____ (**happy**) and wish each other a happy and 9) _____ (**health**) new year.

No matter where New Year's Eve is spent, the feeling is the same. People 10) _____ (**cheerful**) celebrate this joyful occasion.

38. Fill in the gaps with the correct form of the verbs from the list.

honour take part celebrate take place mark (an event) hold (a ceremony)

1. Frank and Beth are having an evening out in order to _____ Beth's 35th birthday.
2. The Olympics _____ every four years.
3. He's training hard because he wants to _____ in this year's marathon.
4. Presidents' Day is the day when people in the USA _____ the memory of George Washington and Abraham Lincoln.
5. Their wedding reception was _____ in the village hall.
6. In order to _____ the occasion of his retirement, Mr James' employers gave him a gold watch.

39. For questions 1 – 15, read the text below and decide which word (A, B, C or D) best fits each space. The first has been done as an example.

No one knows for certain how many fiestas take 0) B in Spain, but there are more, than in almost any other country in the world. There is a story about somebody who once tried to 1) _____ a list of all the Spanish fiestas, but gave 2) _____ when they got to 3,000.

I was seventeen and I had just 3) _____ college when I began photographing fiestas in Puertollano, my hometown, in the 4) _____ 1960s. In those days there were fewer fiestas and people were not as interested 5) _____ them as they are now.

Some people even considered them to be silly and embarrassing. I, on the other 6) _____, loved them and even now, over twenty years later, I am 7) _____ fascinated by fiestas. At different times they have moved me to laughter, tears, and pain. At a true fiesta, there are no 8) _____, only participants. Everyone from babies to 9) _____ people take part, 10) _____ behind everyday life to act out their fantasies. No other event can do that, and I have recorded these special 11) _____ with my camera.

Fiestas also show how time 12) _____ and ideas change. In the 1980's many were revised or updated. Women and children demanded a 13) _____ beside men in the Holy Week procession. The Rocio pilgrimage grew into a 72-hour round-the-clock party 14) _____ by more than a million people. There are also new fiestas. Many of them, invented in our own time, could become the traditions of 15) _____ generations.

- | | | | |
|---------------|-------------|--------------|-------------|
| 0 A part | B place | C time | D space |
| 1 A do | B make | C fix | D form |
| 2 A off | B through | C up | D out |
| 3 A run | B abandoned | C late | D dropped |
| 4 A half | B central | C medium | D mid- |
| 5 A in | B to | C for | D about |
| 6 A side | B hand | C end | D place |
| 7 A yet | B however | C still | D already |
| 8 A witnesses | B viewers | C spectators | D audiences |
| 9 A ancient | B antique | C elder | D old |
| 10 A leaving | B falling | C letting | D getting |
| 11 A minutes | B instances | C moments | D frames |
| 12 A travels | B passes | C goes | D moves |
| 13 A part | B role | C place | D standard |

- | | | | |
|--------------|------------|-------------|----------|
| 14 A visited | B attended | C presented | D done |
| 15 A next | B late | C following | D future |

40. Fill in the correct word derived from the words in bold. The first one has been done as an example.

St Patrick's Day

March 17th is the day of the 0) celebration (**celebrate**) of St Patrick. St Patrick is the patron saint of Ireland, and the occasion is celebrated 1) _____ (**enthusiastic**) by Irish people all over the world.

In American cities with a large Irish 2) _____ (**populate**), the day begins with a parade through the city center. The most 3) _____ (spectacle) sight is the colour green, as it is the 4) _____ (**nation**) colour of Ireland. Bands play 5) _____ (**tradition**) Irish songs, and people stream into restaurants afterwards where they eat corned beef sandwiches and drink Irish stouts and ales.

The main 6) _____ (**decorate**) of St Patrick's Day is the shamrock, which is also the national symbol of Ireland. It was made 7) _____ (**fame**) by St Patrick when he used its three leaves as a 8) _____ (**represent**) of the Holy Trinity.

St Patrick is known for bringing Christianity to Ireland, and March 17th gives the Irish an 9) _____ (**opportune**) to display their 10) _____ (**proud**) in their country.

41. Fill in the gaps with one word.

The Scots celebrate Hogmanay on the night of December 31st. It is a time for people to welcome the coming of the new year.

Preparations for Hogmanay begin 1) _____ the end of November when Christmas trees 2) _____ decorated with colourful ornaments and twinkling lights. Shortbread biscuits and black buns – a 3) _____ of rich fruit cake – are baked.

On Auld Year's Night people dress smartly 4) _____ their best outfits. They also wear 5) _____ tartan clothes they might have. They gather in town squares and wait 6) _____ midnight. Many attend parties 7) _____ traditional folk music fills the air as people perform Scottish country dances. 8) _____ midnight the clock strikes twelve and the clanging sound of bells ringing can 9) _____ heard. Everyone cheers and shouts "Happy New Year" and sings "Auld Lang Syne". They kiss 10) _____ other and drink a glass of Scotch whisky. Then the merry-makers go 'first-footing': they visit their friends to wish 11) _____ a happy new year. It 12) _____ believed that it's good luck 13) _____ the first foot to enter someone's house in the new year belongs to a tall, dark, handsome man. First footers carry a piece of coal with them 14) _____ a good luck present.

Hogmanay is a great time for everyone. It's the best time of the year to 15) _____ fun and enjoy yourself.

BOOKS IN OUR LIFE

VOCABULARY PRACTICE 1

1. Match the words in the left-hand column with their definitions in the right-hand column

- | | |
|-------------------|--|
| 1 an article | a a book that is used to study a school subject |
| 2 an atlas | b a publication that comes out weekly or monthly |
| 3 an encyclopedia | c a reference book with maps of the world |
| 4 a magazine | d a book of word definitions |
| 5 a biography | e a book or set of books giving information about every branch of knowledge with articles in ABC order |
| 6 a novel | f usually a cheap book in a soft cover |
| 7 a poem | g a story about a real person |
| 8 a dictionary | h a piece of writing in a newspaper |
| 9 a paperback | i a list of books on one subject |
| 10 a textbook | j a short piece of writing (usually rhymed) expressing a deep feeling or thought |
| 11 a bookworm | k an article that critically examines a new book |
| 12 bibliography | l stories, novels and romances |
| 13 review | m a book about people who are not real |
| 14 fiction | n a book with recipes of dishes |
| 15 a cookery book | o a person who is fond of reading |

2. Fill in the following sentences with the given prepositions

by – from – in – of – up – to – with – on

1. I borrowed this book _____ the library.
2. I read it _____ a book.
3. You'll have to look _____ the meaning _____ a dictionary.
4. "Hamlet" is a tragedy _____ Shakespeare.
5. Books are a wonderful source _____ knowledge.
6. I'd like to relax _____ a good book for the rest of the day.
7. I believe that reference books should be _____ every home.
8. Nowadays books are sold _____ large number.
9. The librarian said the book was _____ the top shelf.
10. Do you like to lend books _____ your friends?

3. Decide which answer (A, B, C or D) best fits each space

Why read books?

Is it worth reading books, 1) _____ nowadays there are so many other forms of 2) _____? Some people say that even 3) _____ books are expensive, and not everyone can 4) _____ books from the library. They might add that television is more 5) _____ and that viewers can relax as they watch their favourite 6) _____. All that may be true, but books are still very 7) _____. They encourage the reader to use his or her 8) _____ for a start. You can read a 9) _____ of a book, or just a few pages, and then stop. Of course, it may

be so 10) ____ that you can't stop! There are many different kinds of books, so you can choose a crime 11) ____ or an autobiography, or a book which gives you interesting 12) _____. If you find it hard to choose, you can read 13) _____, or ask friends for ideas. Personally, I can't 14) _____ without books, but I can 15) _____ up television easily enough. You can't watch television at bus stops!

- | | | | |
|--------------------|-----------------|---------------|----------------|
| 1 A in | B or | C why | D since |
| 2 A entertain | B entertainment | C entertained | D entertaining |
| 3 A paperback | B The | C so | D when |
| 4 A borrow | B buy | C lend | D take |
| 5 A excited | B excitable | C exciting | D excitement |
| 6 A ones | B programmes | C episodes | D cereals |
| 7 A too | B public | C live | D popular |
| 8 A imagination | B author | C index | D amusement |
| 9 A capital | B head | C chapter | D cover |
| 10 A current | B imagined | C interest | D gripping |
| 11 A history | B novel | C booklet | D poetry |
| 12 A advise | B idea | C information | D fact |
| 13 A announcements | B gossip | C reviews | D prefaces |
| 14 A do | B make | C have | D take |
| 15 A pick | B look | C give | D turn |

4. Which publication from the list below would you need if you wanted to:

<i>atlas</i>	<i>cookbook</i>	<i>magazine</i>
<i>autobiography</i>	<i>dictionary</i>	<i>manual</i>
<i>biography</i>	<i>encyclopaedia</i>	
<i>comic</i>	<i>guidebook</i>	

1. find out which country Timbuktu was in?
2. look up a word you didn't understand?
3. learn about spiders?
4. learn how your new DVD recorder works?
5. read the latest gossip about Hollywood stars?
6. read stories with lots of pictures and not many words?
7. prepare for a maths exam?
8. find out what to do and see when you're on holiday?
9. find out how to cook a nice meal?
10. read about what is happening in the world?
11. read about the life of a famous person, written by that person?
12. read about the life of a famous person, written by another person?
13. read a long story?
14. read something written for the theatre?

5. Complete the definitions with the words given below.

<i>novel</i>	<i>catalogue</i>	<i>encyclopaedia</i>
--------------	------------------	----------------------

mystery
manuscript

fairy tale
biography

non-fiction

1. A _____ is a children's story in which magical things happen.
2. A _____ is a story in which the events are only explained at the end.
3. A _____ is a book or piece of writing before it is printed.
4. A _____ is a complete list of the books a library holds.
5. A _____ is the story of somebody's life, written by somebody else.
6. A _____ is a type of literature that tells a story about people or events that are usually not read.
7. A _____ book contains information about real facts, people or events.
8. A _____ is a book or set of books that gives information about many different subjects, arranged in alphabetical order.

6. Underline the most suitable word or phrase.

1. I like this book, and I have read six *capitals* / *chapters* / *prefaces* already.
2. Her second book was very popular and became a best *buy* / *seller* / *volume*.
3. Robert's new book will be *broadcast* / *published* / *typed* in August.
4. My young son buys two *textbooks* / *comics* / *journals* every week.
5. I have several *cookbooks* / *biographies* / *textbooks* in my kitchen but I never use them!
6. I need to buy a(n) *encyclopaedia* / *guidebook* / *verse* for my trip to Paris.
7. I've lost the *manual* / *textbook* / *comics* for the DVD recorder. Help!
8. She's been in a lot of *plays* / *novels* / *stages* but I've never seen her in a film.

7. Choose the best option to complete each sentence.

1. Oliver Twist is a classic work of English _____.
a science-fiction b fiction c non-fiction
2. The plot of the novel was exciting, but I didn't find the _____ very interesting.
a characters b figures c persons
3. Poetry is written in _____.
a lines b prose c verse
4. In a poem or a song, the last word in a line often _____ with the next line.
a matches b rhymes c rhythms
5. We can find out the titles of the units in the course book by looking at the _____.
a appendix b glossary c table of contents
6. If you need to find some information in a non-fiction book, look it up in the _____.
a atlas b catalogue c index
7. Most novels are divided into several _____.
a chapters b units c sections
8. Cambridge University Press is a/an _____ of many English course books.
a publisher b editor c printer
9. A great novel has a good plot and a _____.
a communication b meaning c message

moon sailed out from behind a cloud, flooding the room with cold white light, and he saw Victor Pascow standing in the doorway.

4. Once upon a time there was a river which was made of words. It flowed down to the sea and the sea was made of story-books.

5. The first memory that springs down in my mind is a clear picture of myself walking along the streets of Dinard on market day with my mother.

6. On the face of it, you wouldn't think there was any connection between the murder of a dead man and the events that changed my perceptions about my life.

7. Louis tried to scream, and the world whirled away — but until he heard the click of the moving bones in the moonlit crypt of the night.

8. "Who's that?" Jenna's dark brown eyes widened and her heart leapt. It was such an unusual sensation — her raised eyebrows were partly due to surprise. No man had ever roused more than an occasional beat in her pulse before.

9. I've never believed the perfect crime was possible. Now I'm not so sure. She told me Wendell taught her a lot, but she never really said what it was. Please, understand: I don't have the answers. I'm simply posing the questions. God knows I have questions about my own life to answer yet.

10. He kissed her, and of course, that wasn't the end, just the beginning.

STEP 2. *Decide which of these books you would like to read and explain why. Which of these books would you never be interested to read! Why!*

10. You are going to read 9 book reviews.

STEP 1. *One sentence has been deleted from each review. Choose one sentence from A to I, insert it in the review and read it.*

A. Matthew and Sophie have an apparently happy childhood with remote parents whose emotional distance throws the children together.

B. A gripping tale of love and revenge, it is set on an island in the 14th century Italy.

C. When the market falls and the competition for business goes up, John finds himself under fire from all sides.

D. A gripping tale which vividly portrays the world of the Victorians.

E. The two brothers find themselves embroiled in conflict which only Theo can resolve.

F. These beautifully crafted, funny and absorbing stories, packed with the charm and spirit of childhood, will win the author many new fans.

G. Recently read on Radio 4, this wry and engaging travelogue has become a hit with a whole new generation of readers.

H. It was because of a retarded garbage collector to whom his well-educated grandmother was always polite and kind.

I. This is a wonderfully hypnotic portrait of country life, past and present, and all the more, impressive for being a first novel.

The Good Book Guide

“The Bridgwater Sale” by Freddie Stockdale. Freddie Stockdale’s own experience in antique dealing provides the background for this highly entertaining first novel. Set in the glamorous world of art auction sales, it follows the fortunes of one John Griffin, who runs an up-and-coming auction house. John is in love with a slender ceramics expert, but she is in love with John’s rival, Terry. 1. _____ Blackmail, forgery, fraud and sexual rivalry all contribute to an atmospheric jaunt through the sales rooms.

“Jogging Round Majorca” by Gordon West. First published in 1929, this charming travel book reveals the island of Majorca as it was before the days of mass travel. Travelling by foot, sometimes by mule, and staying in small hotels and houses, Gordon West and his wife discovered an enchanting world inhabited by people whose gentle manners, spontaneous hospitality and range of customs captured the English couple’s imagination. 2. _____

“Trying to Save Piggy Sneed” by John Irving. John Irving introduces this collection of short stories with a touching essay on how he became a writer. 3. _____ The six stories that follow, show Irving’s madcap humour and eye for detail, including “The Pension Grillparzer”, which was originally published within *The World According to Garp*.

“Simple Prayers” by Michael Golding. Michael Golding has launched himself into the literary world with a novel which Thomas Keneally describes as “a work of magic ... a journey of wonders”. 4. _____ Spring has failed to arrive, a corpse has been washed up on the shore and spoiled fat Ermenegilda, daughter of the only rich family on the island, desires Albertino, a humble vegetable grower. When Ermenegilda persuades Albertino to marry her, spring suddenly arrives. But with it comes the Black Death.

“Sophie” by Guy Burt. The story centres on the obsessive relationship between a young boy and his sister. 5. _____ Sophie is the all powerful older sister with an IQ in excess of 180 and with increasingly psychopathic tendencies. As Matthew becomes an adult, roles become reversed and everything changes. Guy Burt is only 21 and in this second novel he shows an impressive ability to hold the reader’s imagination with every word.

“Little Follies” by Eric Kraft. Eric Kraft has attracted a cult following for his beguiling series of novellas about small-town life on Long Island, New York in the 1950s. *Little Follies*, the first of three volumes of these short novels, deftly conjures up the world of young Peter Leroy, his family and their many friends. 6. _____

“An Ancient Hope” by Caroline Stickland. Set in the Dorset countryside in the year of the Great Exhibition, this is a clever reworking of the return of the prodigal son. Ralph Carnow, hardworking and loyal, has successfully managed the family mill since his elder brother Charles renounced his claim on the family business and disappeared abroad. Ralph is also in love with his worldly cousin Theodosia. He is about to announce his engagement to Theo when, to the delight of his father, Charles suddenly returns. 7. _____

“In the Place of Fallen Leaves” by Tim Pears. In the hot English summer of 1984, the outside world is shaken by battles between police and miners, teachers

striking and record levels anxious to enter the world of adulthood and feel that time is standing still. 8. _____

“Sweet Thames” by Matthew Kneale. Matthew Kneale’s third novel was winner of the 1993 John Llewellyn Rhys Prize. Set in London in 1849, it tells the story of an engineer who dreams of revolutionising the city’s sewers and saving the capital from a devastating cholera epidemic. Hoshua’s search for the causes of the disease and for his missing wife, the strange and beautiful Isabella, takes him on a journey through the contrasting levels of Victorian society and finally to the threatening heart of London’s slums. 9. _____

STEP 2. Read through the Good Book Guide again and choose one or two books you would like to read. Explain your choice.

11. You are going to read 5 people’s impressions about the books they have just read. Match the impressions A – E with their short summary 1 – 7. You may use one letter more than once.

1. This person thinks that this book should not be read by people who are having family problems.
 2. This person thinks that the book is not persuasive enough.
 3. This book was written as a continuation of the original story.
 4. It was difficult for this person to tear him/herself from the book.
 5. This person thinks that there were too many realistic details.
 6. This person would not recommend anyone to read this book.
 7. This person thinks that the author of the book has a good observation skill.
-
- A. It was awful. I mean it was all such an improbable story. I loathed the hero killing people all over the place, running round the desert. He wouldn’t have lasted two minutes in real life. I don’t know what possessed me to read it. I suppose I thought it might get better but it didn’t. Dreadful rubbish. I got rid of it, threw it away in disgust you know. You’d have to be a bit sick in the head I imagine to enjoy it. A book for men – definitely.
 - B. It was pretty good, I suppose. Very clever and a bit too realistic in a way. The detail, you know some of the detail about cutting up bodies, because she was a pathologist was rather disgusting really. But the book took me over. I can’t say I lost any sleep over it. It was a bit gruesome.
 - C. It was absolutely riveting, I mean I couldn’t put it down. Poor old Malcolm, he kept shouting from upstairs, “When are you coming up?” and I just said, “Five more minutes, dear.” He was really fed up. Finally I got to bed at about two. Still it was worth it. He was asleep of course, snoring his head off.
 - D. It was good. I won’t deny it, but all the while reading it there was a little voice sort of saying, “You know, it’s not the real thing.” It was good, clever and everything and she took off the style of the original quite well, all the same, but it didn’t have the same feel, you know, the flavour of the first one by the original writer, du Maurier, I suppose it was silly to have expected it.

E. Well, I wouldn't exactly say it was the best book I ever read. All the same I think she really does manage to express, what normal people's lives are like ... all of her characters even though they were in a family set all seemed somehow alone. Very astute ... well observed but a bit depressing. I'd only recommend it to someone who is not feeling down. You would need to feel quite strong inside, not for the vulnerable. Most people's family lives are bad enough without reading about more problems...

USE OF ENGLISH

12. Fill in the gaps with one word from the box and read about different kinds of crime fiction. Decide which of these types you would read with pleasure.

else	drops	cops	accuse	place	interfere	scene
solve	woman	witness	suspect	overcoat	murderer	
robbery	investigator					

Crime Fiction

There are different types of crime stories. First, there are the "private eye" stories. The private eye is a professional _____ (1) who gets into trouble with the police because they don't want him to _____ (2) in their investigation. If it weren't for the police, the private investigator thinks, he could _____ (3) a murder – any murder – in ten seconds flat. The _____ (4) are always dragging the professional investigator into the police station to _____ (5) him of having murdered somebody, just because he happened to be at the _____ (6) of the crime before anybody _____ (7) got there. In other crime novels, an amateur detective may take the _____ (8) of the private investigator. Whether he is a mechanic or a lift operator, the amateur detective invariably _____ (9) everything he is doing to go and find the _____ (10).

The "innocent bystander" crime story is different. An "innocent bystander" is somebody who has _____ (11) a crime. Usually, this is a murder, but it could be kidnapping or an armed _____ (12). He starts getting chased by big men in black _____ (13) who want to murder him. At some point in the story, the police could enter as well, and the innocent bystander becomes a _____ (14). It all turns out right when a beautiful _____ (15), who has fallen in love with the innocent bystander, explains everything and clears up all the confusion.

READING & WRITING

13. Read the text. Are the sentences true or false? Write T or F.

Temples of knowledge

A library houses all kinds of books under one roof. If you want serious literature or just a funny story, there are volumes verse, classic novels, mysteries, fairy tales and picture books. If you're looking for facts, there are encyclopaedias, dictionaries, reference books, non-fiction stories, memoirs and biographies. There is also information in foreign languages for readers from abroad. Modern libraries have online catalogues, which allow you to find what you need very quickly.

There are different types of libraries in Ukraine including public libraries and institutional libraries at universities and schools. There are also scientific and specialist libraries which offer resources for a particular areas of study, for example medical, technical, musical or military books. And there are libraries for specific categories of readers like blind people, for example.

A library is a good place to work and study and people often spend several hours a day there. The large reading halls are well-equipped and modern technology allows readers to access the most up-to-date information. A library is the best place for research or any work that requires the use of lots of current periodicals, reference books and manuscripts. Although the Internet has become an important source of information, libraries are still extremely valuable for millions of people.

The biggest library in Ukraine is the V. I. Vernadskyi National Library of Ukraine. It was founded in Kyiv in 1918 as the National Library of the Ukrainian State. It has about 45,000 rare printed editions and 416,000 manuscripts. It is very well-equipped and exchanges books with libraries all over the world. The library has an impressive collection of Slavic writing, including the Peresopnytsia Gospels, a tradition of the Bible into the Old Ukrainian language. It also houses the archives of the National Academy of Sciences.

School libraries are small but very light, clean and cosy places with lots of bookcases. The librarian is always available to help. One of the librarian's main tasks is to process students' book requests. If you want to borrow a book from the library, you have to complete a request form. The librarian will contact you if you don't return the books on time. Some valuable materials like encyclopaedias and dictionaries can't be taken out of the library. Instead students have to work with them in the reference section. Many school libraries are equipped with computers and have Internet access which students can also use.

1. Libraries in Ukraine have books in Ukrainian and foreign languages. _____
2. There aren't special libraries for blind people in Ukraine. _____
3. The V. I. Vernadskyi National Library of Ukraine is in the capital city. _____
4. The V. I. Vernadskyi National Library of Ukraine was founded at the beginning of the twentieth century. _____
5. Most of school libraries don't have access to the Internet. _____

14. Write a short text about your university library. Write 60-70 words. Use the plan to help you.

Paragraph 1

The location of the library and the types of books you can find there

Paragraph 2

The librarian's work, what he/she does

Paragraph 3

What equipment there is in the library

Paragraph 4

What types of books you usually borrow from the library

READING 2

15. Read the text. Which two styles of fiction are mentioned?

Writing fantasy

Christopher Paolini had an unusual childhood. He didn't go to school. He was **educated** at home by his parents. He began writing his first novel, *Eragon*, when he was fifteen. It is about a magical land called Alagaësia. The novel was published privately by his parents in 2002 and it quickly became a **best-seller**. In this interview, Christopher talks about his work.

Interviewer When did you decide to become a writer?

Christopher I've known for a long time that I wanted to tell stories, with books, movies, or plays. In fact, *Eragon* was originally an idea for a movie. I never really **intended** to become an author. Of course, since it worked out so well, I've continued to write.

Interviewer Who are your favourite authors?

Christopher Philip Pullman, Mervyn Peake, J.R.R. Tolkien, E.R. Eddison, Garth Nix, Octavia Butler, and many, many more. I also love science fiction. *Dune*, by Frank Herbert is a favourite. Anything – **as long as** it's good!

Interviewer What do you like about science fiction and fantasy stories?

Christopher I enjoy fantasy because I can visit lands that have never existed, see things that never could exist, experience adventures with interesting characters, and, most importantly, feel the sense of magic in the world.

Interviewer Do you get a lot of letters from your fans?

Christopher Yes, I do. My favourite one came from a woman who enjoyed *Eragon* so much that she named her pet spider 'Saphira', after the dragon in my book!

Interviewer Why should teenagers read when they have YV, computer games, the Internet ...?

Christopher Books can take you deeper into people's thoughts and feelings than TV or radio. Until we invent **telepathy**, books are our best choice for understanding the rest of humanity.

Interviewer What advice would you give to young people who'd like to write?

Christopher Three simple things: Write about what excites you the most. Be **persistent** and **disciplined**. Be **humble** enough to accept **criticism** and learn all you can about writing.

16. Choose the best definitions for the highlighted words in the text.

1. educated

a banned, prohibited

b taught

2. a best-seller

a a very popular book

b a very good book

3. intended

a planned to do something

b failed to do something

4. as long as

a because

b if

5. telepathy
 a TV programmes
 b the ability to know what is in somebody's mind
6. humble
 a not thinking you are too important
 b funny
7. criticism
 a other people's opinion
 b money

17. Read the article about Philip Pullman. Which sentence describes him best?

- A An Australian writer of fantasy who likes watching *Neighbours* on television.
 B A writer of fairy tales and comics who went to Oxford University.
 C An English author who has written some famous fantasy novels.

Philip Pullman

Philip Pullman is a writer of fantasy. He was born in England but spent his early childhood travelling from country to country with his parents. While he was in Australia he started reading comics, and grew to love *Superman* and *Batman*. Later, the family moved back to England. Pullman studied English at Oxford University and then worked as a teacher. He **eventually** left his job to be a full-time writer. His most famous work is *His Dark Materials*, a **trilogy** of three novels.

Interviewer Why do you believe stories are so important?

Pullman Because they entertain and they teach; they help us both to enjoy life and **endure** it. After **nourishment**, shelter and **companionship**, stories are the thing we need most in the world.

Interviewer Where and when do you write?

Pullman I write in my shed, at the bottom of the garden. I write by hand, using a pen. I write three pages every day (one side of the paper only). That's about 1,100 words. Then I stop. After lunch, I always watch *Neighbours* on television. Soap operas are interesting.

Interviewer Which books have made a difference to you?

Pullman The books which have made the most difference to my life have been *Grimm's Fairy Tales*, Homer's *Iliad* and *Odyssey*, the *Sherlock Holmes* stories of Arthur Conan Doyle, and the *Superman* and *Batman* comics which were published when I was young.

18. Choose the best meaning for the highlighted words in the text.

- 1 eventually: A at first B finally
 2 a trilogy: A a set of three works B one large work
 3 to endure: A accept (something bad) B enjoy
 4 nourishment: A stories B food
 5 companionship: A life B friends

WRITING

19. Read the book review. In which paragraph does Joanna:

- give her opinion of the book?
- describe what happens in the book?
- give brief information about the book and its author?

A book review

One of my favourite books is *Northern Lights* by Philip Pullman. It's a fantasy story set in Oxford and it's the first part of a trilogy.

It's the story of a girl called Lyra. She tries to save some children who have been kidnapped by a strange woman called Mrs Coulter. Lyra and some friends travel north to look for the missing children, who include her best friend, Roger. The ending is very exciting, with an interesting twist, but I won't give it away.

I liked the book for a number of reasons. The author has created an amazing fantasy world. The story is very gripping and I found it difficult to put down. The characters are convincing, and I identified strongly with Lyra. The book is sometimes compared with the Harry Potter stories. But I think it's more thought-provoking and less childish. I thoroughly recommend it.

20. Choose a book that you have read. Write notes under these headings, but include any other information that you think is important. Then write a review of a book you enjoyed (130 150 words)

- **Paragraph 1:** General information
Title, author and type of book.
- **Paragraph 2:** Story and characters
Where is it set? Who are the main characters? What happens?
- **Paragraph 3:** Your opinion
Why did you like it? For example:
It's funny / moving / exciting / gripping / interesting.
It contains lots of interesting characters.
There are lots of surprises.
I really wanted to know what was going to happen.

IS IT ART?

VOCABULARY & SPEAKING

1. Match adjectives 1-10 with their more emphatic equivalents a-j.

Base

- | | | | | |
|---------------|--------------|----------|----------|-------------|
| 1. bad | 3. difficult | 5. good | 7. tired | 9. nervous |
| 2. nteresting | 4. sad | 6. happy | 8. angry | 10. shocked |

Strong

- terrified / petrified
- astonishing / fascinating / remarkable
- atrocious / pathetic / dire / appalling
- horrified
- exhausted
- furious / livid
- impossible
- magnificent / marvelous / superb / exquisite
- miserable / heartbroken
- thrilled / delighted

2. Make the sentences more emphatic by replacing the adverb and adjective with a stronger version. More than one answer is possible.

- Beksinski's use of detail is pretty interesting.
- Her latest exhibition received very bad reviews from the critics. She was really sad about it.
- It's a really good museum but there are too many exhibits – I was extremely tired after I'd seen it all!
- I was very happy to win a scholarship to art college.
- It's really difficult to make out what's going on in this picture!
- They've put up the admission prices to the art gallery again. It makes me extremely angry.

3. Work in pairs. How would you feel in these situations? Use an adverb and an adjective.

- You had to make a speech to a large audience.
- You'd just spent twenty hours on a long-haul flight.
- Your best friend told you he/she was moving to another country.

4. What kind of art/artists do you like/dislike? Make sentences using the prompts from the box or your own ideas.

amateur paintings	the Old Masters	still-life paintings	modern art
contemporary sculpture	manga comics	wall murals/graffiti	Impressionism
Surrealism	abstract paintings		

1. I'm really into ...
2. I've always admired ...
3. ... is/are really good/absolutely superb.
4. I just can't relate to ...
5. I've never understood the attraction of ...
6. ... is/are really bad/really dire.

READING & VOCABULARY

5. Read the first paragraph of the reviews and try and predict the answers to questions 1-3.

1. What are the sculptures made of?
2. What does the reviewer find particularly shocking or surprising?
3. How does the reviewer feel about the exhibition overall?

6. Work in pairs. Read your text, check your answers to Exercise 5, and exchange information with your partner.

Student A, read text A

Student B, read text B

7. In pairs, decide which exhibition sentences 1-9 refer to: A, B or both.

1. The exhibits are the work of one person. _____
2. The exhibition has already been shown in several countries. _____
3. People have been looking forward to this exhibition for a long time. _____
4. The reviewer wasn't very excited before he went to the exhibition. _____
5. The reviewer thinks the exhibition's promo material might mislead the public. _____
6. There were a lot of people present when the reviewer was visiting. _____
7. The reviewer felt uncomfortable when looking at the sculptures. _____
8. The reviewer's reaction was different from the reaction of many of those around him. _____
9. The exhibition deserves to be a success. _____

8. Find words or expressions in the texts for definitions 1-10.

1. to bend your knees and lower yourself so you are close to the ground (A)
2. in a way that shows a lack of energy and enthusiasm (A)
3. to make something seem small by comparison (A)
4. a small line in the skin (usually caused by old age) (A)
5. making you realise that you are not as important/special as you thought (A)
6. a crowd/large group (B)
7. harmless (B)
8. not brave (B)
9. to bend your back and shoulders into a rounded shape (B)
10. worried (B)

9. Match 1-10 with a-j to make collocations. How do you say them in your language?

- | | |
|-----------------|---------------------|
| 1 (be) on | a) expectations |
| 2 (have) low | b) anticipated |
| 3 pose | c) career |
| 4 evoke | d) somebody's taste |
| 5 a lucrative | e) keeping with |
| 6 keenly | f) to say |
| 7 out of | g) the question |
| 8 pander to | h) display |
| 9 needless | i) sympathy |
| 10 a resounding | j) success |

10. Complete the sentences with the correct collocations from Exercise 9.

- Sometimes it's better to _____ – that way, you're less likely to be disappointed.
- Not all of the exhibits are _____ – some of them are in storage, because the museum is fairly small.
- I always knew that the concert was going to be terrible. And _____ it was!
- After the success of the last album, the release of the band's new album this month is _____.
- The show was _____ with both audiences and the critics.
- His scruffy clothes seemed _____ a prestigious awards ceremony.
- She gave up _____ in accountancy to take up painting.
- It was a masterful performance – despite her character's tragic flaws she managed to _____ from the audience.
- The film seems to _____: is the price of popularity worth paying?
- Reality TV shows seem to _____ the public's _____ for instant celebrity.

11. In pairs, answer the questions.

- Which of the two exhibitions do you think you'd enjoy more? Why?
- Do you agree with the reviewer's opinion that the *Bodyworks* exhibition cannot be regarded as art? Why?/Why not?
- Do you think it's right to use real animals/ human body parts for art/education?
- What controversial exhibitions or art installations have you come across? What's your opinion of them?

Review A

GULLIVER'S TRAVELS

Sculptures by Ron Mueck

National Gallery, London

Jonathan Pritchard visits an exhibition of gigantic sculptures – and finds himself feeling sorry for them.

The sculptor Ron Mueck spent fifteen years making puppets for kids' TV programmes such as the Muppets and *Fraggle Rock*. But there's nothing cute about his hyper-realistic sculpture show, currently on display at the National Gallery following a

tour of several European capitals. To be honest, after reading the gallery's promotional material ('amazing lifelike sculptures of the human body') my expectations were decidedly low. But I came away mesmerised by Mueck's remarkable talent and surprised at my own emotional reaction.

What struck me first as I entered the packed gallery was the size of the subjects – either much larger or much smaller than human scale. A five-metre-high boy crouches in the middle of the room. Two tiny old women, who seem to be gossiping about other visitors in the gallery, stand at one side. An enormous woman lies listlessly in a gigantic bed, dwarfing the spectators. It felt like something out of *Gulliver's Travels*.

But it is the lifelike quality of his figures that is perhaps most shocking.

However close you get to them, the detail is breathtaking – indeed, such is Mueck's skill that often forgot that these sculptures are made of silicon and polyester. You can see veins running beneath the skin, wrinkles and uneven skin tones. Each hair is individually implanted. And as we gaze at the pimples and skin rashes – perfectly crafted imperfections – the effect is both convincing and disturbing. What Mueck has done is to pose the question: aren't we also 'perfectly crafted', despite our imperfections?

What is particularly successful about this exhibition is the sympathy this realism evokes. Several of the sculptures have facial expressions of discomfort, as if they don't like being stared at too closely. At times I had the rather disconcerting feeling that they wanted to be left alone. I was a voyeur in a room full of fragile people. It was strangely humbling.

Mueck may have turned his back on a lucrative career in the TV industry but he has more than proved he is an intelligent, thought-provoking artist.

Review B

OUR OWN FLESH AND BLOOD

Bodyworks

Atlantis Gallery, Brick Lane

A new sculpture exhibition asks us to look at the human body in a new light – but Jonathan Pritchard wonders whether it's art at all.

Bodyworks, which has attracted some eight million visitors to date across the world, has just opened at the Atlantis Gallery in East London. The throngs of excitable teenagers queuing up outside seemed to confirm that this is probably one of the most keenly anticipated exhibitions in London this year. In their glossy brochure, the creators of the exhibition claim that it is 'a celebration of the beauty of the human body at work'. Innocuous though this sounds, Bodyworks is definitely not for the faint-hearted.

The main part of the exhibition features twenty-six human corpses which have had their skin removed and have then been injected with plastic. A man with his brain completely exposed sits hunched over a chessboard. A woman – who has been sliced in half but with a full head of hair – seems to swim through the air. Anonymous figures, dressed only in a thin layer of muscles, play football or perform tricks on skateboards began to feel that these models, by losing their skin, had also lost their humanity. I found no warmth or sympathy here – in fact, at times it all felt as if it was the work of a sociopathic medical school student. What perhaps depressed me the most were the

crowds of excited schoolchildren (most of the visitors here seem to be of school age) who didn't seem perturbed by these sculptures in the slightest. In fact, they seemed delighted.

No matter what you say about the educational value of the show – and yes, I do feel differently about smoking and drinking after seeing blackened lungs and pickled livers – I couldn't help feeling that these exhibits were wholly out of keeping with an art gallery. Instead, what the authors of this exhibition have done is to pander to our taste for cheap sensation. I felt as if I was attending a Victorian freak show. Needless to say, Bodyworks is bound to be a resounding success. It left me with a bad taste in my mouth.

WRITING & LISTENING

12. Read the competition rules and the competition entry. What is the author's main reason for nominating Cezary for the prize?

COMPETITION!

Making a difference

Can you think of someone who has had a positive effect on people you know in your town or the area where you live? Someone who perhaps isn't even aware that they enrich the lives of so people? Our panel of judges is waiting for your nominations. Write and tell us in about 250 words what makes this person such a positive influence. The three most convincing entries will be published in a future issue and there will be prizes for the winning authors – and the people they nominated too.

MASTER OF THE ABSURD

It's early morning and you're getting ready for school. Somebody shyly knocks at your window from outside. This surprises you because you live on the eighth floor of a block of flats. You peer out the window to see a smartly dressed man with a briefcase, standing at the top of a hydraulic crane. He politely wishes you 'good morning' before knocking on the windows of your neighbours upstairs.

Afterwards you spot him by a stall on the busy street market. The stall is empty, except for a price list. Careful observation reveals that what he is actually selling is puddles in the neighbouring car park, each one with its own beautiful Italian name (the biggest one, Giglio, costs five zloties). Ho matter where you see him – at the supermarket or in the park from a tram window – he is sure to be doing something absolutely extraordinary.

This is Cezary Bodzianowski, a one-man theatre. Cezary has been asked to perform his gentle art at festivals across Europe but his favourite place to stage his events is the streets of my hometown in Poland. It's a vibrant, friendly city but sometimes it does need cheering up.

Although I believe that Cezary would be a worthy recipient of your prize, I know that winning would not change what he does. He is happiest when trying to communicate with ordinary people in his hometown. When you manage to catch his remarkable performances (and 24 most people here never do) you are reminded of the absurdity of our daily rituals and the beauty of everyday life.

13. In pairs, answer the questions.

1. Is performance art (including 'living statues', mime artists, buskers) popular where you live?
2. Do you think they bring something positive to everyday life? Why?/Why not?
3. Is it right to consider such things as art?

14. Find and underline sentences in the competition entry where the writer:

1. recounts an anecdote describing an event/a person
2. is persuasive
3. presents factual information

15. In pairs, answer the questions.

1. Is the style of the writing formal, neutral or informal?
2. Which adjectives do you think describe the tone? Explain why.
academic serious intriguing enthusiastic
3. Generally, what other type of writing does the competition entry remind you of?
 - a a 'for and against' essay
 - b a newspaper/magazine article
 - c a story
4. Does the writer of the competition entry introduce himself/herself?
5. In which paragraph does the writer give his/ her main reasons why Cezary should win?

16. Work in pairs and follow the instructions.

- Read the first sentences of some other entries (1-5) to the competition from Exercise 13.
 - Match the texts with contexts a-g. Sometimes more than one answer is possible.
 - Which people in their hometown have they chosen to write about?
 - Decide which entry you think sounds most intriguing.
- a a few words about the place where you live
 - b description of his/her personality
 - c a description of his/her appearance
 - d how the writer got to know this person
 - e his/her typical/daily routine
 - f something memorable the person once did/said
 - g a quotation or saying

1 ____

They say that a good teacher makes a world of difference. When Mrs Kennedy became our form-tutor two years ago, I had no idea just how true this saying was. It's funny how this absent-minded and sometimes rather bad-tempered History teacher has made such a positive impact on the lives of ...

2 ____

It's 7.30 in the morning and Mrs Miller is starting to prepare the dozens of lunches that she will later deliver to the town's elderly and housebound. When I leave for school

I can already smell the delicious aroma of vegetable soup wafting from next door's kitchen.

3 ____

'Rangers or Celtic?' I'll never forget Stephen Caldwell's first words to me when I sat down at the empty desk next to him, a new boy on my first day at a new school. Back then, nobody could have known how difficult life would be for Stephen nor how much of an influence he would have on us all.

4 ____

Bingley has never been a particularly well-off place but when the last textile factory finally closed down four years ago, the town seemed to lose its soul. Politicians of every colour and persuasion tried – and failed – to put things right. It was around this time that Lynda King became the local Youth Club leader.

5 ____

Balding, overweight and with a cauliflower ear, Archie MacGowan cuts a rather unprepossessing figure. But life in my hometown would be very much poorer without Archie, who has been captain of Queenzieburn Rugby Club since 2002 ...

17. Which person would you choose to write about for the competition in Exercise 13? Choose from the ideas in Exercise 17 or your own.

18. What would be an intriguing context for the first paragraph? Choose from contexts a-g in Exercise 16. Which of these ideas might work better later?

19. Write your own competition entry.

VOCABULARY (REVISION)

20. Read the text and choose the correct answers a-d.

Sorry for bothering you, but I need to get this 1 ____ my chest. I could really 2 ____ your advice. The thing is I've fallen head over 3 ____ in love with a really unpleasant man. He's 4 ____ and insensitive, a real pain in the 5 _____. He's fallen 6 ____ all of my friends. It's always the same. He'll 7 ____ into the room if he owns the place, and then 8 ____ something totally inappropriate in his big booming voice, and then if my friends protest, he'll get angry, 9 ____ at them and accuse them of being 10 ____! He's always 11 ____ his foot in it. I've been trying to 12 ____ with one good reason why I love him, but I can't. Please, Write soon – I need help!

- | | | | |
|-----------------|-------------|--------------|-------------|
| 1 A from | B off | C on | D out of |
| 2 A do with | B strike up | C put across | D turn down |
| 3 A feet | B heels | C nails | D toes |
| 4 A considerate | B cocky | C decisive | D obedient |
| 5 A eyes | B heads | C mind | D neck |
| 6 A for | B into | C over | D out with |
| 7 A creep | B stagger | C storm | D stumble |
| 8 A chatter | B mumble | C whisper | D yell |

- | | | | |
|---------------|-------------|-----------------|---------------|
| 9 A gaze | B glance | C glare | D glimpse |
| 10 A careless | B energetic | C oversensitive | D stubborn |
| 11 A pulling | B putting | C standing | D stepping |
| 12 A break up | B come up | C get on | D settle down |

21. Circle the odd word out in each gap and explain why it doesn't fit.

1. flash flicker glitter stutter
2. landscape portrait sculpture still life
3. appalling atrocious dire exquisite
4. creepy evocative intriguing vivid

22. Complete the text with one word in each gap.

You'll never guess who I bumped 1 _____ last week; the artist, Julian Bray. I hadn't seen him 2 _____ we left school. 3 _____ I found really surprising is how shy he still is. Although he is so successful, he still 4 _____ confidence in himself. I broke the 5 _____ by telling some stories about school and we ended up having a 6 _____ laugh together. We went to see an 7 _____ of his latest paintings. I have a mind of my 8 _____, so I told him I'm not so big 9 _____ of modern art. Generally, it just 10 _____ me cold. So my 11 _____ were pretty low. But it was 12 _____ brilliant. There was one painting in particular that stood 13 _____ from the rest. 14 _____ to say, it cost a fortune, but when Julian saw I liked it, he gave it to me! It's totally 15 _____ of keeping with the style of my room, but I love it anywhere.

23. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

1. I started here on 1 April and my contract runs out on 31 May.
For By the time my contract runs out I _____ two months.
2. Don't worry; she won't remember anything about it.
Have Don't worry; she _____ all about it by now.
3. Are you intending to dress up for the party?
Be _____ up to the party?
4. I really like the shade of red in her new landscapes.
What _____ in her new landscapes is the shade of red.
5. This movement has got people talking about art again.
Done What this _____ people talking about art again.
6. I'll keep on painting like this, whatever the critics say.
Matter No _____, I'll keep on painting like this.
7. I enjoyed the sculpture the most.
It _____ I enjoyed the most.
8. Although it may seem strange, I've never painted a picture.
Though Strange _____, I've never painted a picture.

LISTENING

24. Listen to the tape. Are the statements true (T), false (F) or is there no information (NI)?

1. The speaker has chosen the pictures because they are black and white. _____
2. The speaker believes Picasso is the greatest artist ever. _____
3. Guernica was Picasso's favourite painting. _____
4. The speaker finds Guernica thought-provoking. _____
5. The speaker thinks Robert Doisneau's photograph is humorous. _____
6. Picasso often wore striped T-shirts. _____
7. The position of the bread is accidental. _____
8. David Hockney was Picasso's student. _____
9. David Hockney did a self-portrait of himself with Picasso because he thinks they are equal. _____

25. Match the words and phrases 1 – 8 with their definitions a – h.

1. images
 2. monochrome
 3. iconic
 4. regard
 5. in their own right
 6. trademark
 7. a bust
 8. disproportionate
- a respect and admiration
b something that represents an important idea
c a particular way of behaving/dressing by which someone is easily recognised
d pictures
e too much or too little in relation to something else
f in shades of one colour, usually white, black and grey
g to have achieved something without depending on other people
h a model of someone's head and shoulders

26. Complete the sentences with the correct forms of words from Exercise 25.

1. The figures in the surrealist painting are completely disproportionate. The children are twice the size of their parents!
2. The painting is obviously by Edward Hopper – it's got one of his _____ solitary figures in the middle of it.
3. Andy Warhol was a twentieth-century artist who painted pictures of _____ American products like Campbell's Soup cans.
4. Although Jack Vettriano's paintings aren't always admired by art critics, his work is held in high _____ by many people.
5. In our local art gallery there are several stone _____ of famous artists.

WRITING

27. *Read the information about the competition and the competition entry.*

Competition

As part of this year's Cambridge Festival, we are inviting city residents to submit an article to our 'A Day in the Life of Cambridge' competition. All articles must be about an iconic aspect of life in Cambridge; they should be original work and approximately 250 words in length.

The ten best articles will be published in both the Cambridge Weekly Journal and on our website.

Please submit your article either by email or post (along with a covering note explaining why it deserves to be published) to J. Kendrick, Editor in Chief, Cambridge Weekly Journal.

Starting my day in Cambridge

Every weekday morning at 7.55, I start my search for a parking space at the station. Occasionally I'm lucky but usually I spend five minutes circling with increasing desperation until I spot a gap that I can squeeze into. And it's not even a car that I'm trying to park, it's a bike!

For me, the bike park outside the station says so much about Cambridge and its residents; it is our town in miniature. There are long-forgotten ancient wrecks with missing wheels and broken frames alongside humble old-fashioned bikes which, although no longer new and shiny, still provide reliable healthy transport for their faithful owners. And, of course, there are the expensive mountain bikes, loved by city commuters who dash to London every morning. Who needs a mountain bike in the flattest area of the country?

But what do the bikes tell us about ourselves? Well, like us, a few are rich and glossy, most are unremarkable, and sadly there are the broken and abandoned ones that everyone climbs over as they go about their busy lives. And why have I chosen the station bike park and not one of the many in town? This location is the first and last place many of our city's visitors see. It reflects the constant coming and going of a busy town that is home for both residents and thousands of students from all over the world. And let's not forget that our fabulous architecture makes it an internationally famous tourist destination.

I believe – this article is worthy of inclusion in the final fen. It shows a different side of the City from the traditional descriptions of the medieval colleges, but I think it summarises everything about us: thousands visit our small town on the edge of the fens – some for a day, others for a few months and years and many for a lifetime. Not everyone will step inside an ancient college, but most will walk through the avenue of bikes at the station.

28. *Find and underline examples of the following in the competition entry.*

- | | |
|-----------------|----------------------|
| a an anecdote | b a fact |
| c a description | d a personal opinion |

29. Now write a competition entry about a day in the life of your home town. You should:

- choose a place in your town that you believe is representative or iconic in some way.
- remember to start with something engaging and to use a neutral style which is enthusiastic and gently persuasive.
- write about 250 words.

VOCABULARY

30. Complete the table with words from the Word List.

	<i>adjective</i>	<i>noun</i>	<i>verb</i>
1	accomplished	accomplishment	accomplish
2	admirable	admiration	
3		delight	delight
4		disturbance	disturb
5		enchantment	enchant
6	enriching	enrichment	
7		evocation	evoke
8		provocation	provoke

31. Complete the sentences with words from Exercise 30.

1. A group of teenagers were sent on a cultural enrichment programme in which they went to classical concerts and visited art galleries.
2. I was so _____ by the portrait that I spent nearly an hour looking at it.
3. I'm sure he paints violent pictures in order to _____ a response in the press.
4. Some critics believe Michelangelo's statue of David is his greatest _____.
5. The exhibition of war photography was deeply unpleasant and _____.
6. Black and white photographs _____ atmosphere better than colour ones.
7. Anyone who can paint gets my _____ I can't even draw stick figures!

32. Complete the sentences with the correct forms of the words in brackets.

1. In the nineteenth century many people were appalled by Impressionist paintings. (appall)
2. It was the _____ in the glass sculpture that made it so intriguing. (flawed)
3. Visiting a great art gallery can be a _____ experience. (humble)
4. This year's art students have produced some pretty _____ work. (mediocrity)
5. The disrespect shown by visitors to the exhibition was _____. (atrocious)
6. Some of the art installations were very _____. (invent)
7. Visitors to the gallery found the shots of dead animals _____. (sick)

33. Cross out the two words which can't be applied to the works of art.

1. *The Old King* by Georges Rouault portrait, graffiti, landscape

7. The postcards of the Old Masters were *enthraling* / *fuzzy* / *thought-provoking* because they had been badly printed.

8. The directions of how to find the art gallery were *bewildering* / *sinister* / *scathing*.

9. I loved the exhibition of animal skins. Some people were sickened by it, but I thought it was *pitiable* / *brilliant* / *creepy*.

10. The painting was so *fuzzy* / *enthraling* / *contentious* when it was first shown that fights broke out in the museum.

37. Complete the text with a word from the box.

engrossed	glanced	innocuous	mutual	perturbed	shrugged
staggered					

The social networking site seemed a bit of harmless, 1 _____ innocuous fun at first. I had one friend and, through him, found more of our 2 _____ friends. The first day, I quickly 3 _____ at his list of friends and logged off. The next day, I went back and got completely 4 _____ in the site. I finally 5 _____ to bed at about 5 a.m., having written to about 30 friends. Then, the next time I looked, there were some anonymous messaged. I was quite 6 _____ as some of them were really nasty. When I told my friend about it, he just 7 _____ his shoulders and said that I shouldn't worry. I couldn't believe it. I sent messaged to my friends and told them to email me instead.

38. Complete the advert with the correct forms of the words in brackets.

TV Channel requires 1 *energetic* (energy) young people for a new and 2 _____ (controversy) game show.

The show is not recommended for quiet, 3 _____ (assert) people! The activities are not for the shy!

We need 4 _____ (charisma) and attractive people. 5 _____ (photo) men and women aged 18–25 should apply by email, attaching a recent photograph.

Warning: Participants should not act 6 _____ (sensitive) or 7 _____ (proper) as this may cause other participants to be upset.

39. Complete the conversation with one word in each gap.

Melanie: I went to a party last night, but it was a bit dull. It needed someone like Ralph to 1 _____ break the ice and put everyone in a good 2 _____. You know how he can get people laughing their heads 3 _____ with his jokes.

Sara: ... or make them tear their hear 4 _____ at his stupidity. His humour panders 5 _____ immature people like himself and I don't want to have anything to 6 _____ with him.

Melanie: Why?

Sara: I used to go out with him until I found him chatting Louisa 7 _____ when he thought I had already left the party!

SPEAKING

40. Choose one of the topics and prepare to give a three-minute presentation.

1. Two sayings about relationships are 'Opposites attract' and 'Birds of a feather flock together'. Yet these sayings seem to contradict each other. Can they both be correct and, if so, how? Discuss what each saying means and how true you think it is.

2. The 'Stuckists' are a group of people who protest that art should mean paintings, not videos, photographs, dead sharks, pickled sheep or empty rooms. Discuss how far you agree with the group and say what art means to you.

READING

41. Read quickly through the following short descriptions of three museums. Do not worry about the words you do not recognise. Match the names of the museums to the correct text. There is one extra name you do not need to use.

1. Aviation Museum
2. Historic Dockyard
3. Heritage Museum
4. Battle Museum

A _____

The legacy of shipbuilding skills can still be felt and seen throughout this award-winning museum. Its five galleries and other attractions all add to your experience and enjoyment of this unique site. There is a fine collection of sails and flags, together with memorabilia on the launch of the HMS Victory and its maiden voyage.

B _____

The Museum, open since 1982, tells the story of flying from the earliest days to the present time. Exhibits include models of planes from the past, the bouncing bomb, uniform and armaments displays. Permanently housed in the museum are two fighter planes which participated in the Battle of Britain.

C _____

Dazzling treasures of outstanding beauty and elegant craftsmanship from one of the world's most famous museums are on display. Focusing on one of the most brilliant periods in the evolution of English art and craftsmanship, the exhibition includes a priceless collection of English silver as well as other magnificent objects. There are several hands-on features including coin minting, brass rubbing and a flintlock musket.

42. You are going to read extracts from descriptions of six different museums. For Questions 1-14, choose from museums (A-F). The museums may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which museum

contains present-day exhibits? 0 F

provides activities to develop character? 1 _____

could show you what life was like in Europe in the past? 2 _____ 3 _____

encourages visitors to use computers to find information? 4 _____ 5 _____
might an archaeologist enjoy most? 6 _____
would enable a visitor to learn about different tribes of people? 7 _____
suggests that the activities provided may influence someone's choice of career? 8 _____
was created to promote achievement in a certain field? 9 _____
has recently been redecorated? 10 _____
has exhibits of hunted wildlife? 11 _____
has staff who dress up to look like celebrities? 12 _____
links what is on display to what children study in school? 13 _____
offers an exhibition based on a mythical character? 14 _____

Museums

A The Children's Museum

One of America's largest, most unique children's museums is visited by 100,000 members of the public each year. Set in an imaginary town, young people begin to better understand the world through exploration and role-play. Some even sow the seeds of future ambitions as they act out dozens of different occupations. The museum offers exciting hands-on activities which help to build self-esteem and confidence, as well as allowing adults to become part of the educational process. The museum has become a favourite field trip for schools, youth groups and scouts.

B The Victoria and Albert Museum

Unrivalled as the world's finest museum of decorative arts, London's Victoria and Albert Museum was founded in 1852 to support and encourage excellence in art and design. It is home to 145 galleries, including the national collections of sculpture, furniture, fashion and textiles, paintings, silver, glass, ceramics, jewellery, books, prints and photographs. The magnificent collections constitute a unique international resource. Some four million objects are held by the museum, ranging from the English landscape artist, Constable, to oriental ceramics, and the finest collection of Italian Renaissance sculpture outside Italy, as well as the most impressive collection of Indian art and artefacts outside the subcontinent.

C The Natural History Museum

Wiry not discover more about the natural world through music, art and drama in a range of special events and hands-on workshops? At the Earth Galleries, you can see the Museum's permanent exhibitions relating to the planet. At one of these galleries, the Earth Lab, investigate the impressive diversity of British geology, and compare your own fossils, rocks and minerals with the Museum's reference collection, object displays and multimedia database. One of the Museum's most popular galleries has now reopened after undergoing a major face-lift. It includes old favourites such as the giant robotic scorpion and live leafcutter ant colony, as well as exciting new elements from the Museum's collection of over 30 million species of insects and other arthropods.

D The Museum of the Moving Image

The magical world of film and television comes to life before your eyes at the Museum of the Moving Image. Here, you are the star! You can fly like Superman, become a newsreader, audition for a Hollywood screen role, watch hundreds of films and TV clips, and interact with our cast of actor guides. Crossing the drawbridge

entrance of our new special exhibition, you can step back through the mists of time to enter the magical world of King Arthur and his Knights of the Round Table. There are hands-on exhibits and a multimedia touchscreen which amazingly allows you to interact with the world around you.

E Quex House Museum

Quex is one of Kent's finest Regency houses and museums. A vast collection of treasures from different civilisations including splendid pieces of oriental furniture, rugs, ornaments and clocks gathered on expeditions to Africa has been assembled at Quex, making this an exciting place to visit and an important centre for the academic study of different races. In the eight galleries at Quex, you will find an amazing variety of items from the finest animal specimens in the world to striking tribal art, weapons, carvings and costumes, as well as valuable collections of Chinese porcelain and local architecture.

F Maidstone Museum and Art Gallery

Let us introduce you to a wealth of heritage. This exceptionally fine regional museum, housed in a delightful Elizabethan manor house, boasts a rich and impressive variety of historical objects, fine art and natural history. Fine and decorative arts include European and British paintings, ceramics, glass, furniture, costume and textiles from the 17th to 20th centuries. An extensive collection contrasts artefacts from the Prehistoric Roman, Anglo-Saxon and Medieval periods, and an Egyptian collection including our own mummy. The curator of the museum provides a stimulating range of contemporary and historical exhibitions with an educational programme linked to history and science.

SPEAKING

43. Work with a partner and answer the following questions.

- a) What can you see in the most famous museums in your country?
- b) Do you think museums in your country could be improved? How?
- c) Why is it important to have museums?

LANGUAGE DEVELOPMENT

Word attack

44. Look back at the texts. Find the words that mean the same as the following definitions.

Text A

1. interactive

2. role-play (verb)

Text B

3. none other like it

4. types of cloth

Text C

5. variety

6. not temporary

Text D

7. to give a short performance in order to try and get a part in a play, etc.

8. the people who act in a film or play

Text E

9. huge

10. brought together

Text F

11. located

12. modern

45. Complete the following sentences, using eight of the words from Exercise 44. Make any necessary changes.

1. I went for an _____ but was disappointed to hear I hadn't got the part.

2. We adore looking at silks from different parts of the world, so we always head for the _____ gallery in any museum.

3. The children's visit to the national history exhibition was great fun – they spent some time _____ historical characters like kings, queens and traitors.

4. Allow enough time to look at all the exhibits - we have more than 500 items to look at _____ in five galleries.

5. A lot of children find history books a bit dull, but if you take them to a good museum, they often find the whole subject a lot more _____.

6. Museums are a good way of seeing artefacts _____ from the four corners of the world all under one roof.

7. I really enjoy the _____ approach of modern museums – you learn so much more by touching, hearing and really experiencing the exhibits.

8. The museum said it had an _____ collection of modern art, but we found the exhibition rather disappointing.

Use of English

46. 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. There is an example at the beginning (0).

In Britain, many larger museums offer (0) educational activities EDUCATION
for school students. These include the (1) _____ of aspects of PRESENT
permanent collections in a way which is (2) _____ to younger ACCESS
learners. Special (3) _____ emphasise the social and (4) EXHIBIT
_____ aspects of the lives of people in different settings across the CULTURE
ages. There is often a focus on human (5) _____ and CREATE
development. Museums like the Victoria and Albert run a major
programme in the study of (6) _____ arts, while others focus on DECORATE
learning through (7) _____ with the object in question. Such a ACT
hands-on approach adds to the (8) _____ of seeing the object EXCITE
close up and (9) _____ the visitor to participate in a meaningful ABLE
learning experience. Many hands-on activities revolve around an (10)
_____ world where the participant takes on different roles. IMAGINE

47. Read the text below and decide which answer A, B, C or D best fits each space.

Available to all museum (1) _____ is a vast array of artefacts and (2) _____ which
have been (3) _____ from all over the world. The (4) _____ of most museums are

usually very proud of the (5) _____ in their museums and are always willing to provide information about them. Museums enable the (6) _____ to enjoy the artefacts they house through (7) _____ which are often changed on a regular basis, or are in the permanent (8) _____ where large collections of different objects and sometimes paintings are on (9) _____. Many European museums are home to (10) _____ works of art such as the Mona Lisa in the Louvre museum in Paris.

- | | | | | |
|----|-------------|-----------------|---------------|---------------|
| 1 | A flocks | B audiences | C spectators | D visitors |
| 2 | A treasures | B porcelain | C displays | D arts |
| 3 | A collected | B awarded | C borrowed | D removed |
| 4 | A curators | B inspectors | C leaders | D masters |
| 5 | A items | B ceramics | C expeditions | D guides |
| 6 | A public | B individuals | C population | D groups |
| 7 | A lectures | B presentations | C auditions | D exhibitions |
| 8 | A floors | B homes | C galleries | D libraries |
| 9 | A display | B loan | C sight | D exhibits |
| 10 | A worthless | B expensive | C priceless | D rich |

48. Use 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 cliched 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.

FILM MAKING

READING 1

1. 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.

2. 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 1

3. 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".

4. 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 |

5. Circle the odd-word-out.

- | | | | |
|-------------|-----------|------------|------------|
| 1 political | musical | regional | national |
| 2 editor | stammer | poacher | viewer |
| 3 amazing | startling | astounding | appalling |
| 4 sarcastic | exotic | precious | fantastic |
| 5 cynical | lethal | enamel | cruel |
| 6 tabloid | satellite | magazine | broadsheet |

USE OF ENGLISH 1

6. 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.

WRITING & SPEAKING

7. Read the plot of *Casablanca* and decide where these adjectives and adverbs can go. (Many can go in more than one position.)

brave deeply exotic extremely finally gripping passionate precious reluctantly

Casablanca is a thriller and a love story with Humphrey Bogart and Ingrid Bergman. The film takes place during the Second World War in Casablanca, a city in Morocco. Rick Blaine, played by Humphrey Bogart, owns Rick's cafe which is a centre for war refugees who are waiting for visas to escape to America. Rick discovers that his former love, Ilsa Lund, played by Ingrid Bergman, is now married to a Resistance worker, Victor Laszlo, whom he is helping to escape. With the enemy on their trail, Ilsa comes to Casablanca to collect the visas which will allow Laszlo to escape and continue his fight for freedom. To her surprise, she finds Rick there. Rick is still in love with Ilsa, but he decides to help the couple escape. It's full of romance, intrigue, and suspense and it's well-filmed. My favourite scene is at the end of the film, at the airport where Rick and Ilsa have to say goodbye and she leaves with her husband on a plane just before the enemy arrives.

8. Work in pairs. Talk about a cinema classic you know well and like. Explain:

- what it's called
- what type of film it is
- who's in it
- who it's by
- where it takes place
- what it's about
- what your favourite scene is
- why you like it

Make notes about your partner's answers.

9. Write a description of your partner's cinema classic. Use the passage in 7 and your notes in 8.

READING 2

A monster of a film

Have you seen any of the first cartoons – Tom and Jerry Mickey Mouse, and the feature films such as Snow White, Jungle Book and so on? Animated films have come a long way from the traditional animation of those early days. Monster House, which came out in 2006, is the latest example of modern animation films. Traditional cartoons only use actors' voices but the latest animation technique, called 'performance capture', films the actors' movements and then puts animation on top of this. The first film to use this technique was The Polar Express starring Tom Hanks. The techniques in Monster House are even cleverer and the film is very realistic and interesting.

Monster House is about a house that is alive and eats people, and three teenagers who have to stop it. Although it's an animated film it is quite scary, especially when the house gets angry. It's not recommended for young children, but if you are older and want to see a film that is sad, scary, funny and very clever then Monster House is the film for you!

10. Choose the best answers.

1 Animated films today

- A are like Tom and Jerry.
- B use traditional techniques.
- C use modern techniques.

- 2 Traditional cartoons
- A are silent.
 - B have real people in them.
 - C use actors' voices.
- 3 Monster House
- A is a traditional cartoon.
 - B has Tom Hanks in it.
 - C is a new type of animated film.
- 4 Monster House is about
- A three teenagers who live in a horrible house.
 - B a house that eats three teenagers.
 - C three teenagers who fight a house.
- 5 Monster House is a good film for
- A any age group.
 - B older children.
 - C young children.

USE OF ENGLISH 2

11. Read this film review and fill in the gaps with the best word or phrase from A – I below. There is one odd word (phrase).

City of Angels

Directed by Brad Silberling and photographed by John Seale, *City of Angels* falls into the category of romantic fantasy. The story is set in Los Angeles and the two protagonists are Seth, _____ (1) by the excellent Nicolas Cage, and Maggie – the stunning Meg Ryan.

Seth, _____ (2) with all the other black-cloaked angels who watch over the city of Los Angeles, is charged with escorting the spirits of dying to Heaven and helping the living cope with their daily problems. We meet the angels in the library where they eavesdrop on the thoughts of readers. Seth falls in love with the sensitive doctor, Maggie, and must choose between his immortality without _____ (3) the pain or the joy of physical existence and the option of becoming human.

_____ (4) I particularly liked about this film was the excellent performance of the actors. _____ (5) the dialogues between the characters might seem simplistic, the emotions seen on the actors' faces tell us more than anything they might say. _____ (6), the photography in the film is very impressive. Each close-up shot seems to be steeped in meaning and I am positive that _____ (7) scenes will evoke deep emotions in every sensitive viewer.

I have seen *City of Los Angeles* several times myself and I can strongly recommend it to anyone who likes watching good and engrossing films. ____ (8) is definitely worth their time. The ending is totally unexpected and will leave you speechless for a long time after the credits have finished rolling.

- A This one
- B performed
- C What is more
- D certain

E along
F What
G either

H Although
I played

12. Fill in the gaps with one of the words given below.

*careful themselves against stuntmen production action safely
character hurt scenes athletes allow safety acting*

Do you Want to Know How Thrillers are Made!

Modern cinema audiences, especially children and teenagers, like to see plenty of thrilling _____(1) in action films. These scenes, which are known as stunts, are usually played by _____(2) who are specially trained to do dangerous things _____(3). You can crash a car, but if you're shooting a film, you have to be extremely _____(4) — sometimes stopping just in front of the camera and film crew. At an early stage in the _____(5), an expert stuntman is invited in to work out the _____(6) scenes and form a team. He is the only person who can go _____(7) the wishes of the director, but he will usually only do this for safety reasons.

Many famous actors like to do the dangerous parts _____(8), which, in their opinion, produces a better _____(9), since stuntmen can't replace the actors. Actors like to become involved in all the important aspects of the _____(10) they are playing, but without the recent progress in _____(11) equipment, insurance companies would never _____(12) them to take the risk. To do their own stunts, actors need to be good _____(13), but they must also be sensible and know their limits. If they were to be _____(14), the film would come to a sudden halt.

13. "You are going to read an interview with the actor Robert Pattinson, who plays Cedric in The Goblet of Fire. The interviewer's questions have been mixed up. Match the questions (A—H) below to the answers (1—6). There is one extra question that you do not need to use. Write your answers in the boxes below. There is one example at the beginning (0).

- A You must be the only one! What was your first day like?
B Hey, Robert! We bet you can't believe you got to star in The Goblet of Fire!
C Do your fans think you're hotter than Daniel Radcliffe?
D Have you had any run-ins with crazy fans yet?
E Did you get to hang out with Harry, Hermione and Ron in between filming?
F Do you think Ron and Hermione will ever get together?
G Any funny stories from the set?
H 'Fess up, what is Daniel Radcliffe really like?

Harry Potter Hottie!

0 It was great, but I didn't really know what was involved 'cause I hadn't seen the other films.

1 On my first day we filmed the maze sequence from the end of the film. It was quite intimidating. On the first day we had to hit each other – it was really strange punching Harry Potter! Those first weeks were the most exciting part of the shoot. But I was so nervous.

- 2 In one scene, Michael Gambon, who played Dumbledore, couldn't remember character's names! He'd be like, "Ron Potter"! It was really funny.
- 3 Mo, and I went to a convention the other day and the fans were all really nice. But if anyone asks for my autograph, I get really shy and feel like an idiot.
- 4 Well, they had five hours of tutoring a day, so I was hanging out by myself! They're really nice, though.
- 5 He's a very cool guy – he's very talented and he's really intelligent, too. I wouldn't have been able to handle all of the stuff that's happened the way that he has.
- 6 I think that Harry and Hermione will get together – then Ron will find out and kill Harry, ha, ha!

0	1	2	3	4	5	6
B						

14. You are going to read an interview with a famous actor Keanu Reeves about the final Matrix movie. The interviewer's questions have been mixed up. Match the questions (A-H) below to the answers (1-6). There is one extra question that you do not need to use. Write your answers in the boxes below. There is one example at the beginning (0).

- A How did you feel when filming finally came to an end?
- B How do you feel the human side of the story comes out in the film?
- C Which Matrix movie do you like most of all?
- D What is it about Neo that has hit home with you?
- E Are you going to miss Neo?
- F As an actor, did you have any concerns about the computer-generated effects overpowering the character story?
- G Did the conclusion to Revolutions play out in the way you hoped it would when you finally saw it on screen?
- H What was your reaction when you finally saw the third film?

Keanu Speaks about Matrix-3

Everything that has a beginning has an end, but Keanu Reeves will hope that the final Matrix movie doesn't break his box office streak. He's been a busy boy since finishing his Neo-adventures Down Under, lining up three films for 2004: romantic comedy Something's Gotta Give with Jack Nicholson and Diane Keaton; Thumbsucker with Tilda Swinton and Benjamin Bratt; and comic book adaptation Constantine.

- 0 I really enjoyed it when I saw it. I thought the performances and how it came together and the action and the cinema of it was pretty extraordinary.
- 1 I think there's a lot of ... I'm going to use the word compassion. There's a lot of love in it. It's the backbone, the reason for existence of the pieces.
- 2 I think the way Larry and Andy Wachowski think about that, it's all about furthering the story. The technological advance is all about putting forward the story, telling the story they want to tell it.
- 3 It was very dramatic. Yeah. It was an ending, an end of spending time with people that I love and a project that I love.

4 Yeah. He's a pretty remarkable guy. So yeah.

5 His questioning and his strength. His fearlessness for his quest. His vulnerability and his desire to search for his authentic life and the choices that he makes, and his love for Trinity.

6 Where Neo comes to and what happens in the film I find has a lot of merit personally in life, and I think it's very satisfying cinematically and story-wise. I'm excited the film is coming out and that people get to see this remarkable movie. I'm a fan of the movies – this remarkable movie and this trilogy.

0	1	2	3	4	5	6
H						

15. You are going to read an interview with a young actress Natalie Portman about the V For Vendetta movie. The interviewer's questions have been mixed up. Match the questions (A-H) below to the answers (1-6). There is one extra question that you do not need to use. Write your answers in the boxes below. There is one example at the beginning (0).

A What was it like working with Hugo Weaving when he was wearing the mask all the time? Did it affect your performance?

B What was it that appealed to you about the role and why did you decide to take it?

C You share many scenes in the film with Stephen Fry. How was he and did he behave?

D What can you tell about the creative atmosphere on the site of the movie?

E How liberating was it having to cut your hair off for the role?

F Did you get a chance to sample the London nightlife and culture while you were filming?

G How did you go about getting your English accent? And was it daunting being surrounded by British actors?

H How surprised were you by the political content in the script when you first got it?

Natalie Portman Speaks about the V For Vendetta Movie

Natalie Portman made an astonishing big-screen debut at the age of 12 in Luc Besson's thriller, Leon (1994). She has since been dubbed "the new Audrey Hepburn" by Harpers & Queen magazine and mixes roles in blockbuster films and smart indie flicks with considerable ease. Star Wars fans will forever remember her as Padme in George Lucas's prequels but her strong body of work includes Heat (1995), Mars Attacks! (1996), Garden State (2004) and Closer (2005), for which she was Oscar nominated. Here she reveals why her latest blockbuster, V For Vendetta, has more brains than strength and what it was like going bald...

0 It was very interesting for me to consider the mindset of someone who goes from being nonviolent to being drawn towards using violence to express her political beliefs. I enjoyed the fact that it was a complicated journey that can be interpreted on many different levels – maybe she's being manipulated, maybe she's finding her true self, and

just developing pragmatism over idealism. I appreciated the complicated view of what would make someone want to do this sort of thing.

1 When I received the script I was just so shocked by the fact that a big Hollywood action movie could actually have substance and something that's provocative. That it could actually make people feel very strong things and think strong things, whatever those various reactions would be. I thought: "This is crazy, I want to do this!" It's exactly the kind of entertainment I'm interested in making.

2 Obviously for the character it's a very traumatic experience because it's a violence committed upon her. But for me, I got to choose to do it so it didn't feel like a violent thing committed against me. It was actually kind of wonderful to throw vanity away for a little bit. We're always expected to be spending a lot of time taking care of ourselves, so it was a pretty nice opportunity not to have to think about that stuff for a while.

3 I think it's kind of amazing because you're always wondering what's going on behind it. You're always thinking, are they laughing behind that? Are they smiling? Are they crying? Are they angry? Hugo's performance was so vocal and physically specific that it was a great help. It's not like working with blue screen, for instance, where you have to imagine the performance opposite you. He was giving a very full-bodied performance.

4 I worked for a month before at my accent with a teacher and we ran through the material over and over again. Every morning, during the filming we'd also warm up an hour before we started. But doing a different accent was exciting because it immediately puts you into a different character. Everyone was very supportive and didn't try to intervene too much.

5 He was really, really wonderful. He would always keep me laughing and happy between photographic sessions and interested too. He is clearly one of our sharpest minds and a great actor. I think his scenes are some of the most moving in the film. So it was a very lucky experience.

6 I don't really go out when I'm filming because I really can't keep it together if I do. I enjoy working here a lot, actually, because there's a lot of non-clubby stuff to do on weekends that can keep you interested and occupied when you're away from friends, family and home. This is the greatest city to see movies.

0	1	2	3	4	5	6
B						

READING 3

16. Read about five reality TV dating programmes and match sentences A – H to gaps 1 – 8.

A Therefore, if they didn't think of the answers in advance, the replies would probably be much less entertaining.

B By this time, most of the audience had certainly switched off.

C It actually gets its name from its star.

D Not satisfied with that, public opinion demanded that she got a series of her own.

E However, we can include it here because it involved real questions about real people.

F Then we see their face when their date says it was a disaster and they hated every minute of it.

G This made their lack of knowledge even funnier.

H By seeing what they are like and asking them questions, he decides who the best girl is likely to be.

Real Television

Nowadays, there are more and more reality shows on TV. Here are some of the best, and the worst, dating shows from around the world.

Mr and Mrs are actually more of a quiz show than a reality show. 1 ____ . It was a really simple idea, but it was always funny when one partner got the answers wrong, especially things they should have known, like What is your wife favourite food? In the USA it was called The Newlywed Game and all the couples were newlyweds, so maybe they didn't know each other very well. Here in Britain, though, they sometimes had people on who had been married for 30 or 40 years. 2 ____ . One couple even got divorced because of the answers they gave!

The king of all dating shows is Blind Date. Everyone knows that the responses to the questions aren't spontaneous, but they are very funny. The contestants are not comedians, just normal people. 3 ____ . But the most entertainment part of the show is after the contestants have been on a date and they come back to the studio to talk about it. Sometimes, one of them thinks it all went really well and they say they would love to go out with the other person again. 4 ____ . It's on in many countries all over the world, the same format, the same idea, just a different language.

If you love cooking, you may have watched an episode of Flavour of Love, thinking, mistakenly, that it would involve couples trying to choose dates on basis of their cooking. 6 ____ . He is the rap singer, Flavour Flav. The participants have to make him choose one of them for his date and he has his bodyguards, chauffeur, his mum and ex-girlfriend to help him choose. The most famous contestant was Tiffany Pollard. Despite being very loud and annoying and failing to be chosen in the first series, the viewers wanted her back in the second series. 7 ____ . If you saw Ms Pollard and were less than enchanted by her behaviour, I would advise that you give her own show a miss.

And finally, an example of how to spoil a good idea. Taken Out was made last year in Australia. Four shows were aired, but audience reaction was negative and it got taken off the TV. The problem with the programme was its length. First, the participants watched a video of the man they were trying to date, after which they could drop out if they didn't like the look of him. Then they watched another video made by his friend, family member or ex-girlfriend and there was another chance to drop out. 8 ____ . In the next stage, the man had to choose three of the girls who were left – if there were still

three left. This was followed by him asking questions, just like in *Blind Date*. So, basically, it was *Blind Date* with two boring videos to start with. Not a great idea!

17. Read the text again and choose the correct answers a-d.

What can we not say about Mr and Mrs?

- a It is shown around the world.
- b It has been the cause of marital problems,
- c It has a different name in different countries,
- d It only involves couples who have recently got married.

Which of these statements does not relate to just one programme?

- a It features a famous person,
- b The participants are already married,
- c It wasn't a success with viewers,
- d Participants are asked questions.

18. Read the text and answer the following questions.

A Modern Myth

To **celebrate** twenty years of *Star Wars*, director George Lucas has finally released the film as he originally **intended** it to be. He has always said that the trilogy – which includes *Star Wars*, *The Empire Strikes Back* and *The Return of the Jedi* – was never so good as he wanted. After years of watching these films on video, you can **experience** this thrilling space adventure again in the cinema and with fantastic sound.

The trilogy is a classic idea of the fight between good and **evil**. However, instead of happening on earth, the **action takes place** "... a long time ago in a **galaxy** far, far away." It involves not only humans but all sorts of frightening, and sometimes amusing, robots and **alien creatures**. The heroes of the trilogy are Luke Skywalker, Han Solo and Princess Leia, who work together to fight Darth Vader, the evil **leader** who wants to **take over the universe**.

Excellent performances are given by stars Harrison Ford, Carrie Fisher, Alec Guinness and Mark Hamill, but the special effects play a bigger role than any of the actors. There are amazing space **battles** and gigantic, fighting robots with laser **weapons**. You'll certainly enjoy the incredible **chases** on **floating** motorbikes. You will also be fascinated by some of the strangest creatures you've ever seen on completely convincing alien landscapes.

George Lucas says: "When I made the original *Star Wars*, I was very interested in creating a modern myth. Greek mythology, or mythology from any country, often takes place in an unknown area ... and the only area we have now which is like that is **outer space**." With this fantastic trilogy, Lucas certainly succeeded in creating a myth that will never be forgotten. Even if you have seen the **original** films, you should definitely not miss the chance to experience the *Star Wars* trilogy as Lucas really wanted it to be.

1. Where and when is the story set?
2. Who is the director?
3. Who stars in the films?
4. What is the story about?

5. Who are the heroes?
6. Is the trilogy recommended? Why?

VOCABULARY PRACTICE

19. Read the words below which describe the Star Wars trilogy. Match the words from column A with the words from column B.

A	B
1 thrilling	a tale
2 fantastic	b alien landscapes
3 classic	c space adventure
4 amazing	d fighting robots
5 gigantic	e sound
6 convincing	f space battles

20. Try to explain the words in bold in ex. 18, then use any three and make sentences.

21. Match the numbers with the letters.

1 incredible	a includes
2 released	b amazing
3 trilogy	c certainly
4 involves	d put into cinemas for the first time
5 excellent	e part
6 role	f very good
7 convincing	g three linked stories
8 definitely	h believable

22. Match the words to their opposites.

1 fantastic	a bored
2 amusing	b awful
3 convincing	c badly-written
4 interested	d unconvincing
5 well-witten	e boring

23. Underline the odd word out.

1. **plot:** delicious, thrilling, terrifying, fascinating
2. **characters:** convincing, useful, believable, realistic
3. **script:** interesting, amusing, excellent, bad-tempered
4. **acting:** brilliant, fantastic, gentle, wonderful

24. Fill in the correct preposition.

1. He didn't succeed _____ winning the race.
2. Would you like to read this book instead _____ that one?
3. Jeremy is interested _____ the stars and planets.

4. I saw a fight _____ two great boxers on TV.
5. The puppies were separated _____ their mother too early.
6. Mrs Brown is so fond _____ her little nephew that she buys him a new toy every week.

25. Underline the correct word.

1. There was a great *horror / terror* film on last night.
2. Don't believe that old story; it's just a *myth / mythology*.
3. If aliens exist, it is unlikely that they look like *humans / peoples*.
4. The accident took *place / part* on the motorway.
5. Sharon phoned while I was *seeing / watching* a film.
6. Fred took *over / up* karate when he was six.
7. The play is very long but there are three *breaks / intervals*.
8. At the cinema I don't like sitting too near the *scene / stage*.
9. I liked the acting, and the *costumes / outfits* were good.
10. The best *act / scene* in the film is when Jack meets Kate.

READING 4

26. Read the article quickly and answer the questions.

How did that make the final cut?

A In the final scene of *Pirates of the Caribbean: The Curse of the Black Pearl*, Jack Sparrow (Johnny Depp) calls his crew back onto the ship with a polite 'On deck, you scabrous dogs', and over his shoulder, to the left of the screen, is a man in a white T-shirt, tan hat and sunglasses, standing looking out to sea. Oops! It's a member of the film crew! This is just one of several mistakes in the film where crew or equipment are visible: there are many others which are factual. For example, Port Royal in Jamaica is built on a low spit of sand that is not more than ten feet above sea level: in the film set it's built on top of hundred-foot cliffs.

And the way the heroine's maid uses a bed warmer would have been positively dangerous: by placing it at her mistress's foot, full of red-hot coals, she would have barbecued her toes. Bed warmers held warm coals and were removed before the sleeper got into bed!

B Another famous film with a seafaring theme does no better. *Titanic* is reputed to contain more than 180 mistakes, a number of which are anachronisms. Given that the Titanic sank in 1912, it's very unlikely that Captain Smith would be wearing contact lenses, as we see in one close-up. Also, Rose would not have been able to admire Monet's 'The Nymphs', which he painted in 1915, and it's impossible for Jack to have gone ice fishing on Lake Wissota, as he claims, since it wasn't created until 1918. But perhaps only the eagle-eyed historians in the audience would notice these blunders. The majority of us are more likely to notice continuity mistakes like the one involving First Officer William Murdoch. No sooner has he shot himself in one scene than he is seen trying to untie one of the lifeboats in another. We could

also be forgiven for getting confused when the ship's orchestra seems to alternate between having four and five players in different shots.

- C** Or are we? Maybe we're too busy concentrating on the action and pick up on details. For example, in *Raiders of the Lost Ark* when Indiana Jones is confronted by a cobra in the Well of Souls, did you see the reflection of the snake in the safety glass between it and Harrison Ford?

Incidentally, the director of this film, Steven Spielberg, tops the list of mistake-prone directors, with a grand total of 1,148! You begin to wonder if some of them are deliberate – put there to see how willing we are to believe everything we see in the escapist world for the movies.

This might explain some of the more obvious goofs in *Day Another Day*, like the one where Bond's Aston Martin flips over during a chase on the ice, and part of the left wing mirror is intact. We also see Jinx (Halle Berry) being cut across her stomach in the final fight scene. Yet, moments later, she and 007 are pouring diamonds over each other and her stomach is unblemished.

- D** Of course, we wouldn't want our heroine's beauty to be spoilt, would we? This unwritten rule must be the cause of a lot of glaring mistakes. A good example is in the 2005 remake of *King Kong*. The scenes in New York take place in winter, on a day cold enough for the lake in the Central Park to freeze and hold Kong's weight. Yet Anne Darrow shows no hint of cold, even though she's wearing a sleeveless gown, Kong takes her to the top of the Empire State Building, where it's even colder. Not only does she show no discomfort, but she also climbs a metal ladder, holding on with her bare hands.

- E** But are all directors fallible? What about maverick director Alfred Hitchcock, who was known for being a stickler for detail? Seldom did he start shooting a film that wasn't already completely planned in his head, so surely his films are error free? Well – no. Take his acclaimed horror film, *Psycho*: when the heroine, Marion, is leaving town after stealing from her boss, she keeps checking the speedometer of her car, and you can clearly see that the gear stick is in 'park'. Later, when she stops at the Bate's motel and shares some food with the owner, she tears the same piece of bread down the middle in three different shots.

- F** And even *Citizen Kane*, regarded by many film buffs as one of the best films ever made because of its innovative filmmaking techniques, contains twelve mistakes. One of these features a jigsaw puzzle: in the first shot of Kane's wife doing the puzzle, it's nearly complete, but in a subsequent close-up it seems to have undone itself, and is in pieces again. Another is in an outdoor picnic scene: director Otson Welles did not have enough money to film on location, so he had to shoot the scene in the studio, using back projection. The footage he used was from *King Kong*, and four pterodactyls can clearly be seen flying by. The studio told Welles to take the pterodactyls out of the shot, but he liked them and decided to keep them. This begs the question: how many other gaffes were left in a film at the whim of its director!

- G** So, when is a mistake not really a mistake? Next time you watch *Harry Potter and the Philosopher's Stone*, look out for the start of term feast. Harry sits down on the right side of the table, next to Ron. When the food appears, Harry is on the other

side of the table, next to Hermione. A mistake, or just Harry showing off his magic powers? I'll leave you to decide after all, in the world of the movies, everything is magical.

1. How many mistakes are described in the article?
2. Which do you remember seeing? How 'serious' are they?
3. What is the author's opinion of the mistakes? Choose from a – d.
 - a There are too many of them.
 - b They are often intentional.
 - c They are a sign of poor directing.
 - d They add to the 'magic' of the film.

27. Match the films with the statements.

PC – Pirates of the Caribbean

T – Titanic

R – Raiders of the Lost Ark

P – Psycho

D – Die another Day

K – King Kong

C – Citizen Kane

- 1 A mode of transport is involved. ___ _ _ _
- 2 Film crew or equipment used in making the film is visible. ___ _
- 3 The hero or heroine is in a dangerous situation. ___ _ _
- 4 The film contains things that belong to a different time. ___ _
- 5 There are mistakes in the continuity. ___ _ _ _
- 6 Authenticity is sacrificed for the sake of the heroine's appearance. ___ _
- 7 An object is used wrongly or seems to behave strangely. ___ _ _

28. Which of the words and phrases in the box are NOT used to talk about films? Use a dictionary to help you.

<i>director crew remake continuity shot close-up footage to shoot backstage back projection scene dress rehearsal on location</i>

29. In pairs, discuss these questions.

1. Which of the films have you seen? What did you think of them? What scene(s) do you remember in particular?
2. What do you know about the others? Which of them would you like to see and why?
3. Some people think that remakes are never as good as the original. What's your opinion?
4. Who are the best film directors of all time? Why?

30. Find words or phrases in the article that match the definitions.

1. very good at noticing things (para B)
2. tending to make a lot of mistakes (para C)

3. very obvious (para D)
4. able to make mistakes or to be wrong (para E)
5. someone who has different ideas and ways of behaving from other people (para E)
6. someone who insists on every detail being right (para E)
7. someone who is interested in films and knows a lot about them (para F)
8. a sudden feeling that you want to do or have something especially when there is no particular reason (para F)

31. In pairs, discuss the following. Then compare your ideas with other pairs.

Think of a film or TV character who

- 1 is a music buff.
- 2 is accident-prone.
- 3 is a maverick.
- 4 is a stickler for rules.
- 5 often acts on a whim.
- 6 thinks they are infallible.

READING 5

32. Read through the information about some films and match them with the film genres given. Note that some films can be categorised by more than one genre. Then choose the film you would like to see and explain why.

- | | |
|-----------------------|---------------------------|
| 1. a detective film | 5. a science fiction film |
| 2. a horror film | 6. a thriller |
| 3. a romance | 7. a fairy-tale |
| 4. a documentary film | 8. an adventure film |

_____ **Money.** Ronald is obsessed with money. He tries all kinds of ways to make it, but he's only interested if he can get it easily. When he and his girlfriend Lucy take a baby-sitting job for a wealthy lady he decides that a lot of money can be made by kidnapping. Roland holds the children to ransom and asks their father Richard Banks for \$200,000 for the safe return of his children. Richard gets the money from his ex-wife, but has 4 other ideas for its use. It would appear that just about everybody has money on their mind and will do anything to get it. An adventure film with a difference, it will keep you entertained – for three hours! Not a film for the restless.

_____ **Dynamite.** Dynamite Johnny is a young boy who has suffered a serious injury to his legs. His only hope of returning to normality is to have an operation which will give him super human powers. His aunt is a government agent who is trying to find a mad man who wants to rule the world. Together they have several adventures, helped by Johnny's super powers, as they try to save the world from the evil madman.

_____ **Fillmore Rock Festival.** This was one of the largest ever gatherings of rock bands. The festival lasted a week and this film gives the highlights of a truly memorable event. Elvis Bishop, Hot Fish, Subtana and many more bands who have earned their

place in Rock and Roll history, play with all the emotion and style that the occasion deserves. Bishop's performance that week is thought by music critics to have been one of his best moments on stage.

_____ **The Man with the Plastic Brain.** Dr Howard is normally an extremely honest doctor, but one day he takes the opportunity to test his new invention, an artificial brain. The opportunity arises when a soldier arrives at his surgery almost dead. The operation is a huge success and the soldier is very fit, but the doctor has created a modern day Frankenstein's monster. Terror and violence is his trade and he kills without a second thought. A film for those who enjoy unusual horror stories.

_____ **Dressed to Detect.** A Holmes film starring Basil Backbone as Holmes and Nigel Jackson as Watson. Holmes the private detective has been hired by the Bank of England, to find the whereabouts of two plates stolen and used to print £30 notes. The mystery of their whereabouts is contained in three wooden music boxes which Holmes and Watson have to find before they can find the plates. A tale of suspense and intrigue as the detective unravels what appears to be an impossible mystery.

_____ **Space Trek – Shore Leave.** Space Trek is a film set in the future and features the crew of a spaceship whose job it is to discover new places in the galaxy. In their travels many interesting things happen as they meet with friends and enemies alike. In this particular episode the captain falls in love with the ship's doctor. Then a holiday off a ship on a beautiful planet turns into a frightening experience as the crew meet people and images from their past.

33. You are going to read 7 films reviews. One sentence has been removed from each of them. Put the sentences in their right place and read the reviews. Then choose one or two films you have seen or would like to see and explain your choice.

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.

USE OF ENGLISH

34. Fill in the gaps with one word which best fits the space and read a story about a famous actor.

The Actor I Admire

The person I am going to write about is Charlie Chaplin. He has always been one of my favourite actors and I really _____ (1) his films.

I've read several books about Charlie so I _____ (2) quite a bit about his life. He was born in London in 1889. Both his(3) were music hall performers. Unfortunately for the _____ (4) his father was a drunkard and his mother finished her days in _____ (5). Life was hard and Charlie and his half-brother, Sidney, _____ (6) to an orphanage for a time.

Charlie Chaplin first appeared on the _____ (7) when he was seven and by the time he was ten was a regular _____ (8). At the age of 17, he went on a tour of the USA where he was spotted and given a _____ (9) in a Hollywood film.

His early films were not particularly _____ (10) but in 1915 he made his masterpiece, "The Tramp", in which he first _____ (11) in his famous baggy trousers and with the hat and cane. Soon he had had his own _____ (12) built and was making his own films which _____ (13) "The Gold Rush". "Modern Times" and "The Great Dictator".

In the 1940s his reputation in the USA _____ (14) to decline. Silent films were no longer so _____ (15). Chaplin went to Europe but was not allowed to _____ (16) to the USA because he was suspected of being a communist. The authorities finally let him – _____ (17) in 1972 and he was awarded an Oscar, but by this _____ (18) he had made Switzerland his home.

Chaplin didn't have a very happy _____ (19) life and was married four times. He only found happiness with his fourth marriage in 1943. When he died on Christmas Day 1977, the world lost one of the _____ (20) over comedians.

35. Complete the definitions with the correct types of film in the box.

action films	historical dramas	romantic comedies
	science fiction films	war films

1. _____ show a specific period in the past. You can see how people dressed, spoke and behaved in those days.

2. _____ are films about soldiers and battles.

3. _____ often show the future. They sometimes include aliens.

4. _____ are love stories that are also very funny.

5. _____ are fast, exciting films that often contain fights and car chases.

36. Choose the correct word.

1. The film was really *gripping* / *moving*. It made me cry!

2. I don't like war films. They're too *funny* / *violent*.

3. I couldn't watch the end of the horror film – it was too *entertaining* / *scary*.

4. The special effects were OK but the story was really *boring* / *gripping*. I fell asleep!

5. I enjoyed the musical – the songs and dancing were really *entertaining* / *violent*.

6. The story is *funny* / *gripping* – you really want to know what is going to happen.

7. I laughed a lot – it's a really *funny* / *scary* film.

37. Complete the sentences with the correct words.

1. A(n) _____ film doesn't have real people in it.
2. In a _____ film a lot of people usually die because of a terrible event like a storm or a fire.
3. A _____ film is usually about the future.
4. In _____ the actors have to act, sing and dance.
5. A _____ is about a certain part of America.

READING 6

38. Read the text quickly and answer the questions.

1. What is the man's name?
2. Where is he from?
3. Which country did he move to?
4. What are the names of three of his films?

Against the odds

Many European film **directors** have gone to Hollywood hoping to make their mark in the American **film industry**, but few have had as much success there as the Czech-born film director Milos Forman.

Forman was born in 1932 in Caslav, in what is today the Czech Republic. 1 _____. Milos never saw his parents again: they both died in concentration camps, leaving him an orphan at the age of 12. Milos and his brother were brought up by one of their uncles.

After the war, Forman became fascinated by film and theatre. 2 _____. He started out in the film industry by directing television **documentaries**, before moving gradually into **drama**. He gained international recognition for *Black Peter* (1964) and was soon the leading figure in the 'golden age' of Czech cinema.

In 1967 he made his first trip to the United States, and the following year went to Paris to organize the production of the first American film, *Taking Off*. 3 _____. Not wanting to return to Czechoslovakia, Forman stayed in Paris until August 1969, when he moved to New York.

Taking Off, Forman's first English-language film, appeared in 1971. The film was a critical success and won a number **awards**. 4 _____. The film became the first film for forty years to win Oscars in all five major categories – Best Film, Best Actor, Best Actress, Best **Screenplay**, and Best Director for Forman. In 1984, Forman returned to Prague for the first time in 16 years to film **scenes** for *Amadeus*, which tells the life-story of the composer, Mozart. 5 _____.

Forman's bitter experience of totalitarian regimes, whether fascist or communist, have had a profound influence on his work. 6 _____. Naturally, Forman is always on the side of the individual.

39. Six sentences have been removed from the text. Choose from sentences a – g the one that best fits each gap. There is one extra sentence that you don't need.

a However, his big breakthrough came in 1975 when he directed *One Flew Over Cuckoo's Nest*.

b He has always had to struggle to survive, and his most interesting and successful films all explore the theme of the lone individual against hostile establishment.

c His father, who was Jewish, and his mother were arrested by the Nazis during the occupation of Czechoslovakia during the Second World War.

d The film was another huge success, winning eight Oscars, including another Best Director for Forman.

e He organized a drama club at school and went on to study screen-writing at the Film Institute at the University of Prague.

f In spite of this, he returned to Czechoslovakia the following year.

g While he was there, Russia and its Warsaw Pact allies invaded Czechoslovakia.

40. Match the highlighted words in the text with the definitions below.

- 1 the words and directions that are written for a film
- 2 short part of a film, in which the action usually happens in one place
- 3 a prize
- 4 people who direct the making of films
- 5 a film that tells a fictional story
- 6 all the companies and studios that make films
- 7 films that give true information

41. Complete the sentences with words from the box.

audiences	awards	director	documentary	drama
film industry	film-making	full-length	screen	

1. You can study _____ at some universities in the UK, but you won't necessarily get a job in the _____ when you finish.

2. A _____ needs to have interesting characters and a good story.

3. Action films are more exciting when you see them on a big _____.

4. The famous film _____, Martin Scorsese made a _____ about the singer, Bob Dylan.

5. Sometimes, a film is very popular with _____ but doesn't win any _____.

6. Walt Disney made the first _____ animated film in 1937.

42. Read the text about Sofia Coppola. Which paragraph contains information about:

1 her work as an actress? ____

2 her private life? ____

3 her work as a director? ____

A

Sofia Coppola was born in New York, USA, in 1971 and appeared in her first film, *The Godfather*, in 1972. (She played the part of a baby boy!) As she grew older, she appeared in several other films. However, she was never very successful as an actress, and in 1990 received two joke awards called 'Razzies', one for Worst New Star and one for Worst Supporting Actress.

B

Today, Sofia is better-known (and more successful) as a director. She wrote and directed a short film in 1998 and made her first full-length film, *The Virgin Suicides*, in 1999. That year, she won an MTV Movie Award for Best New Film-maker. In 2003, she wrote and directed her most successful film, *Lost in Translation*, and won an Academy Award for the script.

C

Sofia grew up surrounded by people from the film industry because she is the daughter of the famous film director Nicolas Cage. In 1999, she married film director Spike Jonze but the marriage ended in 2003. Many people in Hollywood believe that she is now in a relationship with Quentin Tarantino – another famous director!

43. Choose the best answer.

1. As an actress, Sofia first part was
 - A as a boy.
 - B as a young girl in he Godfather.
 - C in the worst film of 1990.
 - D as a young woman.
2. She received two ‘Razzies’ because
 - A she was in several films.
 - B she was very young.
 - C she wasn’t a very good actress.
 - D she was a new star.
3. *The Virgin Suicides* was the name of Sofia’s
 - A first film.
 - B short film.
 - C first full-length film.
 - D most successful film.
4. She won an Academy Award as
 - A a writer.
 - B an actress.
 - C a director.
 - D a joke.
5. Two members of Sofia’s family are big names in the film industry: her
 - A father and daughter.
 - B brother and sister.
 - C husband and mother.
 - D father and cousin.

WRITING

44. Read the following film review and fill in the gaps with verbs from the list. Finally, answer th questions 1 to 9.

decides become plays is filled finds out teach is set develops meets

Free Willy, directed by Simon Wincer, is a fascinating and moving adventure. It 1) _____ on the west coast of North America. The film is about the relationship between a boy and a whale, called Willy. Jason James Richter 2) _____ Jesse, a young street child who 3) _____ the meaning of love and friendship.

Jesse first 4) _____ Willy in the sea park where the whale is kept. They 5) _____ good friends as they have both been separated from their families. As the story 6) _____ Jesse becomes so fond of Willy that he 7) _____ to try and free him.

All the actors, especially Lori Petty and Michael Madsen, are excellent. The film 8) _____ with suspense and emotion. The scenes involving Jesse and Willy 9) _____ us how close animals and human beings can be to each other.

This is a wonderful film for the whole family. Don't miss it as it will change the way you see life and relationships forever.

1. What is the title of the film?
2. Who is the director of the film?
3. What type of film is it?
4. Where is the film set?
5. Who are the main characters?
6. What is the plot?
7. Who stars in the film?
8. What comments are made about the film?
9. Is the film recommended or not?

45. Read the film review and mark the sentences T (true) or F (false).

Runaway Bride

Directed by Garry Marshall, this is a romantic comedy. It is set in a small town in America. The film is about a woman who is afraid of getting married. Julia Roberts plays Maggie Carpenter, the woman who has run away from three of her own weddings.

Ike Graham, first meets Maggie when he goes to talk to her because he wants to write an article about her. He makes friends with all her friends and family, and eventually, he and Maggie fall in love. However, Maggie runs away from their wedding and breaks Ike's heart.

The actors in the film, especially Richard Gere and Julia Roberts, are excellent. The film is full of funny and amusing moments. Furthermore, it has an emotional ending.

Runaway Bride is a film everyone should see. I recommend it as a great film for watching in a rainy, Sunday afternoon.

1. The text is a review of a romantic comedy. _____
2. One of the main characters is called Julia Roberts. _____
3. Maggie Carpenter has been married three times. _____
4. Ike Graham stars in this film. _____
5. The main characters fall in love from the beginning of the film. _____
6. According to the writer, the film is well worth seeing. _____

46. Using the plan below, write a review for any film you have seen.

Plan

INTRODUCTION

Para 1: title of the film, director, type of film, place it is set, main character(s), what the story is about

MAIN BODY

Para 2: main points of the plot

Para 3: comments about the acting, plot, sound effects, etc.

CONCLUSION

Para 4: recommendation

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Навчальне видання

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ПРАКТИЧНИЙ КУРС ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ
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