

**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)**

**IV рік навчання**

Кривий Ріг  
2022

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Ступінь: бакалавр  
IV 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, 4 рік навчання. Кривий Ріг : ДонНУЕТ, 2022. 367 с.

Дисципліна «Практичний курс основної (англійської) іноземної мови» вивчається 8 семестрів. Дані методичні рекомендації охоплюють матеріал четвертого року навчання: 7 семестр – модуль VII, 8 семестр – модуль VIII.

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.

**ББК ББК 81.432.1-7**

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

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

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

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

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

### **Розмовний практикум**

#### Усне мовлення

- переказувати текст, що прослухали або прочитали;

- вести бесіду на задану тему в аспекті вивченого лексично-граматичного матеріалу;

- готувати самостійні повідомлення по темах;

- виконувати послідовний переклад текстів;

- розуміти та реагувати на широкий спектр тематики побутового та ділового спілкування.

#### Писемне мовлення

- писати твори на теми, що передбачені програмою;

- складати плани, конспекти статей, лекцій, виступів;

- передавати зміст прочитаного чи прослуханого тексту;

- робити нотатки лекцій на суспільно-політичні та науково-популярні теми.

#### Аудіювання

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

- розуміти вислови, що передають фактичну інформацію;

- відповідати на питання, що мають відношення до вказаної інформації;

- виділяти головну інформацію, відокремлюючи її від другорядної в розгорнутому уривку.

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

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

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

**PART 1.  
GENERAL STUDY GUIDE**

## 1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	Обов'язкова для ЗВО спеціальності 035 «Філологія»
Семестр (осінній / весняний)	осінній, весняний
Кількість кредитів	4/4
Загальна кількість годин	120/120
Кількість змістових модулів	4
Лекції, годин	-
Практичні / семінарські, годин	56/64
Лабораторні, годин	-
Самостійна робота, годин	64/56
Тижневих годин для денної форми навчання:	
аудиторних	4/4
самостійної роботи студента	4,6/3,5
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:

28. Освіта та академічні дослідження
29. Засоби масової інформації. Газети
30. Політичні системи
31. Закон і порядок
32. Домашнє читання

Граматичний матеріал:

27. Словотвір
28. Просте речення
29. Головні члени речення
30. Другорядні члени речення
31. Складно-сурядне речення
32. Складно-підрядне речення
33. Непряма мова

**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 анотувати 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
<b>Модуль 7</b>					
<b>Змістовий модуль 14: Україна серед країн світу. Наука та освіта</b>					
Тема 66. Освіта та академічні дослідження	26		12		14
Тема 67. Засоби масової інформації. Газети	26		12		14
Тема 68. Домашнє читання	22		10		12
<b>Разом за змістовим модулем 14</b>	<b>74</b>		<b>34</b>		<b>40</b>

<b>Змістовий модуль 15: Синтаксис: словотвір. Просте речення</b>					
Тема 69. Словотвір	8		2		6
Тема 70. Просте речення	8		2		6
Тема 71. Головні члени речення	8		4		4
Тема 72. Другорядні члени речення	22		14		8
<b>Разом за змістовим модулем 15</b>	<b>46</b>		<b>22</b>		<b>24</b>
<b>Усього модуль 7</b>	<b>120</b>		<b>56</b>		<b>64</b>
<b>Модуль 8</b>					
<b>Змістовий модуль 16: Система влади в Україні та англомовних країнах</b>					
Тема 73. Політичні системи	20		12		8
Тема 74. Закон і порядок	20		12		8
Тема 75. Домашнє читання	20		10		10
<b>Разом за змістовим модулем 16</b>	<b>60</b>		<b>34</b>		<b>26</b>
<b>Змістовий модуль 17: Синтаксис: складне речення</b>					
Тема 76. Складно-сурядне речення	16		6		10
Тема 77. Складно-підрядне речення	28		18		10
Тема 78. Непряма мова	16		6		10
<b>Разом за змістовим модулем 17</b>	<b>60</b>		<b>30</b>		<b>30</b>
<b>Усього модуль 8</b>	<b>120</b>		<b>64</b>		<b>560</b>
<b>Усього годин</b>	<b>240</b>		<b>120</b>		<b>120</b>

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

№ з/п	Вид та тема заняття	Кількість годин
<b>Модуль 7</b>		
188	Практичне заняття Домашнє читання	2
189	Практичне заняття Словотвір	2
190	Практичне заняття Система освіти в Британії	2
191	Практичне заняття Система освіти в США	2
192	Практичне заняття Просте речення	2
193	Практичне заняття Стипендіальні програми	2
194	Практичне заняття Головні члени речення. Підмет	2
195	Практичне заняття Робота закладів освіти	2
196	Практичне заняття Лекції	2
197	Практичне заняття Головні члени речення. Присудок	2
198	Практичне заняття Академічні дослідження	2

199	Практичне заняття Другорядні члени речення. Додаток	2
200	Практичне заняття Домашнє читання	4
201	Практичне заняття Газети	2
202	Практичне заняття Другорядні члени речення. Означення	2
203	Практичне заняття Радіо у 21 столітті	2
204	Практичне заняття Другорядні члени речення. Обставина	2
205	Практичне заняття Сучасний журналізм	2
206	Практичне заняття Трансляція новин	2
207	Практичне заняття Відокремлені члени речення	2
208	Практичне заняття Робота репортера	2
209	Практичне заняття Самостійні члени речення	2
210	Практичне заняття Написанні статті	2
211	Практичне заняття Речення з однорідними частинами. Інверсія	2
212	Практичне заняття Домашнє читання	4
213	Практичне заняття Аналіз простого речення	2
	Разом модуль 7	<b>56</b>
Модуль 8		
214	Практичне заняття Домашнє читання	2
215	Практичне заняття Пити складно-підрядних речень	2
216	Практичне заняття Політичні системи світу	2
217	Практичне заняття Політичні партії	2
218	Практичне заняття Складно-підрядні речення: способи зв'язку	4
219	Практичне заняття Урядова система врядування	2
220	Практичне заняття Підрядні підметові речення	2
221	Практичне заняття Політичні інституції Британії	2
222	Практичне заняття Підрядні присудкові речення	2

223	Практичне заняття Політичні дебати	2
224	Практичне заняття Підрядні додаткові речення	2
225	Практичне заняття Великі політики	2
226	Практичне заняття Підрядні атрибутивні речення	2
227	Практичне заняття Домашнє читання	4
228	Практичне заняття Підрядні обставинні речення	4
229	Практичне заняття Закон і порядок	2
230	Практичне заняття Речення з вставними конструкціями	2
231	Практичне заняття Судові системи США та Британії	2
232	Практичне заняття Система правосуддя	2
233	Практичне заняття Аналіз складного речення	4
234	Практичне заняття Робота детектива	2
235	Практичне заняття Сучасні пенітенціарні установи	2
236	Практичне заняття Непряма мова	4
237	Практичне заняття Рольова гра «У суді»	2
238	Практичне заняття Непряма мова	2
239	Практичне заняття Домашнє читання	4
	Разом модуль 8	<b>64</b>
	<b>Всього</b>	<b>120</b>

## 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 практич- ного заняття	Аудиторна робота					Позааудитор- на робота	Сума балів
	Тестові завдан- ня	Виконання практичних завдань теми	Обговорен- ня теоретичних питань теми	Індиві- дуальне завдання	ПМК	Завдання для самостійного виконання	
Модуль 7							
Змістовий модуль 14							
Тема 188		1				0,25	1,25
Тема 189		1				0,25	1,25
Тема 190		2				0,25	2,25
Тема 191		1				0,25	1,25
Тема 192		1				0,25	1,25
Тема 193	2	1		6		0,25	9,25
Тема 194		1				0,25	1,25
Тема 195		2				0,25	2,25
Тема 196		2				0,25	2,25
Тема 197		2				0,25	2,25
Тема 198		1				0,25	1,25
Тема 199	2	1		6		0,25	9,25
Тема 200		1				0,25	1,25
Тема 201		2				0,25	2,25
Тема 202		2				0,25	2,25
Тема 203		1				0,25	1,25
Разом змістовий модуль 14	4	22		12	10	4	52
Змістовий модуль 15							
Тема 204	2	2				0,5	2,5
Тема 205	2	2				0,5	2,5
Тема 206		2				0,5	2,5
Тема 207	2	1				0,5	2,5
Тема 208		2		5		0,5	2,5
Тема 209		2				0,5	2,5
Тема 210		2				0,25	2,5
Тема 211		2				0,25	6,5
Тема 212	4	1				1	2,5
Тема 213		2				0,5	2,5
Разом змістовий модуль 15	10	18		5	10	5	48
<b>Разом модуль 7</b>							<b>100</b>
Модуль 8							
Змістовий модуль 16							
Тема 214		1					1
Тема 215		1				0,25	1,25
Тема 216		1				0,25	1,25
Тема 217		1				0,25	1,25
Тема 218		1					1



Тема 219	1						1
Тема 220		1				0,25	1,25
Тема 221		1				0,25	1,25
Тема 222		1				0,25	1,25
Тема 223		1					1
Тема 224				4			4
Тема 225	1					0,25	1,25
Тема 226		1				0,25	1,25
Тема 227		1					1
Тема 228		1					1
Разом змістовий модуль 16	2	12		4	5	2	25
Змістовий модуль 17							
Тема 229		1				0,25	1,25
Тема 230		1				0,25	1,25
Тема 231		1					1
Тема 232		2				0,5	2,5
Тема 233		2				0,5	2,5
Тема 234		1				0,5	1,5
Тема 235		2				0,5	2,5
Тема 236	2	1					3
Тема 237		2				0,25	2,25
Тема 238		1				0,25	1,25
Тема 239	2						2
Разом змістовий модуль 17	3	14			5	3	25
<b>Разом модуль 8</b>							<b>50</b>

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

Поточне тестування та самостійна робота				Сума в балах
Змістовий модуль 14	Індивідуальне завдання 14 (читання)	Змістовий модуль 15	Індивідуальне завдання 15 (граматика)	100
20	30	20	30	

**Весняний семестр**

Поточне тестування та самостійна робота				Підсумковий тест (екзамен)	Сума в балах
Змістовий модуль 16	Індивідуальне завдання 16 (читання)	Змістовий модуль 17	Індивідуальне завдання 17 (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).

<b>Оцінка</b>		
<b>100-бальна шкала</b>	<b>Шкала ECTS</b>	<b>Національна шкала</b>
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

### Education and Academic Research

**Grammar Review Points:** Simple, Progressive and Perfect Tenses, Active and Passive Voice

**Academic writing:** Dissertations as part of BA and MA degrees. Typical guidelines as expected of academic papers in Ukraine

**Listening and speaking:** Lectures

**Translation:** Belles-lettres Translation. Translation of equivalent-lacking lexical and grammatical units

### READING 1

#### 1. Develop your thinking skills:

1. Socrates claimed that he did not have anything to teach anyone. He simply asked questions that made people think about their world.

Do you think this made him a teacher? Why or why not?

2. Why was the invention of writing important and inevitable? List as many reasons as you can.

3. What are the advantages and disadvantages of distance learning, a major trend in education in the 21st century?

4. It has been said that language and communication skills make people human. Do you agree with this view? Give your reasons.

5. How can we learn about the past when there are no written records?

6. Where and why did the earliest civilizations arise?

7. At what age should children be allowed to drink alcohol? Why?

8. Should social issues such as AIDS prevention, teenage pregnancy, birth control or other sex education topics be discussed in school? Where is the best place for people to learn about these issues?

9. Many parents are concerned about body tattoos and piercing. How should society respond to these parental concerns?

10. What types of schools are there in Britain? In Ukraine? In the USA? In Canada?

#### 2. Discuss the following quotes:

a) "Big thinking precedes big achievement". (Wilfred Peterson, author)

Questions to ponder:

– How lateral is my thinking?

– How can I stretch my thoughts even bigger?

b) "We have to do the best we can. This is our sacred human responsibility". (Albert Einstein, physicist)

Questions to ponder:

– In what areas of my life am I doing less than my best?

– What can I do today?

– Why is doing my best a responsibility?

c) "Answers given with authority negate the search for truth". (Neil Innes)

- Am I in the business of giving answers or facilitating solutions?
- How often do I do this myself?
- What kind of “authority” does the speaker mean here?

### 3. *Transcribe the following words, consulting a dictionary if necessary.*

Facet, methodologies, medieval, Bablake School, Coventry, Eton College, Harrow School, Rugby School, Winchester College, Westminster College, emphasise, breadth, legate, standardized qualification, exclusivity, excellence, curriculum, affiliated, nomenclature, collegiate, Nobel prize, the Isis, Catholic, yeshiva, elitism.

### 4. *Look through the following comments before reading the text.*

#### *Comments*

**1. Public school.** In the USA, this means State education, while in the UK the opposite is meant – private, payable education. *Середня або загальноосвітня школа (у США). Приватна середня школа (у Великій Британії).*

**2. Acorn, n.** A synonym of such US words as “kindergarten”, used in the UK for pre-school education. *Дитячий садок.*

**3. House system.** A British public school tradition of dividing a school into competitive groups. *Система домів у публічних школах.*

**4. Shell, n.** The British public school traditional name for the first year at many schools. *Перший курс.*

**5. Oxbridge, n.** A term that combines the many colleges of Oxford and Cambridge universities into one group. *Оксбридж.*

**6. Tripos, n.** A typical degree at Cambridge where three distinct subjects are studied. *Ступінь бакалавра з відзнакою та відповідний іспит у Кембриджі.*

**7. Redbrick universities.** The large metropolitan universities built during Victorian times, so-called as their original main buildings were built of red brick. *Університети з червоної цегли вікторіанських часів.*

**8. Campus universities.** Universities located outside an urban area and sited on their own territory. *Університети, які мають свою територію /кампус. Campus – студмістечко.*

**9. The Ivy League Universities.** A group of established eastern US universities of high academic and social prestige. *Університети “Ліги плюща” (США).*

**10. Fellow, n.** A member of the governing body of some universities, also a member of learned societies. *Член ради університету або член наукового товариства.*

### 5. *Read the following text.*

#### **Text 1: System of Education**

Education isn't really a **facet** of youth – any adult serious about their world and surroundings keeps learning all their life. Yet there are formal and structured systems to help us absorb information and to analyze, criticize and apply that information. Some educational systems focus on the former, while today's **methodologies** tend to focus on the latter. Over the centuries, the accent on religious teachings has migrated to a focus on

science and technology, while today we seem to value communication, business, management, law and finance the most.

Education in England dates back from medieval times – Bablake School in Coventry, shown above for example, was founded in 1344. More famous secondary schools such as Eton College (1440), Harrow School (1572), Rugby School (1567) and Winchester College (1382) were also founded so long ago that tradition is great and long-standing. The oldest school is Westminster College, founded in 1179.

Education in England differs from the system used elsewhere in the United Kingdom as there are two basic systems: one covering England, Wales and Northern Ireland and one covering Scotland. Traditionally the English, Welsh and Northern Irish systems have emphasised depth of education whereas the Scottish system has emphasised breadth. Thus English, Welsh and Northern Irish students tend to sit a small number of more advanced examinations while Scottish students tend to sit a larger number of less advanced examinations. But English schools are allowed to vary locally, although by teenage years they have to reach identical levels for standardised qualifications.

Infant School or Primary School

Reception, **acorn** or pre-school – age 4 to 5

Years 1–2, age 5 to 7

Junior School or Primary School

Years 3–6, age 7 to 11

Secondary Education

Middle School, High School or Secondary School

Years 7–9, age 11 to 14

Upper School or Secondary School

Years 10–11, age 14 to 16 GCSE examinations

Upper School, Secondary School, or Sixth Form College

Year 12 or Lower Sixth, age 16 to 17 AS-level examinations

Year 13 or Upper Sixth, age 17 to 18 A2-level examinations.

GCSE (General Certificate of School Education) examinations determine whether the candidate will progress further. Both AS-levels (Advanced & Special) and A2-levels count towards A-levels, which determine whether the candidate will receive higher education.

The costs for a normal education in the United Kingdom are as follows:

- Primary: Free
- Secondary: Free
- Further (Secondary) Education in either a sixth form or college: Free (if under 19 in that particular academic year or on a low income).

- Higher/Tertiary Education (University): A **tuition** fee of up £3,000 per annum

“**Public Schools**” are actually private schools and are not run by the State. “Public” schools have generally ignored the government-imposed “Year X” format of year names. Many retain the traditional First Form to Upper Sixth **nomenclature**, once used in all English schools. Those which offer education from age 9 to 18 often use the following system:

First Form, age 9 to 10. Second Form, age 10 to 11. Third Form, age 11 to 12. Lower Fourth, age 12 to 13. Upper Fourth, age 13 to 14. Lower Fifth, age 14 to 15. Upper Fifth, age 15 to 16. Lower Sixth, age 16 to 17. Upper Sixth, age 17 to 18.

Most public schools also have a “**House**” system which is vertical (as opposed to the horizontal ‘years’). The number of Houses varies by the size of the school – Hogwarts in the Harry Potter books has four Houses. Some schools name the years. This generally differs from school to school. “**Shell**” often signifies the First Form.

All levels of education are provided by “Public” schools which charge by reputation. These fees can vary from £5000 per annum to £30000 per annum for Eton, for example.

There are 102 universities in England. The most famous two are The *University of Oxford*, situated in the city of Oxford, which is the oldest university in the English-speaking world and *Cambridge University*, which are sometimes referred to collectively as **Oxbridge**. The two universities have a long history of competition with each other.

The date of Oxford university’s foundation is unknown, and indeed it may not have been a single event, but there is evidence of teaching there as early as 1096. When Henry II of England forbade English students to study at the University of Paris in 1167, Oxford began to grow very quickly. The foundation of the first halls of residence, which later became colleges, dates from that year. Following the murder of two students accused of rape in 1209, the University was disbanded (leading to the foundation of the University of Cambridge). In 1214, the University returned to Oxford with a **charter** negotiated by Nicholas de Romanis, a papal legate.

Both are collegiate universities, consisting of the university’s central facilities, such as departments and faculties, libraries and science facilities, and then 39 colleges and 7 permanent private halls (PPHs) at Oxford and 31 colleges at Cambridge. All teaching staff and **degree students** must belong to one of the colleges or PPHs. These colleges are not only houses of residence, but have substantial responsibility for the teaching of **undergraduates** and **postgraduates**. Some colleges only accept postgraduate students. Only one of the colleges, St Hilda’s, Oxford where Margaret Thatcher was taught, remains single-sex, accepting only women although several of the religious PPHs are male-only.

Cambridge has produced more Nobel prize **laureates** than any other university in the world, having 80 associated with it, about 70 of whom were students there. It regularly heads league tables ranking British universities, and a recent **league** table by the Times Higher Education Supplement rated it sixth in the world overall and first for science.

Both Oxford and Cambridge are on rivers, Oxford is on the Thames which it is called the Isis on its way through the city and Cambridge is on the Cam.

**Punting** is a traditional relaxation for students in both cities, the **propelling** of a small flat-bottomed boat by a long pole as shown *left*.

The colleges and PPHs of Oxbridge are effectively institutions independent of the university itself and enjoy considerable autonomy. For example, colleges decide which students they are to admit, and appoint their own **fellows** (senior members). They are responsible for the domestic arrangements and welfare of students and for small group teaching, referred to as **supervisions**.

One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘**tripos**’ where three distinct subjects are studied, such as Economics, Philosophy and Politics, not one or part of one. Other notable universities include colleges of the University of London, such as Imperial College, one of the strongest homes of science in the world, the London School of Economics and such newer groups as the “**Redbrick**” **universities**, built in Victorian times, such as the University of Manchester and Birmingham University. In 1969, the Open University was launched and is claimed to be the first successful distance teaching university. It arose as the result of social programmes by the Socialist Government of Britain at the time, to “break the insidious link between exclusivity and excellence” (in its own words).

The Open University (OU) was founded on the belief that communications technology could bring high quality degree-level learning to people who had not had the opportunity to attend **campus universities**. Many of its students tended to be older and had for a variety of reasons missed the opportunity of higher education in their youth.

Today the OU is large and takes on around 158,000 undergraduates every year for its 360 or so courses. It suffers from image problems, but as its website states: “The OU is the largest provider of management education in Europe, and one in five MBA students in the UK is studying with the OU”. Many of its **intake** are now in their early twenties and in the latter half of 2005, a major image makeover costing £2m (about 20m UAH) was undertaken.

In the American educational system children are generally required to attend school from the age of five or six until age 16, although most continue until they are at least 17 or 18, or have graduated from high school. The public education systems vary from one state to another but generally are organized as follows:

- Age 5: Kindergarten
- Ages 6–11: Elementary school. Grades 1 to 5 or 6.
- Ages 12–13 or 12–14: Junior high school or middle school (usually grades 7–9 or grades 6–8, respectively).
- Ages 14–18: High school.

Additionally, many children attend schools before they reach the age of five. These pre-schools are often private and not part of the public educational system although some public school systems include pre-schools.

Public education in the United States is provided by the separate states, not the federal government. It is free, but unlike many other countries, the US has no standard nationwide **curriculum**. Rather it is up to the teachers and administrators of the school districts to determine what is and is not taught, although increasingly, statewide curricula are being developed. Also, as of 2003 there is increasing state and federal pressure to use standardized tests, which lead to a more uniform curriculum.

Most of the private institutions have traditionally been religious institutions, such as Catholic schools, various Protestant schools and Jewish yeshivas. Some private **secular** schools, military schools and multi-lingual schools are available. Private secular and multi-lingual elementary and secondary education may cost \$10,000 to \$20,000 per year per student in large metropolitan areas, placing these schools out of reach of all but the



most wealthy of middle and upper class families. However, many of these schools provide academic **scholarships** and need-based assistance. Religious schools vary in price, from nearly free to costs **on a par** with private secular schools. Poorer families may send their children to these lower priced schools for a religious education, or because they consider the schools better than the available public schools. Home schooling is allowed in many states and is an alternative for a small minority of households. The motivation for home schooling is often, but not always, religious.

The United States is a great centre of higher education, boasting more than 1,500 universities, colleges, and other institutions of higher learning.

As with the lower level public education system, there is no national public university system in the United States. Each state has its own public university system. There are also many privately run colleges, universities, and trade schools, some of them religiously **affiliated**. State university tuition ranges from nearly free on up, but is generally significantly lower than at private schools, and often lower for state residents than for out-of-state students.

The most famous universities are the eight Ivy League Universities, which include Harvard and Yale, the Massachusetts Institute of Technology and the University of California.

**The Ivy League Universities** are named after the ivy plants traditionally covering their older buildings. The term “Ivy League” has connotations of academic excellence as well as a certain amount of elitism.

The OU in Britain can be thought of as the first major system of **Distance Learning**, where students are not full-time physical attendees of an educational establishment. The development of internet technology and the spread of personal computers into so many homes now makes it easy to have interactive **remote tuition**. As well as the post and TV programme basis of the original OU, there is now true multimedia capability of audio, video, email, messaging and interactivity. Although, until there are good duplexvideophone capabilities, it won't always be easy to see if the person at the student end is really student X or overly-helpful Professor Y in their place.

Our formal education needs to change and keep changing at a rapid pace, simply because our society is accelerating in its rate of change. But the need to be able to think clearly and filter critically the vast masses of information we now receive may become the most important ability that we can learn. We simply can't **assimilate** everything we see around us while being bombarded with more and more and more, so analysis and appraisal may become the key skills in the near future.

**6. Define whether the following statements are true or false according to the text, giving your reasons.**

1. The educational system of Ukraine resembles that of Great Britain. 2. Distance learning became possible due to the development of internet technology and the spread of personal computers into so many homes. 3. Most private schools in Great Britain, Ukraine and the USA are free of charge. 4. All University Students get scholarships. 5. English schools are allowed to vary locally. 6. Today the accent on science and technology has shifted to communication, business, management, law and finance. 7.

“Public Schools” are run by the State in Britain. 8. Most public schools have a “House” system which is horizontal. 9. The colleges and halls of residence of Oxbridge are independent of the University itself. 10. There are two basic education systems in Great Britain: one covering England, Wales and Northern Ireland and one covering Scotland. 11. Public education in the USA is provided by the Federal Government. 12. The Ivy League Universities are named after the ivy plant. 13. The US has no standard nationwide curriculum. 14. Both Cambridge and Oxford are collegiate universities. 15. At Cambridge it is believed that becoming a ‘specialist’ is too limited mentally and so first degrees are usually a ‘tripos’ where three distinct subjects are studied. 16. The “Redbrick” universities are the oldest in Great Britain. 17. We can’t assimilate everything around us.

**7. Answer the following questions after the first reading of the text.**

1. What’s your perception of the concept of “Education”?
2. What do educational systems focus on?
3. What is the historical background of English education?
4. How does education in England differ from the systems used in Ukraine?
5. What is meant by “Public Schools” and “Private Schools” in different countries?
6. What are the characteristics of a “House” system?
7. What are the most outstanding universities in England and the USA?
8. What are your opinions on the Cambridge Tripos degree?
9. How does the American educational system differ from the British and Ukrainian ones?
10. What is the “The Ivy League”?
11. What is “Distance Learning” and what are its problems?
12. Why do people always criticize the educational systems of the world?

**8. Analyze and learn the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words.**

**Vocabulary notes**

**1. Facet, n.**

1) one side of a many-sided body, especially when flat and smooth; any of the cut and polished faces of a gem – грань (алмазу, кристалу та ін.). e.g. The facets of the diamond sparkled dramatically in the sunlight. The different shades of green on the planes and facets of each clipped tree.

2) *fig.* a particular side or aspect of something – аспект. e.g. He was an expert at every facet of the game. Certain sides of his character or particular facets of his personality were not known to me.

**2. Absorb, v.**

1) include or take something in so that it no longer has separate existence; incorporate, to be involved in something to the exclusion of everything else – бути поглиненим чимось, розчинитися в чомусь. e.g. She was so absorbed in her novel that she didn’t even hear the doorbell ring.

2) suck or drink in, take up by chemical or physical action – всмокувати, вбирати, поглинати. e.g. The carpet absorbed the spilt wine instantly. The south-facing walls of the dacha absorbed the heat of the evening sun.

3) occupy or consume – захоплювати. e.g. His job absorbed him to the exclusion of his family life. The Roman Empire absorbed many territories.

*Der.:* absorbability, absorbable, absorbance, absorbed, absorbedly, absorbedness, absorber, absorbing, absorbingly.

### **3. Methodology, n.**

1) the branch of knowledge that deals with method and its application in a particular field. Also, the study of empirical research or the techniques employed in it – методологія. e.g. The methodology of naming things scientifically is taxonomy.

2) a body of methods used in a particular branch of study or activity – методи, методика. e.g. They changed their methodology and approach in order to try to achieve a breakthrough.

*Der.:* methodological, methodologically, methodologist.

**4. Tuition, n.** The action, business, or function of a teacher; teaching, instruction, especially in return for a fee – навчання. e.g. They pursued their studies under the tuition of the most skilful masters. He lectured at the college and gave private tuition to supplement his income.

### **5. Nomenclature, n.**

1) the action of assigning names (especially systematically) to things, classes, places, etc.; the manner in which names are assigned – список, перелік, номенклатура. e.g. The nomenclature of areas of the Antarctic has exercised the ingenuity of many explorers. Zoological nomenclature is the application of distinctive names to each of the groups recognized in each classification.

2) a set of names used, or intended to be used, to designate things, classes, places, etc.; a system of technical terms used in a science or other discipline, terminology – термінологія. e.g. The pedantic nomenclature recently introduced into mineralogy caused many textbooks to have to be modified.

### **6. Charter, n.**

1) a written document delivered by the monarch or legislature, especially granting privileges or recognizing rights, or creating a borough, company, university, etc., a written constitution – хартія, грамота. e.g. The society was founded by a Royal Charter.

2) a publicly conceded right, a privilege; effective public permission, a license – право, привілей, пільга. e.g. The police felt that allowing pubs to open all night was a charter for drunkenness.

3) a written contract between individuals – статут, e.g. The company published its charter documents when it was founded.

4) a chartered aircraft, boat, vehicle – чартер. They took a charter flight to their holiday destination.

*Comb.:* Great Charter/Magna Carta – Велика Хартія вільності, програма чартистів.

**7. Degree students.** Undergraduates (UK) or sophomores (USA) study for bachelor's degrees, postgraduates study for Master's degrees or Doctorates. Студенти,

як правило, молодших курсів. e.g. The transition from being school students to degree students is a big step in many people's lives.

**8. Undergraduate**, *n.* A student at a university who has not yet completed a first degree – студент молодшого курсу.

**9. Postgraduate**, *n.* A student who takes a postgraduate course or who goes on to further study after graduation – аспірант, докторант.

*Comb.:* postgraduate education – аспірантура, докторантура, postgraduate course – курси підвищення кваліфікації (без отримання вченого ступеня).

**10. Laureate**, *n.* Historically, a person who achieved glory, honour or distinction, especially a winner of a contest in Ancient Roman times, while in recent times used in academic circles to describe a person awarded a major honour for achieving distinction – лауреат. Today, the key meaning is that of a person who is pre-eminent or worthy of special distinction in a certain sphere, often given a particular title. e.g. The UK Poet Laureate is currently Andrew Motion. It is also used to describe candidates for the Nobel prize as Nobel laureates – лауреат Нобелівської премії.

**11. League**, *n.*

1) a military, political, or commercial compact made between parties for their mutual protection and assistance in matters of common interest; a body of States or people associated in such a compact – ліга, союз. e.g. The League of Nations became the United Nations after the Second World War.

2) an association of individuals, clubs, or societies for some common political, sporting, or other purpose; a group of sports clubs or a class of contestants who compete with one another for a championship – ігри, клас, ліга. The Premier League is the highest level of football in England.

3) fig. a category showing a certain level of competence or ability – розряд, клас, рівень. e.g. She was fairly formidable, a bit out of my league really. They were moving into a new league, where they could command whatever price they wanted.

*Comb.:* big league – пр. та пер. вища ліга, Ivy League – група найпрестижніших американських університетів, Rugby League – Ліга регбі (вид спорту, відмінний від Rugby Union), in league with – в спілці з кимось, Major League – Вища ліга бейсболу в США, league table – рейтинг ліги.

**12. Punt**, *v.* Propel a punt or other boat by thrusting a pole against the bed of a waterway. As both Oxford and Cambridge each have a river flowing through them, punting has for centuries been a summer relaxation of students and staff. Відштовхуватися жердиною, пливти на плоскодонному човні. e.g. To me, his cleverest trick was to skillfully punt a canoe. In summer we punted up rivers, streams, canals.

**Punt**, *n.* A flat-bottomed shallow boat, broad and square at both ends; specifically a long narrow boat of this kind propelled by means of a long pole thrust against the bed of a waterway, and used on inland waterways now mainly for pleasure – плоскодонний ялик, мала шаланда (човен).

**13. Propel**, *v.*

1) drive or push (a person or thing) forward, cause to move onwards – просувати вперед, штовхати, надавати руху. e.g. Each galley was propelled by huge oars. He propelled her up the ramp.

2) *fig.* urge (a person) on, encourage – рухати, спонукати, стимулювати, приводити. e.g. The rejection propelled her to apply for even more university courses.

**14. Supervision, n.** The action or function of supervising a person, task, etc.; management, direction, superintendence – нагляд, спостереження, керівництво, консультації. e.g. The artists renovating the altar worked under ecclesiastical supervision. Don't let children play near a swimming pool without supervision. *Comb.:* academic supervisor – науковий керівник, supervision order – наказ про здійснення нагляду.

**15. Intake, n.** In academic use, this is a jargon term to describe the students enrolling in a given year – набір. e.g. The 2008 intake was regarded as the strongest since the 1980s.

**16. Curriculum, n.** A course of study at a school, university, etc.; the subjects making up such a course – курс, навчальний план. e.g. The curriculum she was issued with had a clash on Tuesday afternoons.

*Comb.:* National Curriculum (UK)/Statewide Curricula (USA) – державні програми.

**17. Secular, adj.** Not related to any particular religion or ideology – світський. e.g. The governing body of the university made every attempt to be secular.

**18. Scholarship, n.**

1) financial support given by a school, college, or university for education in reward for academic merit; an instance of this – стипендія. e.g. He was delighted to have won a scholarship to the public school.

2) academic achievement or study; learning, erudition. Also, the world of learning, scholars collectively – ерудиція, освіченість, ученість, начитаність. e.g. The Renaissance is seen by many as being the Golden Age of scholarship.

**19. On a par with.** On the same level as, at the same price as. На рівні з... e.g. The Japanese watch was priced on a par with the finest Swiss watches.

**20. Affiliate, v.** Adopt as a subordinate member of a society, branch of an organization or company, attach to or connect with an organization – приймати в члени; приєднувати. e.g. The university Business School was affiliated to the Confederation of Industry.

**21. Ivy, n.** An evergreen woody climber, covering old walls, tree-trunks, shady banks – плющ звичайний (рослина). e.g. The cottage had a south-facing wall entirely covered in ivy.

**22. Distance Learning/remote tuition.** The use of computer technology to allow home study of educational material, pioneered by the UK Open University through TV and the post, now based on the internet. Дистанційна освіта.

**23. Assimilate, v.**

1) absorb and incorporate – асимілювати, засвоювати. e.g. Marx and Engels had assimilated with remarkable rapidity the social and historical thinking of their time.

Poussin was a learned artist who had studied and assimilated the poses of antique sculpture.

2) become absorbed or incorporated into the system – асимілюватися, уподібнюватися. e.g. Being an Ukrainian immigrant, raised in the Orthodox Church, she could not assimilate with the Church of England.

3) *phonology*: make (a sound) more like another in the same or a contiguous word – асимілювати, уподібнювати.

*Der.*: assimilative, assimilator, assimilatory, assimilative.

**9. Answer the following questions, checking your detailed understanding of the text:**

1. What are the oldest universities in England?
2. What are the oldest schools in England?
3. In what century was Bablake School in Coventry founded?
4. What is different in Scottish education as compared with other parts of Great Britain?
5. What kind of education is called tertiary education in Great Britain?
6. How many universities are there in England? And how many in the USA?
7. Why did Oxford begin to grow quickly after 1167?
8. How was the history of the foundation of Oxford University related to that of Cambridge?
9. What sort of autonomy do colleges and PPHs of Oxbridge universities enjoy?
10. What are the most famous educational establishments in London?
11. What educational establishment claims the honour of being the biggest successful distance learning university?
12. What disadvantages of distance learning were mentioned in the text?
13. What is the major shift in distance learning as to who becomes its student?
14. What is the age for primary and secondary education in Britain and the USA? And in Ukraine?
15. Why do parents in the USA sometimes send their children to religious schools?
16. How do the fees vary in the US for state and out-of-state students?
17. What are the names of the Ivy League Universities?
18. What is the learning solution for the vast amounts of information that a student has to assimilate nowadays?

**VOCABULARY PRACTICE**

**10. Decipher the following abbreviations from the text: PPH, OU, MBA, GCSE, AS-level.**

**11. Match English words from the text in the left column with their Ukrainian equivalents in the right one.**

- |            |                     |
|------------|---------------------|
| a) ivy     | 1) таблиця ліги     |
| b) propel  | 2) приймати в члени |
| c) secular | 3) член Вченої ради |

d) methodology	4) навчання
e) curriculum	5) список, перелік
f) punt	6) альянс
g) league	7) наукове керівництво
h) nomenclature	8) набір
i) senior fellow	9) методи, методика
j) postgraduate	10) штовхати, просувати
k) Nobel laureate	11) плоскодонний човен
l) tuition	12) навчальний план
m) scholarship	13) студент молодших курсів
n) Bachelor's degree	14) лауреат Нобелівської премії
o) league table	15) світський
p) academic supervision	16) стипендія; ученість
q) on a par with	17) на рівні з...
r) undergraduate	18) аспірант
s) intake	19) плющ (рослина)
t) affiliate	20) ступінь бакалавра

**12. Find synonyms to the following words and word combinations from the text. Consult a dictionary of synonyms if necessary.**

Facet, to absorb, examination, supervision, to signify, evidence, to be claimed to, campus, to affiliate, distance learning, tuition, nomenclature, a league, to propel, kindergarten.

**13. Give antonyms to the following words and expression from the text.**

To migrate, assimilate, remote tuition, secular, to emphasize, to ignore, foundation, to be disbanded, elitist.

**14. Explain the difference between the meanings of each in the following pairs of words:**

Curriculum – schedule	To sit an exam – to give an exam
Postgraduate – undergraduate	To teach a subject – to read a subject (UK)
Academic supervisor – tutor	High school education – higher education
Faculty – department	Management – administration
Course – discipline	Public school – State school (in the UK)
Timetable – schedule	Diploma – degree

**15. Give intellectually adequate Ukrainian equivalents for the following words and expressions, phrases and collocations from the text.**

To emphasise depth of education; to head a league table ranking British universities; to rate something first for something; to enjoy autonomy; management education; an image makeover; high schools; pre-schools; elementary education; tertiary education; trade school, further education; a single-sex college; duplex videophone capabilities; science facilities; academic excellence; a male-only school; more advanced

examinations; to vary locally; to reach identical levels for standardized qualifications, GCSE (General Certificate of School Education) examinations; AS-levels (Advanced and Special), a tuition fee, public schools, the government-imposed “Year X” format; permanent private halls; nomenclature, a House system, charge by reputation, evidence of teaching, to be accused of, to be disbanded, a charter, a papal legate, degree students, substantial responsibility, undergraduates and postgraduates, to be associated with; Nobel prize laureates, league tables, standard nationwide curriculum, private secular school, multilingual elementary and secondary education, scholarships, need-based assistance, to cost on a par, religiously affiliated, to range from, the Ivy League Universities, a certain amount of elitism, distance learning, physical attendees, to have interactive remote tuition, to assimilate everything, appraisal, demeanour, to sit an exam, home schooling, statewide curricula, acorn unit.

***16. Translate the following sentences into Ukrainian paying especial attention to the essential vocabulary.***

1. In Great Britain, public schools are private schools. 2. In the USA, public schools are free elementary or secondary schools supported by taxes. 3. A vertical House system is characteristic of most public schools in Britain. 4. “Shell” is a term sometimes used for the first year in British public schools. 5. Finally, he got his Master of Arts degree. 6. At Oxford, in addition to 39 colleges and lots of facilities, there are also 7 PPHs. 7. Universities take responsibility for the teaching of undergraduates and postgraduates and degree students. 8. The Nobel Prize Laureates are announced annually by the International Nobel Prize Committee for accomplishments in the fields of physics, chemistry, medicine, economics, and literature, and for the promotion of peace. 9. While punting, you have to move a boat with a long pole. 10. Wouldn't people work better if they were given complete freedom and responsibility? 11. There are no questions pertaining to the interests, mentality and particular facets of personality of youth that the older generation can shrug off easily. 12. They were very much absorbed in their master's degree research. 13. Her job completely absorbed her. 14. Nomenclature is very picturesque in the world of rap and hip-hop. 15. The society was founded by a Royal Charter. 16. The League of Nations became the United Nations after the Second World War. 17. While doing academic research, it's clearly very valuable to take advice from your tutor. 18. The new university's curriculum includes a very large number of optional courses. 19. The educational system of Ukraine is considered to be secular. 20. Many students have state scholarships to Ukrainian Universities. 21. The National Curriculum (UK) and state-by-state Curricula (USA) are formulated by the governmental authorities. 22. The population of the UK respected Winston Churchill for his unparalleled scholarship. 23. Tutors analyse and support their graduates' worthwhile academic initiatives. 24. The university Language School was affiliated to the International Linguistics Society. 25. The students formed a squash league at their hall of residence in order to determine who the best player was. 26. Boston University belongs to the Ivy League. 27. Distance learning expanded massively when the postal system was effectively replaced by computer technology development and the internet. 28. He was chosen to become a Fellow of the British Academy. 29. The Labour Government has



changed many education policies in recent years. 30. Ivy is any plant of the genus *Hedera*. 31. She did not have the remotest idea of how to change the volume on her computer. 32. His family lived in a remote town perched atop a rocky hill. 33. He began to walk across the bare fields, measuring the distance with his strides. 34. The Roman Empire absorbed many territories. 35. They tried to study all the facets of the matter.

**17. Translate the following word combinations into Ukrainian. Use English-Ukrainian dictionaries if necessary.**

Public school (in the USA), public at large, public relations, public figure, public image, public facilities, public service, public library, public meeting, public protest, public domain, public funds, public law, public officer, public holidays, in public, for public use, public works, public sale, public enemy number one, Public Records Office, public health.

**18. Fill in the gaps with an appropriate word from the following list: migrate, examination, tutelage, degree, fellow, management, undergraduate, to the highest degree, league, propel, supervision, facet, curriculum, distant, remote, assimilate, Oxbridge.**

1. He was an expert at every... of the game. 2. Whales... north from the polar feeding grounds. 3. The prize helped to... my career. 4. An... is a test of a person's knowledge or proficiency. 5. They pursued their studies under the... of the most skilful masters. 6. The University of Oxford and Cambridge University are referred to collectively as.... 7. An... is a person who is not yet an expert in a subject. 8. Even in the 21st century, a winner may have "For he's a jolly good ..." sung. 9. A course of university study is defined by a.... 10. That was only one... of the story. 11. Don't let children play without.... 12. He was the person ready to take a... role. 13. He has completed a university.... 14. Each galley was... by huge oars. 15. The Ivy... championship took place in October. 16. He loved this matter.... 17. They were... in arms. 18. He found it difficult to... to his new surroundings. 19.... learning is becoming more and more popular throughout the world. 20. In reality she was a very... cousin.

**19. Complete the following sentences by translating the words and expressions in brackets.**

1. The university Ruling Council was comprised of (члени Вченої ради). 2. A systematic set of methods used in a particular branch of study or activity is (методологія). 3. The work totally (поглинула) him. 4. Any of the cut and polished faces of a gem is a (грань) 5. A (Грамота) is a written document historically delivered by the monarch or legislature. 6. Some famous schools in Britain are private (школи-інтернати). 7. (Місьцеве керівництво) and some Federal bodies in the USA may provide assistance to families who are unable (платити за навчання). 8. Preparatory schools that take pupils from the age of 4 to 11 are called (підготовчі школи – дитячі садки). 9. In the UK since medieval times, there has been local (управління) of schools. 10. In Northern Ireland the schools were segregated to (релігійних уподобань) which caused many serious problems. 11. After the company merger, the northern holding company became (приймати в члени, інкорпорувати) to the regional office. 12. Her singing was (можна

порівняти) with the best I've ever heard. 13. The Professor was pleasantly surprised by the level of his students' (ерудиція). 14. It is often difficult for many religious schools to teach a (світський) approach to society. 15. This year's (набір) of business studies students doubled in size again. 16. The laboratory procedures were complex and required close (нагляд). 17. Where, other than Oxford and Cambridge, could you go for a (прогулянка на ялику) on the river? 18. When she was told about the University's (статут) she immediately pictured a parchment document written on by quill pen. 19. The (перелік) in the textbook was complex and required a glossary. 20. The heretic was accused of being in (спілка) with the devil.

**20. Translate the following Ukrainian sentences, choosing from the following row of synonyms: absorb, assimilate, consume, swallow up, engulf, incorporate, soak up, suck up, take into.**

1. Щоб пір'я не вбирало вологу, більшість водоплавних птахів змащують його жиром. 2. Ми з Юрком лл'ємо воду в лунку, а спрагла земля всмоктує її. 3. Вуглекислий газ поглинають зелені рослини. 4. Після об'єднання компаній, логотип кожної з них був інкорпорований до спільної символіки. 5. Прядиво натягувало вологість з повітря. 6. Новий роман захопив Настю повністю, вона і не зчулася, як настала ніч. 7. Монгольська орда просувалася все далі на захід, підминаючи під себе все нові слов'янські землі. 8. Він поринув в роботу з головою, просиджуючи в лабораторії з ранку до вечора. 9. Корпорація вела агресивну політику, захоплюючи та приєднуючи до себе нові компанії. 10. Не намагайся проковтнути все за один раз, бо можеш удавитися. 11. Вогонь знищив дерев'яну хату баби Ганни дуже швидко, полишивши по собі одне згарище. 12. Він вбирив у себе ліс, вбирив його пісні і плачі. (Ю. Мушкетик) 13. Я жадібно вбираю, всмоктую все, що тут грає радістю, світиться і мигоче. (М. Бажан) 14. Висока вода затопила півсела. 15. Багато хто любить лежати на пляжі, вигріваючись на сонці. 16. Дитину взяли під опіку. 17. Хоча вона вже давно вивчала японську мову, призвичаїтись до культури цієї країни було непросто.

**21. Translate the following sentences into English using active vocabulary.**

1. В усіх університетах світу студенти мають можливість оволодівати знаннями з різних галузей науки згідно з обраною тематикою. 2. Сучасні технології та методики навчання сприяють міцному засвоєнню матеріалу та визначають майбутні напрямки наукових досліджень. 3. Дитячі ясла і садочки набули широкого розповсюдження майже в усіх країнах Європи та Америки, адже більшість матерів у наш час працює. 4. Загальноосвітні школи Великобританії, США, України працюють згідно затверджених навчальних планів та програм. 5. Кожен, хто закінчив ВНЗ, може підвищити свій науковий і теоретичний рівень на курсах підвищення кваліфікації. 6. У сучасній світовій освітній системі основний акцент робиться на вивченні таких предметів, як: право, бізнес-технології, фінанси, економіка, іноземні мови та менеджмент. 7. На засіданні Вченої ради університету обговорювались проблеми удосконалення викладання навчальних дисциплін. 8. Для отримання атестату про середню освіту та згодом диплому бакалавра чи

магістра потрібна систематична праця та перемога над собою. 9. Кожен студент останнього курсу навчання в університетах вже думає про майбутнє місце працевлаштування. 10. Для написання курсових, дипломних, бакалаврських та магістерських робіт студентам призначають наукових керівників. 11. Випускники вищих навчальних закладів, які відмінно опановують навчальну програму, можуть продовжити навчання у статусі аспірантів. 12. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти європейських університетів повинні систематично проходити уніфіковане тестування. 13. Студенти, які навчаються в університетах на державній основі, отримують стипендії. 14. Як правило, у релігійних школах Європи плата за навчання є в межах плати, встановленої у приватних світських школах. 15. Дистанційна система навчання все більше набуває світової популярності. 16. Кожна особистість сприймає та засвоює все те, що оточує її, додаючи власну оцінку реалій життя. 17. Університетська освіта завжди вважається елітарною і високо оцінюється власниками та керівниками установ. 18. Лауреати Нобелівської премії отримують її в галузі хімії, фізики, миротворчої діяльності, літератури. 19. Форум молодих лідерів України створив і презентував нову Інформаційнопошукову базу міжнародних стипендіальних програм. 20. База даних включає міжнародні стипендіальні програми, гранти і академічні програми університетів світу для українських студентів, аспірантів, наукових працівників і спеціалістів усіх областей знань, програмиміжуніверситетського співробітництва, стажувань в урядових структурах, міжнародних організаціях та відомих компаніях.

**22. Find Ukrainian equivalents for the following names of disciplines. Then sort them into five groups: the Arts, the Social Sciences, the Natural Sciences, Engineering and Technology, and those with their own category. Note that their categorisation does not always coincide in this country and in English-speaking countries.**

Linguistics, medicine, history, philosophy, political science, neuroscience, drama, environmental management, sociology, anthropology, economics, business studies, mathematics, archaeology, physics, journalism, chemistry, architecture, mechanical engineering, biology, astronomy, psychology, geology, geography, music, electronic engineering, environmental science, religion, computer science, civil engineering, chemical engineering, aerospace engineering, law.

**23. Read and translate the following text about the Bologna process.**

The purpose of the **Bologna process** (or **Bologna accord**) is to create a European higher education area by making academic degree standards more comparable and compatible throughout Europe. It is named after the place it was proposed, the University of Bologna, with the signing in 1999 of the Bologna declaration by Ministers of Education from 29 European countries in the Italian city of Bologna.

Before the signing of the Bologna declaration, the Magna Charta Universitatum had been issued at a meeting of university rectors celebrating the 900th anniversary of the University of Bologna – and thus of European universities – in 1998.

One year before the Bologna declaration, the education ministers of France, Germany, Italy and the UK signed the Sorbonne Declaration in Paris in 1998, committing themselves to “harmonising the architecture of the European Higher Education system”. French officials, in particular, as a result often refer to the La Sorbonne/Bologna process.

The Bologna process was a major reform created with the claimed goal of providing agreement on many key education issues. These include: public responsibility for higher education and research, higher education governance, the social dimension of higher education and research, and the values and roles of higher education and research. In modern globalized and increasingly complex societies, the demands on qualification needs continue to rise.

With the Bologna process implementation, higher education systems in European countries are to be organized in such a way that:

- it is easy move from one country to be other (within the European Higher Education Area) – for the purpose of further study or employment;
- the attractiveness of European higher education is increased so many people from non-European countries also come to study and/ or work in Europe;
- the European Higher Education Area provides Europe with a broad, high quality and advanced knowledge base. This will ensure the further development of Europe as a stable, peaceful and tolerant community benefiting from a cutting-edge European Research Area;
- there will also be a great convergence between the U.S. and European systems, as European higher education adopts aspects of the American system.

There is much skepticism and criticism of the Bologna process – now taken up as a project by the European Union – from the side of professional academics. Dr Chris Lorenz of the Free University, Amsterdam, has argued that “the basic idea behind all education EU-planning is economic: the basic idea is the enlargement of scale of the European system of higher education, in order to enhance its competitiveness by cutting down costs. Therefore a European-wide standardization of the values produced in each of the national higher educational system is called for. Just as the World Trade Organization and GATS propose educational reforms that would effectively erode all effective forms of democratic politic control over higher education, “it is obvious that the economic view on higher education development as formulated by the EU Declarations is similar to and compatible with the view developed by the WTO and by GATS\*.”

(From Wikipedia 2007)

\* The General Agreement on Trade in Services (GATS) is a treaty of the World Trade Organization (WTO).

### **23. Find in the text above words and expressions that correspond to the following:**

Співставний і сумісний, підписати декларацію, ректор університету, гармонізація побудови систем вищої освіти в Європі, підвищення конкурентоздатності, збільшення масштабу, зближення систем навчання, науковці, декларована мета, управління вищою освітою, високі кваліфікаційні вимоги, подальше навчання, толерантна спільнота, найновіші досягнення в наукових дослідженнях.

Answer the following questions to the above text:

1. What was the claimed goal of the Bologna process?
2. What might be the actual reasons behind it?
3. What is the origin of the name of this process?
4. What are the obvious advantages of the conformity of all European educational systems when the Bologna process objectives are implemented?
5. How is the Bologna process associated with current globalisation of life on our planet?

**24. Translate the following text into English:**

Вища освіта України беззаперечно і однозначно визначила, як основний напрям своєї діяльності, інтеграцію в єдиний європейський освітній простір. Болонський процес спрямований на перетворення Європи на найбільш конкурентоспроможний і розвинутий освітній простір у світі. Болонською декларацією, яку підписали більшість європейських міністрів освіти у червні 1999 року, передбачено реалізацію багатьох ідей і проектів. Передусім, це: формування єдиного відкритого простору вищої освіти; впровадження кредитних технологій навчання на базі європейської системи трансферу кредитів; стимулювання мобільності студентів і викладачів у межах європейського регіону; прийняття системи освітньо-кваліфікаційних рівнів “бакалавр-магістр”; розвитку європейської співпраці у сфері контролю за якістю вищої освіти тощо. Приєднання України до цього процесу надає нашій країні можливості поглибити стосунки з європейськими державами на шляху подальшої інтеграції до ЄС.

(С. М. Гончаров, В. С. Мошинський  
“Вища освіта України і Болонський процес”)

**25. Read the text below about athletics scholarships and re-phrase it briefly by answering the following questions:**

1. In what countries of the world are athletic scholarships common?
2. Why do you think they are illegal in the UK?
3. In whom does the decision rest about the admission of athletes into universities?
4. Where do the funds come from to pay scholarships to athletes?
5. What is your personal attitude to athletic scholarships?

**An athletics scholarship** is a form of scholarship to attend a college or university awarded to an individual based predominantly on their ability to play a sport. They are common in the United States, but in many countries they are rare or non-existent.

Hundreds of educational establishments across the US offer financial aid of one sort or another for athletes. Financial aid for athletes can take many forms, with amounts, requirements, and purposes varying from school to school.

Athletic scholarships for undergraduate student-athletes in the USA are partially funded through the national Collegiate Athletic Association (NCAA) membership revenue distribution. About 1 billion USD – worth of athletics scholarships is awarded each year.

Over 126,000 student-athletes receive either a partial or full athletics scholarship. However, these scholarships are awarded and administered directly by each academic institution, not the NCAA.

The NCAA – through its member institutions, conferences and national office staff – itself describes its functions on its website as being primarily that of “forming a collegiate model of athletics experiences”.

In the United Kingdom entrance scholarships for sport are actually illegal and therefore non-existent. However sporting ability may be taken into account in admission for places on degrees in subjects such as Sport Science and at the discretion of admission staff sporting achievements may be taken into account on choosing candidates based on their ability to make an all-round contribution to the institution in the same way as achievements in any other non-academic area.

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

**Subject vocabulary**

Public school, acorn unit, tutelage, ruling council, boarding school, senior fellow, tripos, shell, house system, facet, the Ivy League Universities, methodology, exclusivity, curriculum, tuition, A-level, A2-level, AS-level, GCSE (General Certificate of School Education), nomenclature, charter, degree students, undergraduates, postgraduates, Nobel prize laureates, punting, supervision, campus universities, intake, Redbrick Universities, scholarship, secular, kindergarten, on a par with, motivation, ivy plant, distance learning, appraisal, remote tuition, halls of residence, elitism, tuition fee, honorary degree, diploma

Faculty, department, rector, teaching staff, admission staff, college facilities, collegiate, administrators, first degree, course, discipline, schedule, standardized qualifications, tertiary education, trade school, further education, male-only schools, single-sex college, academic excellence, an image makeover, high schools, pre-schools, elementary education, education governance, professional academics

To lead a league table, to rate something first for something, to enjoy autonomy, to propel, to affiliate, to assimilate, to absorb, to migrate, to sit an exam, to give an exam, to harmonize, to call for, to award a scholarship, to administer a scholarship.

***27. Reinforce your knowledge of the section Vocabulary giving English equivalents to the following words and expressions:***

Управління освітою, вміння справлятися (впоратися) із чимось, методологія вивчення предмета, огляд, оцінювання знань, свідчення, жолудь, садок, хартія, плата за навчання, перелік, грамота, ранг, вчений ступінь, почесний вчений ступінь, альянс, керівництво науковим дослідженням, територія університету, вчена рада, стипендія, ерудиція, плющ звичайний, неузгодженість, дистанційна освіта, студент останнього курсу, курси підвищення кваліфікації, аспірант, аспірантура, докторантура, вченість, занурений в думки, грань (алмаза), школаінтернат, аспект, Велика хартія вольностей, лауреат, Нобелівська премія; курс навчання, навчальний

план, навчальна дисципліна, інтелектуальна еліта, термінологія, вища ліга, перелік питань, чартерний рейс, співставний і сумісний, ректор університету, гармонізація побудови систем вищої освіти в Європі, підвищення конкурентоздатності, збільшення масштабу, зближення систем навчання, науковці, декларована мета, управління вищою освітою, високі кваліфікаційні вимоги, подальше навчання, толерантна спільнота, найновіші досягнення в наукових дослідженнях.

Утворити лігу, бути пов'язаним з чимось, асимілювати, поглинати, розглянути справу з усіх сторін, здійснювати перехід, здійснювати нагляд чи спостереження, засвоювати навчальний матеріал, проявляти освіченість, змінювати розклад занять, спонукати до дії, проявляти хитрість, підписати декларацію.

## **28. Translate the following newspaper article into English, using the active vocabulary.**

### **Мозковий обмін**

*Стипендіатами програми обміну Фулбрайта стали 400 українців і 300 американців.*

15 років в Україні діє програма Фулбрайт – найстаріша і найвідоміша програма міжнародних обмінів.

У 1946 році її заснував американський сенатор Вільям Фулбрайт. Спільними зусиллями з науковими спільнотами інших країн американці створили програму обміну, за якою науковці, студенти та громадські діячі, незалежно від місця свого проживання, мають змогу побувати в Америці, натомість американські фахівці можуть пройти стажування в інших країнах світу.

Починаючи з 1992 року, близько 400 українців провели рік наукової роботи у США, а понад 300 американців займалися дослідницькою та викладацькою діяльністю в Україні. Автори найбільш успішних досліджень та винаходів стають володарями спеціального гранту – Фулбрайтівської стипендії. Трохи пізніше – у 1999 році – створили Українське Фулбрайтівське товариство.

Воно об'єднало випускників вищих навчальних закладів, які продовжують свої наукові дослідження і тим самим роблять свій внесок у розвиток української науки. Серед українських фулбрайтівців є науковці, адміністратори, журналісти, урядовці, культурні діячі.

У полі зору фулбрайтівців – розвиток української науки, реформування освіти, культури, економіки, стану громадського суспільства, європейської інтеграції та глобалізації. А вчора на дводенній Х Фулбрайтівській конференції “Український проект у ХХІ столітті”, яку організувало Українське Фулбрайтівське товариство за підтримки бюро у справах освіти та культури державного департаменту США, стержнем зібрання стало затвердження “Етичного кодексу членів Фулбрайтівського товариства України”. На думку фулбрайтівців, він допоможе подолати корупцію в українській освіті й може стати настільною книгою керівників і викладачів вищих навчальних закладів України.

(Газета “День”, 20 жовтня 2007 р.)

### **GRAMMAR REVIEW POINT:**

#### **Simple, Progressive and Perfect Tenses, Active and Passive Voice**

**1. Put the verb in brackets into one of the Simple, Progressive or Perfect Tenses as necessary.**

1. Education (to be) a vital concern throughout. 2. A famous British headmaster Thomas Arnold (to introduce) a programme of physical, moral and religious discipline. 3. Students (to be offered) courses in agriculture, architecture, art, classics, economics, geography, history, math, modern language, music, science, and technology. 4. The school (to receive) funds directly from central government. 5. The literacy rate in Britain (to be) one of the highest in the world. 6. Harrow School (to rise) to its present eminent academic position (to date back) from the enlargement of the institution. 7. The curriculum (to consist) of modern subjects. 8. Rugby School (to become) one of the greatest of English public schools. 9. A small number of school students (to board) with their teachers. 10. Imperial College, London, (to be at the forefront) of science education in Great Britain throughout last two centuries. 11. The cost of education (to increase) rapidly. 12. The curriculum (to be changed) annually. 13. Britain's first education act in 1870 (to be) inspired by the pioneering example of mass compulsory education in Germany and (to provide) for state-financed primary education. 14. Who (to write) a research paper to present at the conference in March? 15. The students (to study) languages every day. 16. The creation of the "University of the Air" in Britain (to be proposed) by the British Prime Minister in 1963. 17. ... we (to pass) our exam tomorrow? 18. He (not to start) his project in the nearest future. 19. Where ... you (to apply) to study next year? 20. He (to go) to become a fellow after the sitting of the Ruling Council. 21. (to be going) to pass the exams? 22. Since that time the college (to increase) steadily in size and importance. 23. The students (to write) the test since lunchtime. 24. It was his first exam. He (never to write) an exam before.

**2. Use Active and Passive Voices as appropriate. Comment on the grammar. Translate the sentences into Ukrainian.**

1. LEAs (local education authorities) (to authorize) by Government policy to use public funds for church-affiliated schools. 2. Public schools (to attend) by those whose parents can afford the fees. 3. These authorities (to take over) responsibility. 4. American schoolchildren (to segregate) by skin colour before the 1970s. 5. Winchester (to be) an English public school. 6. Special tuition (to provide) for British Military Academy examinations. 7. The term "Oxbridge" (to use) to refer to both universities as a single entity. 8. Girls (to admit) in the 1970s to many previously single-sex schools.

**3. Translate the text into English. Comment on the grammar.**

**Нобелівська премія 2007**

8–15 жовтня 2007 року у Стокгольмі та Осло пройшов черговий Нобелівський тиждень, протягом якого були оголошені лауреати шести Нобелівських премій:

- у галузі медицини та фізіології;
- у галузі хімії;
- премія миру;
- у галузі фізики;
- у галузі літератури;



- у галузі економіки.

Із 2001 року премія становить 10 млн. шведських крон (1,54 млн.) американських доларів.

Лауреатами попередніх часів стали такі вчені країн СНД: Іван Павлов (фізіологія та медицина, 1904 р.) Ілля Мечников (фізіологія та медицина, 1908 р.), Іван Бунін (література, 1933 рік), Борис Пастернак (література, 1958 рік), Лев Ландау (фізика, 1962), Михайло Шолохов (література, 1965 рік), Андрій Сахаров (1975, премія миру), Петро Капіца (фізика, 1978 рік), Михайло Горбачов (1990, премія миру), Олексій Абрикосов, Віталій Гінзбург (2003 рік, фізика).

Альфред Нобель – шведський винахідник і промисловець – заснував Фонд, який запровадив Нобелівську премію. Він у 1896 році заповідав Фонду все своє багатство, яке йому принесла імперія з 90 заводів з виробництва зброї та вибухових речовин.

(Nobelprize.org)

### *Test your knowledge of English!*

A student who gets a **2:2** has:

- a ballet dress
- membership of Bishop Desmond's congregation
- a lower-middle honours degree
- poor eyesight

A **copycat** is:

- one of a litter of identical kittens
- someone who copies another student's work
- an industrial photocopier
- a touchtablet alternative to a computer mouse

To **cut class** is to:

- miss lectures
- split a student group into two
- teach using differential ability techniques
- form tutorial groups

The **school of hard knocks** is:

- boxing lessons
- highly competitive education
- dismissal for poor grades
- learning from everyday life

A **swot** is:

- a classroom fly trap
- a exchange student
- someone who studies too hard
- a trainee for the US special polic

## READING 2

### *Analytical reading and translation comments*

1. Read the abstract about P. J. O'Rourke that introduces the main text. Answer the following questions:

1. Have you ever read any of P. J. O'Rourke's books or articles?

2. What other American or English satirists or social commentarists can you name?

Do you know any Ukrainian satirists?

3. How would you expect Miami University and Johns Hopkins University to differ from Ukrainian universities?

4. Why do you think that P. J. O'Rourke would qualify to be a member of such a prestigious 'think tank'?

5. Why do authors such as O'Rourke use humour as a vehicle for their writing?

### *2. Transcribe the following words consulting a dictionary if necessary. Practice their pronunciation:*

Quadrangle, sherry, famine, ego, alumnus, exacerbate, quackery, emblazon, reminisce, nostalgia, reminiscences, warrant, callus, pitcher, harassment, donnish, Academe, Academia.

### *3. Analyze the following comments without looking at the text. Then read the extract from "Going from Bad to Diverse" by P. J. O'Rourke. Answer the following questions, checking your general comprehension of the text and the comments.*

1. Why does O'Rourke feel that politicians do not have real ideas?

2. Why should universities and students be a better source of ideas than political organizations?

3. Is radical thinking and critical analysis a fundamental part of student life in the 21st century?

4. What differences are there, in political terms, between campuses in the 1960s and today?

5. Can education and students' imaginations improve society?

6. Are campuses characteristic to all of American, British and Ukrainian universities?

7. What do you know about Student Unions in the USA, the UK and in Ukraine?

8. How can women, minorities and old people influence politics?

9. Is "multiculturalism" still a part of everyday campus life?

10. What are some of the prohibited behaviours for university students in Ukraine, the USA and the UK?

### *Comments:*

1. **Alma mater (Lat.)** A university or school as regarded by its past and present students. The term is very common in the USA but rarely used in the UK although some people will know its meaning. *Альма матер.*

**2. Quadrangle**, *n.* An open area surrounded by four buildings or an open area enclosed by a single building. In theory this may be on any site, but the convention is that the word is only used for a school, college or university. *Чотирикутне подвір'я, оточене будинками.*

**3. Donnish**, *adj.* From the word 'don' meaning 'a member of the teaching staff of a university', rarely used in the USA and far more common in the UK. The term is most often used for the most senior staff. Тут: *професорський.*

**4. Straight Scotch.** A measure of Scotch whisky without a mixer and not on ice ("on the rocks"), as often preferred by Americans. *Чисте шотландське віскі.*

**5. Freshman**, *n.* The American term for a first-year undergraduate, equivalent to the term "fresher" used in the UK. *Першокурсник.*

**6. Martha and the Vandellas.** A very popular group from the 1960s and early 1970s. Their style of music is known as 'Soul'.

**7. Prize graduate.** A graduate who leaves with especial distinction, perhaps a specific prize. *Нагороджений, відмічений випусник.*

**8. Alumnus**, *n.* A graduate of a school or university. The term is not used in the UK. *Колишній вихованець /випускник (даної школи чи університету).*

**9. Chair**, *n.* When a university lecturer achieves the academic status of 'Professor', the award is usually linked to a specific position within a university, called a 'chair' – *професорська посада.* The title of Professor is the highest academic rank in both the USA and the UK, but Americans sometimes call any university teacher a "professor" – this is never done in the UK.

**10. Academe**, *n* [àkà`di:m]. The US academic environment or community. In the UK, the word Academia is normally used instead. *Світ університетської науки, наукове співтовариство.*

**11. Student Union.** Although this may be a membership association of students, the term in both the USA and the UK most commonly refers to the building or buildings used by students for social purposes, concerts, etc. *Студентський клуб.*

## **Text 2: Going from Bad to Diverse**

Can education and the ideas of students improve society?

by P. J. O'Rourke

**Patrick Jake O'Rourke** (born 1947 in Toledo, Ohio) is an American journalist and writer. Most of his books in recent years are political commentary with a humorous, but sharp and cynical approach. This hard edge differentiates him from many writers of social commentary, since Bill Bryson, for example, is far gentler in his approach. His humour encourages his readers to take more interest in what are often the most serious topics and this in turn generally leads to questioning as to why the status quo is as it is, and whether there should be changes.

O'Rourke has written for most of the best US newspapers and magazines, and now has 13 books published. He was educated at Miami University (Ohio) and Johns Hopkins University, and is a Fellow of the Cato Institute in Washington D.C., one of the major US "think tanks". The following extract is taken from "All the Troubles in the World" (1995).

Everywhere we see ugly politics – politics almost as ugly as you can paint them in a nightmare. I admit to a grudge. Politics **exacerbates** the problems of densely-populated nations. Politics causes famine. And treating environmental ills with nothing but politics

is **quackery**. However, politics should be useful in matters political. At least you'd think so. And the attempt of women, minorities, old people and so forth to gain influence in political systems is certainly a political matter.

Can politics help the “unempowered” better than politics helps **huddled**, hungry folks by giving them pollution not food? To find out, I thought go someplace where there were lots of real political ideas. Not Washington, of course. Political schemes, political deals, political scandals and corruption – in these Washington **abounds**. But ideas? Instead I returned to my **alma mater**. When I was in college, political ideas were all over the place. Of course, most of those ideas were bad (and the worst were held by me), but that was twenty five years ago. Maybe college students have changed. Maybe college is different. Anyway, “multiculturalism” is a political idea that is continually being discussed on campuses to let students being educated have their own but varied opinions. I was willing to give it a fair – okay, half-fair – hearing.

To this end I found myself steering a rented sedan through a maze of campus buildings and **quadrangles** of Miami University. Everywhere around me were sweatshirts **emblazoned** with “MIAMI UNIVERSITY” worn by ... gosh, the kids are baggy these days ... worn by I don't know what.

Have college students changed? For chrissakes, they're college students. No. They're beer, egos, nervous relationships, independence, puzzled parents. Of course they haven't changed. Their clothes are bigger.

I was lost in a fog of nostalgia. No, I was just lost. I peered through the windshield telling myself what I may or may not have remembered. I'm not much for sentimental memories. Nothing wrong with **reminiscing** on your student days, except I keep forgetting to do it. If you had a great time someplace, it's not as though you can go back and get it. If you had a really great time, a **warrant** is probably still out, and speaking of warrants, I wasn't entirely sober. I'd been to see a couple of old professors, men who were ancient a quarter of a century ago and who now ... Now they were only somewhat older than I am, however that happened. So we sipped some **donnish** dry sherry – tumblers of **straight Scotch**, actually. I asked them if Miami was different. They didn't remember.

*Miami didn't seem different.  
Old Miami from thy hillcrest,  
Thou hast watched the decades roll,  
While thy sons have quested from thee,  
Sturdy-hearted, pure of soul.*

Not that I recalled ever hearing the school song. I went to exactly two university-sponsored events during my undergraduate career – one **freshman** mixer and a **Martha and the Vandellas** concert. I was reading the lyrics out of 1993–94 Student Handbook, which didn't have a campus map. The handbook made a point of mentioning that new verses had been added:

*You've embraced the generations,  
Men and women, young and old,  
Of all races, from all nations,  
And your glory will be told.*

Change and diversity in one neat hit. And the Student Handbook was printed on recycled paper. And I was, as I said, lost.

I was supposed to be going to the president of the university's house for dinner. I can't imagine why. I wasn't a distinguished student. I am not a **prize graduate**. And, as for an **alumnus** revisiting the halls of **academe** to revisit learning with a mind **callused** by reality's hard strife – I doubt that they really wanted to see me unless they had a **Chair** of Cynical Philosophy that I don't know about.

I **puttered** to the curb in front of the presidential residence which I finally recognized because I had been chased off its lawn for protesting the war in Vietnam by burning a copy of some textbook or other on English Literature. The president was a terrifically nice guy. He'd gathered some folks from the university – wonderful people. We were served an excellent dinner. And the next thing I knew I was on my third bottle of wine expressing my disagreement with a dean over her support for the Clinton administration health-care reform plan by yelling that she was a political criminal. "*Advocating the expansion of the powers of the State is treason to mankind, goddammit!*" **Academe**, alcohol and ideas – now we had reminiscences.

Miami University hasn't changed. The students haven't changed. And neither have I. My head was splitting. Please, a drink. The atmosphere in the college bars was much more **collegial**. In an effort to bring us together as a nation, the barmaids at one tavern had had set out a beer **pitcher** with a sign on it: *All tips will go to a politically-correct cause*. I began doing the kind of research I'm made for: Large beers all round. I gathered from the beer-oiled undergraduate chatter that things had changed at Miami.

When I was in school, women students, no matter their age, were required to live in dormitories unless they were married. The dormitories had hours. Freshmen girls were locked in at ten-thirty on weeknights. Seniors had until midnight or so. Now women students can do whatever they want. What they wanted that particular week was a "Take Back the Night" march where 170 students protested how dangerous it was to be wandering around at night.

In my days, members of opposite sexes were not allowed to go to each other's dorm rooms. Now there's twenty-four hour visitation. There's also a sexual harassment regulation in the Student Handbook that's forty-five hundred words long, that includes in its ramble the express prohibition of students touching, patting, hugging and brushing against each other.

But you can't smoke tobacco in **the student union** or any of the academic buildings. And you can't have a drink until you're twenty-one.

There used to be an Ohio law allowing eighteen-year-olds to buy beer with an alcohol content of 3.2 percent or less. Oxford, Ohio, the town where Miami is located, was reputed to have the greatest per capita consumption of 3.2 beer on the planet. You always tell Miami alumni by their enormous bladder capacities. Every day, when classes were done, the members of the student body would rush to the High Street bars, bloat themselves with watery brew and touch, pat, hug, and brush against each other. They can't do that at eighteen any more. But they can vote.

**4. Study the following Vocabulary notes, and then go through the text again. Translate it paying special attention to the highlighted words and expressions.**

**Vocabulary notes**

**1. Exacerbate**, *v.* Increase the sharpness of (a pain), the severity of (an illness), the bitterness of (a feeling); aggravate. Also, provoke the resentment of (a person). Поглиблювати (кризу); загострювати (хворобу); підсилювати (невдоволення); дратувати, злити, *пер.* ятрити рану. e.g. The unfamiliar climate may have further exacerbated her nervous condition. Such a step would merely exacerbate an already volatile situation.

**2. Quackery**, *n.* The result of the work of a quack or charlatan. Шарлатанство, обман. e.g. The “miracle cure for baldness” advertised in the TV guide was yet another example of quackery.

**Quack**, *n.* A person who pretends to have medical skill or knowledge which he or she does not have; a charlatan. Знахар, шаман, шарлатан. e.g. The man claiming to be a world-renowned oncologist turned out to have no qualifications and was just a quack.

**Quack**, *v.*

1) to sound like a duck: utter its characteristic abrupt harsh sound – крякати, e.g. The children loved to go to the duckpond and hear the ducks quacking.

2) *transf.* make a harsh sound like that of a duck; (of a person) talk loudly or foolishly – базікати, цокотіти, торохтіти, ляскотіти. e.g. After the dinner party, the guests went into the lounge and you could hear quacking, braying and twittering all over the house as they tried to impress one another.

**3. Huddle**, *v.*

1) gather or crowd closely or in disorder; hunch up; nestle closely in a hunched position – навалювати, накидати, товпитися, притискатися, притулятися. e.g. They huddled together as if for protection. Across the valley, she could see villages that huddled round the shingle roofs of churches. After dark, they would huddle over the fire.

2) hunch, coil (oneself) over, up – згорнутися калачиком, зіщулитися, притиснутися (одне до одного). e.g. I found him huddled up in his armchair with his arms around his knees.

**4. Abound**, *v.*

1) overflow, be plentiful – бути багатим на щось, знаходитись у великій кількості. e.g. Too much misery abounds in the world. English actors now abound in Hollywood.

2) be wealthy in; teem with – рясніти, кишіти. e.g. The rainforest canopy abounds with life.

**5. Steer**, *v.*

1) guide (a vessel) by means of a rudder, helm, oar – правити, керувати рулем (кермом, стерном). e.g. She advertised for a skilful helmsman to steer her yacht around the Cape of Good Hope. The man who steers a nuclear-powered aircraft carrier takes enormous responsibility.

2) guide the course of, control the direction of, maneuver (a vessel a person, animal, vehicle) to a specified point or in a specified direction – керувати, направляти, прокладати шлях. e.g. He tried to steer the cow away from the centre of the road. He steered her through the crowd. I have attempted to steer a path between exposition and criticism in this book.

3) check, restrain, control – спрямовувати; контролювати. e.g. The university tutor worked hard to steer her towards successful graduation.

4) manage, administer (government, business) – спрямовувати (зусилля), направляти (дії), управляти, e.g. He was appointed as Chairman of the Government Steering Committee on road safety.

*Phrases:* steer a middle course – уникати крайнощів, steer clear of – уникати когось/чогось, steering committee/group – організаційний/підготовчий комітет.

**Steer, n, slang, US as in bum steer** – a piece of false information or bad advice – фальшива інформація.

### **6. Emblazon, v.**

1) inscribe or portray conspicuously, as on a heraldic shield, adorn with heraldic devices, inscribe with words – прикрашати гербом, геральдичними фігурами. e.g. He emblazoned it on a banner. The football pitch was emblazoned with boards carrying the sponsor's brands.

2) celebrate, make illustrious – прославляти. e.g. The word 'synergy', which we now find emblazoned in all management textbooks has become a cliché.

### **7. Reminisce, v.**

1) recollect, remember, especially say as a recollection – згадувати. e.g. 'I remember when the Sixties turned society around in the twentieth century,' he reminisced.

2) indulge in reminiscences – впадати у спогади. e.g. Reminiscing about her early days of university life gave her pleasure.

**Reminiscences, n, (usually plural).** Recollections of past experiences, usually recounted to others – спогади, мемуари. e.g. The students were forced to regularly listen to the reminiscences of their Latin lecturer.

### **8. Warrant, n.**

1) a document issued by a monarch, an officer of State, a military body, authorizing a particular action or delegating authority – підстава, повноваження, виправдання. e.g. The Governor-General of Canada received her warrant from the British Queen at a formal ceremony.

2) a writ or order issued by some authority, empowering a police or other officer to make an arrest, search premises, or carry out some other action relating to the administration of justice – припис, ордер. e.g. I felt as though I were signing the warrant for my own execution. The court issued a warrant for his arrest.

3) a document authorizing payment of a sum of money, either capital or interest – ордерний платіжний документ. e.g. Eurobonds have warrants that ensure interest is paid regularly.

*Phrases:* arrest warrant – ордер на арешт, royal warrant – королівська грамота, search warrant – ордер на обшук.

**Warrant**, *v.* To provide sufficient grounds for (a course of action), justify – виправдовувати, бути виправданням, підтвердженням, гарантувати. e.g. He thought that the evils of Nazism warranted armed resistance. He judged our numerous discomforts too trivial to warrant expert attention.

**9. Tumbler**, *n.* A cylindrical, or barrel-shaped, drinking-vessel, especially made of glass, with a heavy flat base and no handle or foot – бокал, низька склянка. e.g. Squat tumblers are accepted as best for drinking whisky.

**10. Callus**, (*AngloE callous*), *n.* A thickened and hardened part of the skin or soft tissue – мозоль. He developed large calluses on his hands from fishing regularly. Editors have to develop enormous calluses at every point of contact with journalists.

**Callus**, *v.* Form a callus, become hardened. Затвердіти, закрубіти. e.g. The guitarist soon found that changing to a steel-string guitar calloused his fingers far more than they had been previously.

**11. Putter**, *v.* Go slowly, loiter – повільно їхати, бродити безцільно, ледь рухатися. e.g. The car pattered along through the Alps as the passengers enjoyed the scenery.

**12. Collegial**, *adj.*

1) characteristic of a college or college students – студентський. e.g. The bar was one of their favourite collegial haunts.

2) pertaining to or involving a body of people associated as colleagues – колегіальний. e.g. The collegial body tried to meet each month socially.

**13. Pitcher**, *n.* A large, usually earthenware, vessel with a handle and a lip, for holding and pouring out liquids, a jug – глечик, кухоль. e.g. The waitress circled the table with a china pitcher of foaming cider.

**14. Harassment**, *n.* Constant molesting or persecution – домагання, чіпляння. e.g. One of the serious behavioural problems in offices is sexual harassment.

**Harass**, *v.* Make repeated attacks, trouble and annoy continually – дратувати, нападати, дошкуляти, турбувати, непокоїти, втручатися. e.g. The elk were unceasingly harassed by mosquitoes during the summer months. The programme was organized by the FBI to harass, discredit and destroy the radical freedom movements. The black student was being continually harassed by the skinheads on his course.

**15. Repute**, *v.* To consider, regard as being something of value – вважати, гадати. e.g. Porsches are reputed to be some of the best European cars.

**Reputed**, *adj.*

1) held in repute, respected – відомий; з гарною репутацією. e.g. The reputed surgeon was asked to perform the crucial operation.

2) supposed, reckoned, alleged – той, який вважається, гаданий. e.g. I was eager to see the reputed new stars on stage.

**5. Answer the following questions to the text, checking your deeper understanding of it and more scrupulous comprehension of the vocabulary.**

1. What does “Alma mater” and the associated traditions mean? Why is this concept so important to Americans?



2. What are the author's thoughts about his "alma mater"? Give some of the relevant quotes from the text to support your answer.
3. Can politics help the "unempowered"?
4. Do we have "donnish" attitudes in Ukraine?
5. What representatives of soul music can you name? What's your attitude to this music genre? Does it have the same mentality as American rap and hip-hop?
6. Explain the differences between the terms: "alumnus", "undergraduate", "sophomore", "postgraduate", "first-year", "fresher" and "freshman". Which are UK-only and which US-only?
7. Do you agree that politics exacerbates the problems of densely populated nations? Why?
8. Have college students changed? Compare the conclusions from the text with your own knowledge of student life.
9. Who are the "prize graduates" of a university? Does O'Rourke consider himself to be one? Why was he chosen to speak at the dinner?
10. How does the author describe Miami University?

**6. Comment on the quotation about the author's participation in the reception at the rector's residence. Explain the relevance of this abstract for the main topic of this part of the book and its subtitle: "Can education and the ideas of students improve society?"**

We were served an excellent dinner. And the next thing I knew I was on my third bottle of wine expressing my disagreement with a dean over her support for the Clinton administration health-care reform plan by yelling that she was a political criminal. "Advocating the expansion of the powers of the State is treason to mankind, goddammit!" **Academe**, alcohol and ideas – now we had reminiscence.

Have you ever taken part in such a dinner party? How might such gatherings encourage the creation and discussion of radical ideas?

**7. Make a short rendering of the excerpt.**

**8. What genre does this text belong to? While answering the question consider the following two quotes:**

(a) Can politics help the "unempowered" better than politics helps huddled, hungry folks by giving them pollution not food? To find out, I thought go someplace where there were lots of real political ideas. Not Washington, of course. Political schemes, political deals, political scandals and corruption – in these Washington abounds. But ideas? Instead I returned to my alma mater. When I was in college, political ideas were all over the place. Of course, most of those ideas were bad (and the worst were held by me), but that was twenty five years ago. Maybe college students have changed. Maybe college is different. Anyway, "multiculturalism" is a political idea that is continually being discussed on campuses to let students being educated have their own but varied opinions. I was willing to give it a fair – okay, half-fair – hearing.

(b) Miami University hasn't changed. The students haven't changed. And neither have I. My head was splitting. Please, a drink. The atmosphere in the college bars was

much more collegial. In an effort to bring us together as a nation, the barmaids at one tavern had had set out a beer pitcher with a sign on it: *All tips will go to a politically-correct cause*. I began doing the kind of research I'm made for: Large beers all 'round. I gathered from the beer-oiled undergraduate chatter that things *had* changed at Miami.

**9. Analyze the author's style, using the following points as prompts.**

1. The prevailing form of the text is: narration, description, flash back, inner monologue.
2. Comment on the title of the text. What stylistic device is used?
3. Characterize the type of language used by the author? For example, formal, informal spoken, written, academic, journalistic, business-style.
4. Characterize the syntax of the abstract in general: for example, length of sentences, regularity of sentence structure, etc. How does it serve the author's end?
5. What terminological categories are covered by the author? Give examples of educational and political terminology.
6. What are the peculiarities of P. J. O'Rourke's style? Give your ideas as to the blend evident in his style.
7. Comment on the usage of proper names in the text. How do we usually translate such names?
8. Give examples of some stylistic devices used in the text. What do they emphasize?

**10. Analyze the use of metaphor, epithet, hyperbole, neologism and other stylistic devices in the following sentences. Translate the sentences into elegant Ukrainian, paying especial attention to the translation of proper names and other stylistic devices.**

1. "Everywhere we see ugly politics – politics almost as ugly as you can paint them in a nightmare".
2. "I found myself steering a rented sedan through a maze of campus buildings and quadrangles of Miami University".
3. "Can politics help the "unempowered"?"
4. "Everywhere around me were sweatshirts emblazoned with "MIAMI UNIVERSITY" worn by ... gosh, the kids are baggy these days ... worn by I don't know what."
5. "I'd been to see a couple of old professors, men who were ancient a quarter of a century ago and who now ... Now they were only somewhat older than I am..."
6. "And, as for an alumnus revisiting the halls of academe to revisit learning with a mind callused by reality's hard strife."
7. "And the next thing I knew I was on my third bottle of wine expressing my disagreement with a dean over her support for the Clinton administration health-care reform plan by yelling that she was a political criminal."
8. "I gathered from the beer-oiled undergraduate chatter that things had changed at Miami."
9. " ... The members of the student body would rush to the High Street bars, bloat themselves with watery brew and touch, pat, hug, and brush against each other."
10. "I was willing to give it a fair, okay, half-fair hearing."

11. They're beer, egos, nervous relationships, independence, puzzled parents.”
12. “I was lost in a fog of nostalgia”.
13. “If you had a really great time, a warrant is probably still out, and speaking of warrants, I wasn't entirely sober”.
14. “Change and diversity in one neat hit”.

**11. Comment on the syntactic stylistic devices used in the sentences below. Translate them into elegant Ukrainian in writing.**

1. “To find out, I thought go someplace where there were lots of real political ideas. Not Washington of course”.
2. “Political schemes, political deals, political scandals and corruption – in these Washington abounds”.
3. “Miami University hasn't changed. The students haven't changed. And neither have I. My head was splitting. Please, a drink.”

**12. Find examples where there are dramatic changes of grammar and syntax due to the informal spoken style of the author.**

**13. Give instances of humour in the text. Comment on them.**

**14. Compare and contrast the styles of O'Henry (the beginning of the 20th century) and P.J. O'Rourke (contemporary). Could you fairly compare O'Rourke to Jonathan Swift? Which Ukrainian writers can you name who wrote political commentary?**

## VOCABULARY PRACTICE 2

**15. Give synonyms for the following words and expressions as they were used in the text:**

To indulge in reminiscences, to emblazon with something, collegial, varied opinions, a freshman mixer, a distinguished student, Alma mater, disagreement, to advocate, a dormitory, a march, sexual harassment, baggy, puzzled, I'm not much for, to sip, a tumbler, a hillcrest, sturdy-hearted, pure of soul, lyrics, campus, to embrace, the halls of academe, hard strife, a Chair of Philosophy, to be chased off, a treason, to bloat, to be splitting (about the head), a handbook, ramble n, prohibition, per capita consumption.

**16. Match the English words and phrases with the Ukrainian equivalents:**

- |                     |                     |
|---------------------|---------------------|
| a) to huddle        | 1) спрямовувати     |
| b) to abound        | 2) шарлатанство     |
| c) to steer         | 3) прикрашати       |
| d) quackery         | 4) ордер на арешт   |
| e) to exacerbate    | 5) випускник        |
| f) to have a grudge | 6) мозоль           |
| g) to emblazon      | 7) студентська рада |

h) to reminisce	8) повільно їхати
i) to warrant	9) притулятися
j) callus	10) згадувати
k) to putter	11) рясніти
l) unempowered	12) глечик
m) maze	13) позбавлені влади
n) to be reputed	14) вважатися
o) alumnus	15) загострювати
p) pitcher	16) мати зуб на когось/щось
q) student body	17) лабіринт

**17. Translate the following words and expressions from the text. Emphasize the colloquial ones.**

A nightmare, ugly politics, to admit to a grudge, to exacerbate the problems, densely-populated nations, to cause famine, to treat environmental ills, quackery, to gain influence in political systems, to help the “unempowered”, huddled, to abound in something, political deals, multiculturalism, to discuss on campuses, to give a fair hearing, varied opinions, to steer, a maze of campus buildings, quadrangles of Miami University, sweatshirts, emblazoned, gosh, baggy, for chrissakes, egos, to peer through the windshield, reminiscing, to be much for something, a warrant, donnish, a tumbler, straight scotch, sturdyhearted, a hillcrest, an undergraduate, a freshman mixer, in one neat hit, a Student Handbook, recycled paper, a prize graduate, an alumnus, to revisit the hall of academe, callused by hard strife, to putter to the curb, presidential residence, to be chased off a lawn, to protest a war, to be on your third bottle of wine, to yell, a political criminal, to advocate, a treason, reminiscence, a collegial atmosphere, barmaids, a beer pitcher, a beer-oiled undergraduate chatter, dormitories, twenty-four hour visitation, a march, a dorm room, harassment, regulation, ramble on, express prohibition, to be reputed to have, the student union, alcohol content, alumni, enormous bladder capacities, to bloat yourself with watery brew.

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

1. Academia or Academe is the academic environment or community. 2. Alumnus is a graduate or former student of a school, college, or university. 3. He was a Chair within the department. 4. He was a university prize graduate. 5. Everybody has their own Alma mater. 6. All active actions would merely exacerbate an already volatile situation. 7. The woman claiming to be a veterinary surgeon turned out to be a quack. 8. They steered through the forest. 9. Ukrainian actors now abound in Hollywood. 10. The tutor worked hard to steer her to excellent results. 11. He possessed a unique diplomatic quality of steering a middle course. 12. The old soldier was full of reminiscences about the World War II. 13. The rainforest canopy abounds with life. 14. At last he was appointed as the Chairman of the Steering Committee. 15. Coming to the fire, they wanted to huddle over it. 16. This advertisement for dental products was another example of quackery. 17. The police obtained a search warrant to look over the Student Union. 18. Cooper’s Marmalade

was awarded a royal warrant for its quality. 19. He was accused of sexual harassment. 20. The reputed lawyer was asked to defend the criminal.

**19. Find in the text the words and expressions synonymous to the following:**

Respected, to annoy continually, a jug, to make illustrious, to indulge in reminiscences, an order to search premises, to share ideas, to support, to listen to somebody's story, to describe vividly, to look through, to pass by (about decades), in one stroke, admission hours, to embrace somebody, to be known for, to go slowly, a drinking-vessel, to control the direction of something, the bitterness of (a feeling), a charlatan, to hunch, to administer.

**20. Give antonyms from the text to the following words and expressions:**

To reduce the severity of something, to allow to move aimlessly, to go fast, a knowledgeable specialist, to be scarce, amnesia, soft (about skin), unilateral (about a decision), to be obscure, unknown.

**21. Translate the following Ukrainian words and expressions using the active vocabulary:**

Першокурсник, мати зуб на когось, прикрашати, бути у великій кількості, випускник-відмінник, крякати, дратувати, уникати крайнощів, впадати у спогади, ордер на арешт, вечір знайомств, гуртожиток, студентська рада, виступати в захист чогось, поділяти ідеї, вислухати когось неупереджено, голод, бокал, колегіальний, з гарною репутацією, чіпляння, турбувати, кухоль, закінчити університет з нагородою, студентський клуб, приснитися в жахливому сні, проблеми довкілля, шарлатанство, лабіринт, мене не дуже турбує..., нерозбавлене шотландське віскі, професорська посада, випускник, повернутися до навчальних аудиторій, різноманітність, папір вторинної переробки, ректор університету, декан, години відвідування, чітка заборона, споживання на душу населення, протестувати проти війни, дуже приємна людина, пити третю пляшку, проганяти.

**22. Translate the following Ukrainian sentences, paying special attention to the italicized words:**

1. *Першокурсники* галасливо тупцювали біля розкладу, намагаючись його зрозуміти. 2. В університеті висіло оголошення про зустріч з колишніми *випускниками* факультету іноземних мов. 3. Майже щовечора в *студентському клубі* відбувалися якісь події. 4. Нестача фінансів *поглибила кризу* в освіті. 5. Освітою керували дуже серйозні і порядні *академічні особи*. 6. Зусилля педагогічного колективу були *спрямовані* на виховання освіченої особистості майбуття. 7. Університет *багатий* на кваліфікований професорсько-викладацький склад. 8. Студентові вистачило *натяку* викладача на необхідність використання відповідної формули, і він зразу ж вирішив математичне завдання. 9. *Видатні* випускники вузів завжди прославляють свої навчальні заклади. 10. *Вчена рада* мала повноваження присуджувати вчені ступені. 11. Держава *гарантує* загальну освіту кожному громадянину. 12. Проваливши іспит, студент довго *блукав* парком,

картаючи себе за лінь і безвідповідальність. 13. На заняттях з фізичної підготовки учні так щиро готувались до змагань, що набили на ногах *мозолі*. 14. Викладачі завжди *згадують* своїх найкращих учнів. 15. Лекції з мовознавства у них читав дуже *відомий* професор.

### **23. Translate the following text into English.**

Європейський процес останнім часом швидко рухається вперед. Важливо, щоб люди не забували, що Європа – це не тільки євро, банки та економіка: вона також має бути “Європою знань”. Ми повинні зміцнювати її, покладаючись на інтелектуальну, культурну, соціальну й технічну велич нашого континенту. «Європу знань» переважно формували університети, які і продовжують відігравати головну роль у її розвитку. Університети засновані в Європі приблизно три чверті тисячоліття тому. У наших чотирьох країнах знаходяться найстаріші університети, які найближчим часом будуть святкувати поважні ювілеї, як, наприклад, сьогодні Паризький університет. У ті часи студенти й викладачі вільно розповсюджували та швидко поширювали знання по всьому континенту. На сьогодні ж дуже багато наших студентів не мають можливості навчатися за межами своєї країни протягом навчання та після випуску. Сьогодні ми знаходимося на початку важливих змін в освіті й умовах праці, коли необхідно всебічно розвивати різнопланові курси підвищення кваліфікації, тому що навчання протягом усього життя є дуже важливим. Ми зобов’язані дати нашим студентам і нашому суспільству таку систему вищої освіти, яка б забезпечила їм найкращі можливості шукати і знаходити сферу для застосування вмінь.

Європейський простір вищої освіти відкриває величезні перспективи. Поважаючи нашу різноманітність, ми разом з тим маємо докласти зусиль для знищення кордонів і розвитку структури викладання та навчання, яка сприяла б збільшенню мобільності та тіснішій співпраці. Міжнародне визнання та великий потенціал наших систем викликають велике зацікавлення у Європі та за її межами. Виникає система, у якій два основні рівні (доступеневий та післяступеневий) будуть еквівалентними на міжнародному рівні. Оригінальності та гнучкості системі освіти надають впровадженням кредитів (таких як у ECTS) і семестрів. Це дозволить визнавати отримані кредити для тих, хто бажає почати або продовжити навчання в будь-якому європейському університеті та здобути ступінь у будь-який час протягом свого життя. Звісно, студенти повинні мати право вступити до академічного світу в будь-який час свого професійного життя та з будь-якою освітою. Студенти повинні мати доступ до різноманітних програм, зокрема можливість багатопрофільного навчання, вдосконалення знання мов і використання нових інформаційних технологій. На другому циклі студенти можуть вибирати між короткотривалим навчанням на здобуття ступеня «магістр» і довготривалим навчанням на звання доктора наук, з можливістю переходу з одного на інший. На обох ступенях освіти після першого диплому відповідну увагу приділяють дослідженню та самостійній роботі. На обох рівнях сприятимуть, щоб студенти щонайменше один семестр проводили в будь-якому університеті іншої країни. Водночас більше викладачів і дослідників повинно працювати за межами

своїї держави у європейських країнах. Підтримка ЄС, що швидко зростає, повністю сприятиме працевлаштуванню студентів і викладачів.

(Із «Сорбонської декларації», укладеної чотирма міністрами – Франції, Німеччини, Італії й Великобританії, 1998, [www.rpd.univ.kiev.ua](http://www.rpd.univ.kiev.ua))

## **24. Broaden your vocabulary on the educational system of Great Britain, reading and translating into Ukrainian the following text:**

### **Learning for its own sake**

One effect of the traditional British emphasis on academic learning as opposed to practical training can be seen in the way that people gain qualifications for certain professions. In many cases this has not traditionally been done within universities. Instead, people go to specialized institutions, which are separate from any university. You can study architecture at university, but most architects have learnt their profession at a separate School of Architects. You can study law at university but this alone does not qualify you to be a lawyer. You cannot get a teacher's qualification by doing an ordinary university course – most teachers get theirs at teacher training colleges. Until recently, schools were not usually involved in helping people to get qualifications for skilled manual jobs such as bricklaying or carpentry or machine-operating.

### **The campus universities**

These are purpose-built institutions located in the countryside but close to towns. Examples are East Anglia, Lancaster, Sussex and Warwick *left*. They have accommodation for most of their students on site and from their beginning, mostly in the early 1960s, attracted students from all over the country. (Many were known as centres of student protest in the late 1960s and early 1970s).

They tend to emphasize relatively new academic disciplines such as the social sciences and to make greater use than other universities of teaching in small groups, often known as seminars.

### **The newer civic universities**

These were originally technical colleges set up by local authorities in the first sixty years of this century. Their upgrading to university status took place in two waves. The first wave occurred in the mid 1960s when ten of them (e.g. Aston in Birmingham, Salford near Manchester and Strathclyde in Glasgow) were promoted in this way. Then in the early 1970s, another thirty became polytechnics, which meant that as well as continuing with their former courses they were allowed to teach degree courses (the degrees being awarded by a national body). In the early 1990s most of these (and also some other colleges became universities. Their most notable feature is flexibility with regard to studying arrangements, including sandwich courses (i.e. studies interrupted by periods of time outside education). They are now all financed by central government.

### **The Open University**

This is one development in education in which Britain can claim to have led the world. It was started in 1969. It allows people who do not have the opportunity to be ordinary students to study for a degree. Its courses, once taught through television and specially written coursebooks, now focus on use of the internet. Its students work with tutors, to whom they send their written work and with whom they then discuss either at

meeting or through email. In the summer, students have to attend short residential courses of about a week each.

**25. Answer the following questions to the above text and then give equivalents from the text for the following Ukrainian words and expressions:**

Отримати кваліфікацію, спеціальний навчальний заклад, педагогічний інститут, робочі спеціальності, каменярь, тесляр, мати умови для проживання, технічний коледж, політехнічний університет, посібник, настановна сесія, курс навчання, який поєднує теорію з практикою, форми та види навчання, національний уряд, підняти ранг навчального закладу, курс на ступінь бакалавра/магістра.

1. What has always been a traditional feature of British universities?
2. Why do many university students have to go to a specialized college after finishing a university?
3. What types of higher educational establishments were mentioned in the text?
4. What type do the red-brick universities belong to?
5. What is the difference between campus and newer civic universities?

**26. Discussion topic:**

Here are the ten subjects which according to the national curriculum for England must be taught in the first three years of secondary education: English, Mathematics, Science, Technology, History, Geography, a modern foreign language (French is the most common), Art, Music and Physical education (PE). Is there anything here that surprises you? Do you think any other subjects should be included? Are these the main subjects taught in your country?

(“Britain”, Oxford University Press)

**Neologisms**

*Find as many English synonyms and Ukrainian equivalents for these neologisms from new editions of dictionaries as you can.*

**nanny state**

the government viewed as overprotective or as interfering unduly with personal choice

**carbon footprint**

the amount of carbon dioxide emitted due to the activities, especially the consumption of fossil fuels, of a particular person, group, etc.

**WAGs**

the wives and girlfriends of celebrities, complemented by a **pap** – a paparazzo – those who take their pictures

**Size 0 or Size Zero**

Originally used in US clothes catalogues as the equivalent of European size 32 to 34, this is now a term to indicate a very slim model's figure, with very low **BMI** (Body Mass Index).



## LISTENING AND SPEAKING

### *Lectures*

The purpose of a **lecture** is to be one of a series of presentations by a lecturer that teaches an element of a subject and develops the understanding of that subject by the students. The western style of university lectures is highlighted in the word just used – presentations.

The way to explain and build understanding needs to be multi-media. For decades, a lecture comprising a person reading material from behind a podium has been felt inadequate. At the very least, written material needs to be projected onto a screen to allow visual support in addition to auditory input. The eyes need to see while the ears hear. Overhead projectors (OHPs) have been used since the Second World War in western universities, often with a blackboard in addition, to allow key words and figures to be seen as well as heard. In recent years, whiteboards and coloured marker pens have replaced blackboards and PCs (or laptops) connected to a projector have replaced OHPs. This permits pictures, photographs, sounds and even videos to be part of each lecture.

The style of the lecture will clearly vary by individual, but most westerners use interactive methods where questions are asked of the students as well as questions on the material being invited. Few students can doze off under such conditions.

The structure of each lecture also tends to follow the form of a presentation as well as an element of the course syllabus. Learning objectives are stated at the start of a lecture, the content of the lecture follows an introduction-body-summary structure and a conclusion that repeats the learning objectives should be given. The main part of the lecture is ideally introduced by stating a list of the topics that are to be covered and their purpose, which is done to focus the students' minds on "why" as much as "how". Ideally, further reading in the form of a guide should be given as the final part of each lecture.

### *1. Topics for discussions of the abstract above:*

1. Does every lecture achieve its objectives, and if not why not?
2. The importance of multi-media to lecturers.
3. The difference between general tendencies in the styles of lecturing abroad and in this country.
4. Why do students need lectures at all if often they can find material in books and on the internet?
5. Do you feel that students should ask questions at lectures?
6. What should the basic structure of a lecture be and what alternatives can you think of?
7. What is meant by a reading guide and why is it necessary?

*2. Look through the following questions before listening to the recording of a lecture on English Phonetics by Professor John Wells given at an International Conference held at Kyiv National Linguistic University. Do not read the transcript at this point. Answer the questions below, after the first listening:*

1. How is this lecture different from other lectures that you usually have during the teaching process?
2. What parts of the lecture did you hear on the recording and what part/parts are missing?
3. When starting the main part of the lecture, what is ideally done that Prof. Wells did not do in this particular lecture?
4. What multi-media resources did Prof. Wells use that is obvious from the recording?
5. Was this an interactive lecture and if not, why not? Give your views.
6. Why did Professor Wells correct the name of his host professor from her Christian name to her surname?
7. Why does Professor Wells never use the “one” form in his sentence structure – always ‘they’ or ‘you’?

### **Transcript 1 (excerpts): lecture by Professor John Wells**

Thank you very much everybody for your welcome, thank you particularly to Margarita, er, to Professor Dvorzhetska, and to the British Council for sponsoring my visit. Now I was asked first of all just to say a few words about my own university, my own department and so I'll do that.

I'm Professor of Phonetics – Head of the Department of Phonetics and Linguistics at University College, London. University College, London – UCL – is one of the constituent schools, as we say, of the University of London. The University of London is a kind of federation of some 20 – 25 separate schools, institutions, of which University College is the largest. However, over recent years there has been a process of devolution whereby the larger London colleges have more and more come to behave as separate universities and, by now for practical purposes, University College, London is like a separate university. It's separately funded, it awards its own degrees, it nominates its own professors.

We are very proud of University College, London, for a number of reasons. Historically, we were founded 171 years ago at a time when the only universities in England applied a strict religious test: they were only open to Anglicans, to members of the Church of England. Furthermore, they were only open to men. University College, London, was the pioneer in that we admitted, women, Roman Catholics, Jews, Buddhists, members of any religion or no religion. We applied no religious test and we admitted people of either sex, so, women as well as men. And of course by now everyone has caught up with us – this is now quite normal everywhere, but we were the pioneers, at least in England, so we're proud of that. We're also proud of the fact in that in our contemporary achievements, I think it's fair to say that we are the third best university in England.

In my particular subject, in English phonetics, our Department was founded by Daniel Jones, well-known of course as a pioneer in the codification, the standardisation of English pronunciation from the point of view particularly, of those learning English as a foreign language. And he, and his successor, Gimson, and I myself as Gimson's successor, have tried to maintain the illustrious tradition which Daniel Jones founded.

The first problem I wish to discuss with you is the question of defining “What is Received Pronunciation?” because Received Pronunciation has had a rather “bad press”, as we say in Britain, recently: that is to say, there is a substantial body of opinion that says Received Pronunciation is something out of date, fuddy-duddy, socially divisive and something that we need to get rid of as quickly as we can. The problem then, of course, of anyone taking that point of view is “What should we replace it with?”

I have taken a rather different point of view. I’ve said – alright, Received Pronunciation, the language, is changing. Languages do change. English changes, and my job is to update the model that we have, and describe something that is more in line with current usage, and to ensure that what we teach from the point of view as English as a foreign language is something relevant to the present day.

Now the first possible criterion is what I call the socio-linguistic criterion. This is to face, honestly, the fact that Received Pronunciation has its origins as an upper-class variety that in England for historical reasons, the only group who spoke in much the same way in every part of the country were the aristocracy, the upper classes and, to some extent, the upper-middle classes. So that if we want to discover what has happened to contemporary Received Pronunciation, what we do is observe the usage by people who belong to this upper class. Well of course, there are big problems in defining what class a given individual belongs to. Okay, we have a Royal Family, okay, we have a kind of aristocracy: people who have titles of Lords and Dukes and so on, but really statistically they are very small numbers. So we must extend this to upper-middle class, to the kind of professional people who speak in much the same way: doctors, ministers of religion, diplomats, university professors and so on, and so on. The problem is how far down to go in defining this. The problem is to decide what criteria you use to decide whether such and such a person belongs to this or that class.

There’s another completely different approach though, to what Received Pronunciation is, and that is to ask “What do people consider to be good?” in pronunciation. “What characteristics do they admire?” “What characteristics do they imitate?” Or, looking at it from the other point of view, “What characteristics are stigmatized? Disapproved of? Regarded as ugly? Regarded as undesirable?” And we can then say that Received Pronunciation is the distillation of the qualities that are generally approved of. So that’s my second kind of definition, the ideal definition.

A third criterion, which is not really the same as either of these, is to ask “What is a suitable model for teaching English as a foreign language?” Now, any foreign-language teaching model has got to be a kind of distillation of reality. Real usage is too chaotic. It’s too full of mixtures, of differences of variability. In order to have something that you can teach, you need to take order out of this chaos, you need to have something that can be standardized, codified from the point of view of dictionaries, textbooks, and indeed, teacher training. It’s Daniel Jones’ greatest achievement that he performed this task of codification. The difficulty is that Daniel Jones was born in 1881, which means that 100 years ago he was a teenager, by which time, as we know, his language was essentially fixed, and I think it’s very much an open secret that what Daniel Jones codified was based fairly closely on his own personal usage, which was quite appropriate. However, if we take that model for today, we are essentially taking the model of 100 years ago, and that’s

why we do have to seriously consider this question of what changes have taken place in the 100 years since Daniel Jones was a teenager and therefore in what ways we need to update the model that we've inherited from his work. ...

*Main body of lecture (Continuation)*

... I think I'll reserve for tomorrow, some more graphs I've got of some other words and word forms that show sharp changes with age. As you can see, this is a very open-ended kind of discussion. I've discussed with you just a small number of non-standard pronunciation variance, all of which are illustrated from different parts of England. I haven't ventured to Scotland, I haven't mentioned Wales except once, I haven't looked at Ireland, I haven't looked at Australia, New Zealand, South Africa, for example. Adding this dimension will need to be part of a further discussion, which we may begin after tomorrow's lecture. Thank you for your time and attention. Thank you very much.

**3. Listen to the recording for the second time and answer the following questions to check your detailed understanding of the recording:**

1. What is John Wells's title and position?
2. What educational establishment was he visiting from?
3. What do you think was meant by "Department" – "кафедра" or "факультет"?
4. In what ways is the University of London different from other educational establishments?
5. Can we observe a process of devolution in universities in this country? Give examples.
6. In what ways is UCL autonomous from the University of London?
7. What historical facts does Professor Wells give about UCL in his lecture?
8. What was the rating of the named university in England at the time of the lecture?
9. Who was the founder of the Department which Professor J. Wells heads? What do you know about the founder of the Department?
10. What is the first problem that Professor J. Wells discusses in his lecture?
11. What is the underlying academic methodology of Professor Wells' presentation of the question of Received Pronunciation in contemporary society?
12. What were the three main approaches described by Professor Wells in his lecture?
13. Which of them is of the most relevance to us? Why?
14. What is the gist of the conclusion of the lecture by Professor Wells?

**4. To check your grasp of the details of the lecture after the three listenings, fill in the blanks in the following sentences or continue them according to the audio text.**

1. Thank you particularly to Professor Dvorzhetska, and to the British Council for .... 2. The University of London is a kind of federation of some ..., of which University College is .... 3. Historically, we were founded at a time when the only universities in England applied a strict ... test: they were only open to .... 4. In my particular subject, ..., our Department was founded by Daniel Jones, well-known of course as a pioneer in

... from the point of view particularly, of those learning English as a foreign language. 5. Received Pronunciation has had a rather ..., as we say in Britain, recently. 6. Languages do change. English changes, and my job is to .... 7. This is to face, honestly, the fact that Received Pronunciation has its origins as ..., that in England for historical reasons, the only group who spoke in much the same way in every part of the country were .... 8. We can then say that Received Pronunciation is the distillation of .... So that's my second kind of definition, the ... definition. 9. Real usage is too .... It's too full of .... 10.. In order to have something that you can teach, you need to .... 11. It's very much an open secret that what Daniel Jones codified ..., which was quite appropriate. However, if we take that model for today, we are essentially taking the model of .... 12. As you can see, this is a very ... kind of discussion. I've discussed with you just a small number of ..., all of which are illustrated from ....

***5. Get ready to speak about different forms of teaching, such as lectures, seminars, etc., in this country and abroad, using the material of this lesson and other sources, including the internet.***

***6. Research this topic and present in class your findings on the history and current life of the educational establishment where you study.***

***7. Topics for a round table discussion:***

1. The pros and cons of joining the Bologna process for Ukrainian students.
2. The new system of teaching modules and assessment of student work. Is it better or worse than the old one?
3. Is academic research a must for a student at a university?
4. Which attitude should prevail and why: teach students how to get new knowledge or feed them a certain amount of existing knowledge.
5. The advantages and disadvantages of a broad university education in the 21st century as opposed to practical training.
6. Sports scholarships: are they ethical or unethical?
7. The pros and cons of going abroad to study: should this be after finishing secondary school, or is this better for studying at postgraduate level?
8. Plagiarism in students' academic work. The difference between creative use of existing knowledge and copying for the sake of getting a good mark. Should Ukrainian students be expelled for plagiarism, as they are in the USA and the UK?

**Strange but true!**

- There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple.
- English muffins weren't invented in England or French fries in France.
- Sweetmeats are conserves while sweetbreads, which aren't sweet, are meat.
- Quicksand works slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

- And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham?
- If the plural of tooth is teeth, why isn't the plural of booth beeth?
- One goose, two geese. So one moose, two meese?
- Doesn't it seem crazy that you can make amends but not one amend.
- How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites?
- You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an alarm goes off by going on.
- English evolved and was created by people, not computers, and it reflects the creativity of the human race, which, of course, is not a race at all.
- That is why, when the stars are out, they are visible, but when the lights are out, they are invisible.

### **Strange but true!**

The word “polyclinic”, sometimes spelt “policlinic”, so familiar to all Ukrainians, entered the English language in the early 19th century, but rapidly fell out of use as the system of health care did not match the concept. It was coined as a ‘neologism’ by the Labour government of England in 2008 to describe a new approach to health care.

“The Health Minister Lord Darzi has told the BBC in February 2008 that one-stop health shops are the future, and surgeries staffed by a single GP are a thing of the past. The so-called polyclinics are central to his proposals for NHS reform. The new larger clinics will have longer opening hours, and provide many services currently covered by local hospitals, including outpatient appointments and physiotherapy services. Polyclinics are already proposed for London, and Lord Darzi wants to open them up nationwide.” (BBC News)

## **ACADEMIC WRITING**

### *Dissertations as part of BA and MA degrees*

In English the word “**thesis**” (*дисертація*) is used to mean the sole work written and submitted in order to gain a higher university degree. In many UK universities, for example, a Master’s degree may be given after a thesis is submitted after two years work writing it, while a PhD (Doctorate) would be given after a doctoral thesis is produced after a number of years, often while the candidate is teaching at that university.

A **dissertation** (*бакалаврська або магістерська робота*) is a work produced as part of a first degree (Bachelor’s) and in some universities, as part of a Master’s degree where other forms of study are included. Its length varies by the subject and the specific university.

In Ukraine, the formalised approach to such work may be specified either by Ministry of Education and Science publications or by publications by a specific university, while in the UK and the USA, each university publishes its own guidelines.

In Ukraine, the research paper is **presented** (*захистити*) before a panel of senior academic staff and questions may be asked to the student prior to **the award of a degree** (*присудження ступеня*).

### *Typical guidelines as expected of academic papers in Ukraine*

A BA or MA dissertation in linguistics or translation studies must be a relevant and sufficiently independent research of a topic in linguistic or translation studies, that includes both the research of academic literature in a particular area and empiric analysis of the linguistic material. The paper itself consists of a table of contents, an introduction, the main body, conclusions, bibliography, appendixes, and a summary of it in English.

The author should introduce the paper with reasons as to why their chosen **topic** (*тема дослідження*) was selected, with a focus on **the relevance of that topic** (*актуальність теми*) to the academic area in which that topic lies. It should also be stated as to what **advances in research** (*новизна*) are being made as a result of this topic being studied in the particular paper.

There must be a named **subject area** (*об'єкт дослідження*), and the **specific topic** (*предмет дослідження*) addressed by the paper should clearly be positioned within that area and its context. The choice of specific topic will determine **the title of the dissertation** (*назва роботи*) and how it will be developed by specifying what **research material** (*матеріал дослідження*) is to be used in the paper and how.

**The introduction** (*вступ*) itself should include an analysis of how previous research on this topic approached the subject and how the paper now being presented will have advanced knowledge of this topic. There must then be **an overview of relevant literature** (*огляд літератури*) that shows the unfinished progress of research and opinions expressed by the author as to how future research may take place.

**The objectives of the research** (*мета дослідження*) must now be specified and indication given of **the necessary tasks** (*завдання*) to achieve the objectives. At this stage, **the research methodology** (*методи дослідження*) has to be specified and described. In addition, the introduction has to include **a description of the basic structure of the paper** (*структура наукової праці*) and how these contents may be viewed to have a recognized **theoretical value** (*теоретичне значення*). This is because the paper has both to advance knowledge and provide **practical value** (*практична цінність*) as a result of a research on a topic.

**The main body** (*основна частина*) should be divided into a number of **sections** (*розділи*), the first being the **underlying theory section** (*теоретична частина*) and the remainder **the development of hypotheses** (*практична або експериментальна частина*) that formulate and direct the research being undertaken. The **hypotheses** (*гіпотези*) need to be clearly stated at the start of the work and the subsequent conclusions must reflect the nature of the hypotheses. Were they shown to be proven or not?

**The conclusion** (*висновки*) must clearly state **the summaries of the research** (*заключний підсумок дослідження*) for both theoretical and practical approaches and

what results could be observed. The conclusion should also state **potential future directions of research** (*перспективи дослідження*) within the chosen subject and topic.

**The bibliography** (*перелік використаних джерел*) should be presented in three sections: **theoretical sources** (*перелік використаної наукової літератури*), **linguistic reference sources** (*лексикографічні джерела*) (dictionaries and so on) and thirdly, **a list of material researched** (*перелік матеріалів дослідження*). **Appendixes** (*додатки*) may also be affixed.

It is important to keep as closely as possible to these guidelines, since although they may vary from country to country, each academic sector will have similar guidelines that eventually permit comparison of authors, not only within a university, but nationally and even internationally.

The paper must be objectively presented in the passive voice and in the third person. It is important to avoid colloquial terms and slang, while all terminology, both general and jargon, must be defined clearly whenever it is used for the first time in a given paper, to avoid any misunderstanding.

**1. Match the following Ukrainian words and expressions in the lefthand column to their English equivalents in the right-hand column.**

- |                            |   |
|----------------------------|---|
| a) дисертація              | 1) the relevance of the topic               |
| b) бакалаврська робота     | 2) thesis                                   |
| c) актуальність теми       | 3) advances in research                     |
| d) новизна дослідження     | 4) dissertation                             |
| e) гіпотеза                | 5) subject area                             |
| f) об'єкт дослідження      | 6) hypothesis                               |
| g) огляд літератури        | 7) development of hypotheses                |
| h) мета дослідження        | 8) the main body                            |
| i) завдання дослідження    | 9) overview of relevant literature          |
| j) методи дослідження      | 10) potential future directions of research |
| k) теоретичне значення     | 11) practical value                         |
| l) практична цінність      | 12) objectives of the research              |
| m) основна частина         | 13) research methodology                    |
| n) теоретична частина      | 14) necessary tasks                         |
| o) практична частина       | 15) theoretical value                       |
| p) перспективи дослідження | 16) linguistic reference sources            |
| q) матеріали дослідження   | 17) underlying theory section               |
| r) лексикографічні джерела | 18) material researched                     |

**2. Answer the following questions on the text above:**

1. What kinds of student academic works can you name? Why, in most cases, is an academic work part of getting a higher education degree?

2. What is the difference between a Master's and a PhD degree in English-speaking countries and Ukraine? Is there a direct match between academic degrees in England or the USA and Ukraine?

3. What is the procedure for getting a Bachelor's degree in Ukraine?



4. What are the two principal components of an Ukrainian dissertation?
5. By whom and how is the topic of a student's academic research determined?
6. What is the difference between the subject area of research and its specific topic?
7. What kinds of research material are usually used in linguistics or translation studies, dissertations and theses?
8. What is the basic structure of a dissertation?
9. Why is it important to read as much academic literature on the subject of the research as possible?
10. What kinds of research methodology for linguistics or translation studies do you know?
11. What practical value could a student's academic work have?
12. Why is it important to prove the hypothesis that introduces research? What are the possible outcomes in this respect?
13. Why should a candidate for a degree clearly see the potential future directions of research?
14. How is the bibliography usually structured? Are there any strict requirements to its listing?

**3. Translate the following paragraphs from an introduction to a Bachelor's work by a Ukrainian student:**

**Актуальність.** Прислів'я та приказки, які є частиною культури певного народу, завжди залишалися і залишаються актуальними, незважаючи на розвиток економіки і техніки, на прогрес і т.ін. Порівняння прислів'їв та приказок різних народів показує, як багато спільного вони мають, що, у свою чергу, сприяє їх кращому взаєморозумінню і зближенню... Проблема перекладу зооморфних паремій у даній бакалаврській роботі є, безумовно, актуальною, тому що зоологічні терміни, які вживаються в англійських прислів'ях та приказках, відрізняються від українських еквівалентів перекладу, що є головною відмінністю мовної картини цих народів.

**Мета роботи** полягає в тому, щоб систематизувати і поєднати погляди різних вчених щодо особливостей та способів перекладу англійських прислів'їв та приказок, які містять зоологічну термінологію, українською мовою.

**Завдання бакалаврського дослідження:**

1. Систематизувати труднощі, які виникають під час перекладу прислів'їв та приказок, які включають зоологічну термінологію.

2. Визначити найбільш адекватні способи їх перекладу.

**Об'єктом дослідження** є англійські та українські прислів'я і приказки з вмістом зоологічної термінології.

**Предмет дослідження** – особливості перекладу паремійних одиниць, які містять зоологічну термінологію.

**Теоретичне значення.** Ця робота робить внесок у розвиток вивчення способів перекладу прислів'їв та приказок взагалі і тих, які містять зоологічну термінологію, зокрема.

**Практичне значення бакалаврської роботи** полягає у можливості застосування результатів дослідження для створення спецкурсів і навчальних посібників, для написання курсових робіт, а також для практичного вивчення тематичної лексики.

У ході виконання роботи використовувалися такі **методи лінгвістичного дослідження**: метод зіставного аналізу, соціолінгвістичний метод, психолінгвістичний метод.

**Структура бакалаврської роботи** включає вступ, два розділи – теоретичний і практичний, висновки, список використаної літератури, додатки та резюме (англійською мовою).

## PREPARING FOR INTERNATIONAL TESTS

*Insert the correct option in the space in each sentence.*

1. The ... of the Linguistics Faculty were due to meet at a reunion dinner on Friday.  
a. members b. parents c. alumni d. portraits
2. She was invited to join the ... of the university after many years of being a Professor.  
a. Student Union b. Ruling Council c. alumni d. graduates
3. The President of the United States often fondly referred to her ...  
a. Alma Mater b. Pater Noster c. Viva Voce d. Dolce Vita
4. It was felt that the students were simply .... and as a result unable to contribute to the running of the Department.  
a. unemployed b. underempowered c. empowered d. unempowered
5. The main university building was located on the central ....  
a. building b. campus c. location d. premises
6. Oxbridge colleges mostly have historic ....  
a. quadrants b. quadrangles c. courtyards d. court buildings
7. The ... conference was planned for next April.  
a. academical b. academia c. academe d. academic
8. They agreed to meet in the ... after the third lecture.  
a. student union b. trade union c. student body d. student representative
9. The fast food restaurant gave a ... to every employee who passed the hygiene training course.  
a. degree b. diploma c. book d. registration
10. The atmosphere in the university library was undeniably ....  
a. collegiate b. collagen c. collocated d. congenital
11. The student demonstration served only to ... the problem.  
a. exasperate b. eviscerate c. exacerbate d. excruciate
12. The visiting professor was ... to be at the pinnacle of her field.  
a. refuted b. reputed c. refused d. reputable
13. Many “pure scientists” scorn engineers who get ... degrees.  
a. vacation b. vacillate c. variational d. vocational
14. His legal training enables him to demonstrate his ... at work.  
a. certifications b. qualifications c. inspirations d. accreditations

15. His appointment as a professor was simultaneous with his offer to take the... of Radio Astronomy.

- a. podium b. table c. chair d. position

## DEVELOPING TRANSLATION SKILLS

### (I) *Belles-lettres Translation*

The main communicative function of belles-lettrestexts belonging to the genres of poetry, emotive prose and drama is to provide an emotional or aesthetic impact upon the reader. The translator's top priority is to reproduce the artistic qualities of the ST by adequate means available to the TL, retaining the harmony of the form and content of the original.

The adequacy of style is an indispensable, irreplaceable component of translation adequacy in general. The main characteristics of the belles-lettres style are as follows:

- there are no unique features as this style is not homogeneous: it contains vocabulary and syntax of different registers and styles.

- the choice of the form and means depends solely on the author's preferences.

- words have to be taken in context and often in more than one dictionary meaning.

- there is a wide variety of stylistic devices and expressive means of different kinds.

The adequacy of literary style is achieved through the right choice of stylistic means and devices of the TL to substitute for those observed in the ST and function as their dynamic equivalents. The choice of the latter is determined by general requirements to the belles-lettres style and the individual style of the ST author.

**Stylistic devices** – special language media based on the contradiction between the primary (dictionary) meaning and contextual, often deviations from the generally accepted norms which create additional expressive, evaluative, or subjective connotations.

Among the most challenging for translation are the stylistic means based on the combination of semantic and syntactic irregularities of expression (**transferred qualifier** and **zeugma**). Dealing with the English transferredqualifier (syntactically jointed to a word to which it does not belong logically) the Ukrainian translator usually renders the idea it expresses in compliance with the lexical combination rules of the Ukrainian language: *a sleepless bed* – *ліжко, в якому ще ніхто не спав*. Otherwise such combinations (*безсонне ліжко*) would seem too alien to the target readership.

A classical example of **zeugma** is observed when a word (in most cases a polysemantic verb) is combined with two or more nouns belonging to various semantic groups and acquires a different meaning in each collocation. The ironical stylistic effect created by zeugma is rendered either by similar irregularity in the TL or by stylistically neutral regular substitution: *After a while and a cake he crept nervously to the door* – *після декількох хвилин чекання і тістечка... or – трошки почекавши і скуштувавши тістечко...*

*The play of words known as a pun* is created through simultaneous realization of two or more meanings of a polysemantic word in one and the same context. Only a word with similar capacity to develop two meanings in a particular TL context may adequately

substitute for its SL counterpart: *What can I get you, sir? – Get me out of this! – Чого вам принести, сер? Краще винесіть мене...звідси.*

Literary translation is usually regarded as re-creation of the original by means of another language with the retained unity of form and content. It is a form of creative activity in the verbal sphere facilitating transference of meaning from one language picture of the world into another.

**1. Translate the following extract into elegant Ukrainian paying due attention to the stylistic devices employed by the author. Specify their function in the text.**

...Invisible Max, on whose invisible hands there might very well be, there almost certainly was, there had to be, didn't there, a quantity of the world's visible and invisible blood. What then was justice? Was she, in mourning her butchered parent, crying out (she had not wept) for a guilty man? Was Shalimar the assassin in fact a hand of justice, the appointed executioner of some unseen high court, was his sword righteous, had justice been done to Max, had some sort of sentence been carried out in response to his unknown unlisted unseen crimes of power, because blood will have blood, an eye demands an eye, and how many eyes had her father covertly put out, by direct action or indirect, one, or a hundred, or ten thousand, or a hundred thousand, how many trophied corpses, like stags' heads, adorned his secret walls.

The words *right* and *wrong* began to crumble, to lose meaning, and it was as if Max were being murdered all over again, assassinated by the voices who were praising him, as if the Max she knew were being unmade and replaced by this other Max, this stranger, this clone-Max moving through the world's burning desert places, part arms dealer, part kingmaker, part terrorist himself, dealing with the future, which was the only currency that mattered more than the dollar. He had been a puissant speculator in that mightiest and least controllable of all currencies, had been both the manipulator and a benefactor, both a philanthropist and a dictator, both creator and destroyer, buying or stealing the future from those who no longer deserved to possess it, selling the future to those who would be most useful in it, smiling the false lethal smile of power at all the planet's future-greedy hordes, its murderous doctor, its paranoid holy warriors, its embattled high priest, its billionaire financiers, its insane dictators, its general, hallucinogenic narcotic of the future, offering it at a price to his chosen addicts, the reptilian cohorts of the future which his country had chosen for itself and for others; Max, her unknown father, the invisible robotic servant of his adopted country's overweening amoral might.

(from "Shalimar the Clown" by Salman Rushdie)

**2. a) Give definitions to terms in column A and match them with the examples in column B. Translate the sentences into Ukrainian.**

**b) Most sentences are from *Anthropology* by Dan Rhodes ("101 stories from a male perspective...") and only two are from *Shalimar the Clown* by Salman Rushdie. Define which are from the latter and justify your choice.**

**A**

a) Zeugma

**B**

1. Or not exactly a voice but a disembodied nonverbal transmission, like a werewolf howling at the moon

- b) Simile 2. After ten years of sleepless, tear- soaked nights I went to the town she had moved to...
- c) Parallel construction 3. Seven years and three beautiful children later, she suddenly announced that she was leaving.
- d) Detached construction 4. Carried away by the moment she kept smiling at me, signing, patting my hand and excitedly biting her lip.
- e) Metaphor 5. We had our first child without stopping kissing for conception, pregnancy or birth. Our lips are four broken scabs, and our chins always covered in blood, but we will never stop. We are far too much in love.
- f) Hyperbole 6. He was a hunted animal living in a ravine? Like a coyote, like a dog.
- g) Repetition 7. I am hopelessly in love with a bland girl. Her hair is boring, her face is boring and her body is boring.
- h) Epithet 8. So delighted to have met me, she immediately started making wedding preparations

**3. Identify the challenges in translation of the following piece of historical prose by contemporary novelist D. Dunnnett right, such as stylistic devices, historical terms etc. Translate the excerpt in writing without looking in the right-hand column. Compare your own version with that by M. Vozna. Comment on the differences and be ready to argue your own version.**

<p>They said Venice had bridges too, but Bruges must have a hundred: in stone with almond-eyed saints and dulled gilding, in wood, with treacled timbers and bosses of greenery. The roads were thronged but the river, split and skeined and channelled everywhere, was the highway where boats passes gunwale to gunwale, hooded, laden, crammed with bags and boxes and beasts and baskets and people: with nuns and officials, merchantburghers and aliens, churchmen, consul and inn-keepers, and masters of ships laid up at Sluys, who skimmed past in their skiffs on the stretches, sloping their masts to slide under the glittering arches.</p>	<p>Кажуть, у Венеції теж багато мостів, але в Брюгге їх мусить бути більше сотні: зроблені із каменя, з потемнілою позолотою, прикрашені святими з розкосими очима, або дерев'яні з просмоленого дерева, зарослі мохом. Дороги були забиті, але річка, скрізь поділена на канали, служила за основну магістраль, де човни проходили, планшир коло планширу, завантажені товаром, напхані й завалені тюками, коробками, кошиками, худобою й людьми. Черниці й урядові особи, купці місцеві й заїжджі, священики, консули, господарі заїздів і човнів – усі вони збирались у Слейсі, всі вони проносились поряд на своїх яликах там, де можна було набрати швидкість, і пригинали щогли там, де треба було пройти під мокрими склепіннями мостів.</p>
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<p>And on either side passed the crooked banks of tiled houses, drunkenly cobbled with crazy windows and flowerpot balconies and roofs fluted like pastrycrust. Their feet, their watergates, their waterhouse doors were set in the canal. Their boat-steps led up to small secret gardens whose roses still tumbled over the wall, and swayed to the draught of a passing boat, and posted their mingled scents after it.</p> <p>The van Borselens were Zeelanders, but Katelina understood how it felt to be a Bruges townsman.</p> <p>Edinburgh was grey stone and grey, silvered wood and every roadway was vertical. Bruges was flat. Bruges was speckled warm brick, its roads cloistered with towered mansions and palaces and tall houses, laddered with windows, where the businessmen lived. Bruges was the multiple voice of working water; and the quality of brick-thrown echoes, and the hiss of trees and the flap of drying cloths in the flat-country wind, and the grunting, like frogs in a marsh, of quires of crucified clothes, left to vibrate in the fields of the tenters. Bruges was the cawing scream of the gulls, and the bell-calls.</p> <p>(From “Niccolo Rising” by D. Dunnett)</p>	<p>А по той і по той бік пропливали звивисті, вимощені бруківкою береги з критими черепицею будинками, чудернацькими віконцями, уквітчаними балконами й хвилястими краями дахів. Підвалини цих будинків, їхні водні ворота й двері комор були вбудовані в береги каналу. Сходи від води вели до потаємних садочків, де троянди перехилилися через стіни й колихалися від руху повітря, що його зчиняли човни, пропливаючи поруч. Аромат троянд змішувався й стояв у повітрі.</p> <p>Ван Борселени були зеландцями, але Кателіна знала, що це таке – бути городянином у Брюгге.</p> <p>Единбург – це сірий камінь, і сірі, немов посріблені, дерев’яні будинки, й майже прямовисні вулиці. Брюгге – це площина. Це строката, теплого кольору цегла, й вулиці обабіч, забудовані палацами з безліччю башт, або просто високими будинками, де вікна, мов сходи, піднімаються вгору й де мешкає діловий люд міста. Брюгге – це різні голоси води, яка працює на людину, і її відлуння від цегляних стін, і шелест дерев, і тріпотіння білизни на вільному вітрі. Брюгге – це клекіт, схожий на жаб’ячий, одягу, що його залишили на вітрі мешканці наметів кругом міста. Брюгге – це скиглення чайок і дзвони.</p> <p>(Д. Даннетт. “Становлення”, переклад М. Возної)</p>
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**4. Compare the original poem to its translation. Dwell upon transformations employed.**

<p>О, ПАННО ІННО... (П. Тучина)</p> <p>О, панно Інно, панно Інно! Я – сам. Вікно. Сніги... Сестру я Вашу так любив – Дитинно, злотоцінно. Любив? – Давно. Цвіли луги...</p>	<p>O MY INNA! (translated by M. Naydan)</p> <p>O my Inna, darling Inna! I’m alone. A window. Snow... I loved your sister once – In a childish golden glow. Did I? – Long ago. Meadows had bloomed...</p>
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О, панно Інно, панно Інно, Любові усміх квітне раз – ще й тлінно. Сніги, сніги, сніги...	O my Inna, darling Inna! The smile of love fleetingly blooms.  Snow, more snow, more snow...
Я Ваші очі пам'ятаю, Як музику, як спів. Зимовий вечір. Тиша. Ми.	I remember your eyes. Like music, like a song. A wintry evening. Silence. The two of us alone.
Я Вам чужий – я знаю. А хтось кричить: ти рідну стрів!	I am a stranger to you – I know. But someone shouts: you've met a kindred soul.
І раптом – небо... шепіт гаю...	And suddenly – the sky...the whisper of the grove...
О ні, то очі Ваші. – Я ридаю. Сестра чи Ви? – Любив...	O, no, these are Your eyes. – I sob. Is it your sister or you? – whom I loved...

**5. Read and translate into Ukrainian the ideas on poetry and poetic translation expressed by different outstanding people. Chose the ones appealing to you and comment upon them.**

“Poetry is what is lost in translation,” – *Robert Frost*.

“Poetry is what is gained in translation” – *Joseph Brodsky*.

“Poetry is what gets transformed.” – *Octavio Paz*.

“Traduttore-traditore” (translator-betrayer) – *Italian saying*.

“Three aspects of the language of poetry: *melopoeia*, its music; *phanopoeia*, the imagistic quality; and *logopoeia*, the dance of the intellect among words.” – *Ezra Pound*.

“If you say it is a matter of words, I will say a good poet gets rid of words. If you say it is a matter of meaning, I will say a good poet gets rid of meaning. ‘But,’ you ask ‘without words and without meaning, where is the poetry?’ To this I reply: ‘get rid of words and get rid of meaning, and still there is poetry.’” – *Yang Wan-Li*.

“An imitator must see to it that what he writes is similar, but not the very same; and the similarity, moreover, should not be like that of a painting or statue to the person represented, but rather like that of a son to a father, where there is often great difference in the features and members, yet after all there is a shadowy something – akin to what the painters call one’s air-hovering about the face, and especially the eyes, out of which there grows a likeness...” – *Petrarch*.

**6. Translate the following jokes into Ukrainian. What stylistic device are they based on?**

- Doctor, doctor, I feel like a pair of curtains.
- Pull yourself together!
- Doctor, doctor, I feel like a bridge.
- What’s come over you?
- Two cars and a bus.

- Doctor, doctor, I keep thinking I am a spoon.
- Sit there and don't stir.
- Doctor, doctor, I keep thinking I'm a billiard ball.
- Get back in the queue.
- Doctor, doctor, I keep thinking I'm a pack of cards.
- I'll deal with you later

## (II) Translation of equivalent-lacking lexical and grammatical units

In any SL there exists a number of lexical and grammatical units that don't have equivalents in the TL

**Equivalent-lacking** words (безеквівалентна лексика) are usually found among culturally-biased units denoting national customs, traditions, administrative or political systems, elements of clothing and ethnic cuisine etc. Equivalent-lacking lexical units are also known as lexical lacuna, realia words. Realia are so heavily and exclusively grounded in one culture that they are almost impossible to translate into the terms – verbal or otherwise – of another. In such cases the translator usually resorts to one of the following ways of rendering their meaning:

1) Transcoding (using transcription or/and transliteration) гривня – *hryvnia*, *impeachment* – *імпічмент*.

2) Hypernymic renomination (interlingual generalization – using a TL word the meaning of which includes the meaning of a SL word: *кожух* – *a sheepskin coat*.

3) Descriptive explanation: *landslide* – *перемога на виборах з переважною більшістю голосів, на покрову* – *at the end of October*.

4) Combined renomination (combining transcoding or loan translation and explication that is presented either immediately in the text or in the footnotes. *Downing Street* – *Даунінг-стріт, резиденція та штаб-квартира прем'єр-міністра*; *дружка* – *druzhka, Maid of Honour*.

5) Word-for-word or loan translation: *народний депутат* – *People's Deputy*, *заслужений діяч мистецтв* – *Merited Art Worker*.

6) Transposition at the connotative level (substituting a SL realia for TL realia different at the denotative level but similar at the connotative level) – *почервоніла, як калина* – *became 'as crimson as clusters of cranberry'*.

7) With the help of analogues (based on the method of assimilation): *вареники* – *dumplings, bagel* – *бублик*.

There are quite a number of **equivalent-lacking idioms**. Most of them are phraseological fusions and unities – completely and partly non-motivated word-groups that do not lend themselves to literal translation into other languages. Consequently, the best way to render them is either by finding an adequate TL substitute (analogue) – *It's Greek to me* – *китайська грамота*; or explaining the figurative meaning of the idiom and providing a neutral equivalent: *to go Dutch* – *платити в ресторані/кафе кожний за себе*.

Equivalent-lacking grammatical forms are not as challenging as their lexical or phraseological counterparts. Here occasional substitutes can be classified into two types:



1) Zero translation (grammatical omission) – when the meaning of the grammatical unit is not translated, eg. It was the second time he hadn't met their expectations. – *Вже вдруге він не виправдовував їхніх очікувань.*

2) Translation with the help of partial grammatical equivalents in compliance with the matching rules for the grammars of SL and TL. These are the cases of regular syntactic transformations, where the translator is expected to observe certain transformation rules more or less strictly. However, the translator often has several options to choose from. For instance, one of the ways of rendering English Objective with the Present Participle constructions into Ukrainian consists in using the object subordinate clause introduced by the conjunction *що* or adverbial connectors *як, коли*, e.g. *He saw his daughter crying and could not help but feel sorry. Він бачив, що/як його дочка плаче/плакала, і не міг не снівчувати їй.*

**7. Determine the method of translation used in each following case:**

The Lower Countries (hist.)	Нідерланди, виноска в кінці сторінки: Нідерландами в XV ст. називалася територія сучасних Голландії, Бельгії, Люксембурга і деяких областей Франції, де Фландрія була одним із графств.
The Bourse (hist.)	Фондова біржа
carthusians (hist.)	картезіанці,..... члени ордену...
The English Governor (hist.)	старійшина англійських купців
Congestion charge	плата за в'їзд до центру Лондона
doublet (hist.)	дублет (середньовічний одяг)
Hennin (hist.)	гостроверхий капелюх
Clogs	дерев'яні черевики
jousting (hist.)	поєдинок
Village green	сільський майдан
Ginger beer	імбирний неалкогольний напій
scrumpy (hist.)	міцний англійський сидр
modern druids	нео-друїди
The London Tower	Лондонський Тауер
Beefeater	біфітер, солдат охорони Лондонського Тауера
The House of Lords	Палата лордів
The Speaker	Голова Верховної Ради
A war lord	воєвода

**8. Compare the following Ukrainian sentences from “Nature” by Olha Kobylanska to their translations into English by Lesya Budna paying due attention to the occurrence of rendering Ukrainian realia. How are the meanings of other nationally-biased units conveyed in the target sentences? Suggest how to best translate them.**

- |   |   |
|---|---|
| 1. Хоч русинка від голови до ніг, було в неї рудава волосся, що у русинів рідкість.   | Although a Ruthenian* from head to foot, she had reddish hair uncommon among Ruthenians.  |
| 2. Її бабка по батькові, власне, була гуцулка. Гарна, а проте мужичка!  | Her grandmother on her father's side was actually a Hutsulka*. Beautiful, but still a peasant!  |
| 3. Червоні холоші й біла як сніг сорочка з вишиваним ковніром і рукавами, з-під котрих видко було кріпкі, жилуваті рамена.          | Red pants, a snow-white shirt with an embroidered collar and sleeves that revealed strong, muscular arms<br>n.b. <i>pants</i> is in AmE |
| 4. Насамперед побережник заскаржив його там, у місті, перед панами за «переступ лісового права», за те, що самовільно втяв смереку. | First, the poberezhnyk* charged him for breaking forest law, because he had cut a spruce without permission.                            |
| 5. Звісно, він осердився, коли пани супокійно й безсердечно відкинули його оправдання.  | He certainly got angry when the pany* skipped over his excuses.   |
| 6. Вони назвали його гордим птахом, на котрого треба клітки... таким, що розказ цісарський стоптав ногами.                          | They called him a proud eagle and said he should be put in a cage, that he had broken Tsisar's* law.                                    |
| 7. А скільки ж років тобі? – До Дмитра буде двадцять і шість.   | And how old are you? – I'll be twenty and six by Dmytriy's Day.   |

### **Glossary**

Tsisar – n. The emperor of the Austro-Hungarian Empire.

Hutsul – n. A member of a Ukrainian people inhabiting the Carpathian region. adj. Of or relating to this people.

Pan – n 1) a form of address to a man in some counties in Eastern Europe (e.g. Ukraine, Poland); 2) a wealthy, noble man. Pany – pl.

Poberezhnyk – n. A forest warden.

Ruthenian – adj. Ukrainians living in the Carpathian region and Bukovyna often called themselves Ruthenians and their language Ruthenian.

**9. Many English idiomatic expressions contain names of food. Fill in the blanks in the story below with the following names of foods (pie, toast, lemon, punch, jam, dough, turkey, beans, butter, cherries, crabby, fat, apple, pickle). Translate the text into Ukrainian and specify the type of translation equivalent for each food-related expression.**

John Foster was in bad humor. When he started his new job, thought life would be a bowl of \_\_\_\_\_, but his boss turned out to be \_\_\_\_\_ (grouch), and there seemed to be no way to \_\_\_\_\_ him up. John still owed a lot of money on his new car, which had turned out to be a real \_\_\_\_\_. And his daughter, who was the \_\_\_\_\_ of his eye, was ill. He was really in a \_\_\_\_\_. To relax, he picked up his guitar and went to his friend's house for a \_\_\_\_\_ session. His friend told John to go to the boss and ask for

a promotion to supervisor, but John feared the idea was just \_\_\_\_\_ in the sky. The next morning he walked into the boss's office and chewed the \_\_\_\_\_ for a few minutes before making his move. Much to his amazement, the boss agreed to let John try the position of supervisor. John was pleased as \_\_\_\_\_. He wanted to keep the promotion a surprise, but he spilled the \_\_\_\_\_ at dinner. His wife also had a surprise – the doctor had reported that their daughter did not need surgery. After all they drank a \_\_\_\_\_ to their good luck. They were as happy as a \_\_\_\_\_ on a Boxing Day, for now they would have enough \_\_\_\_\_ (money) to take care of all their needs.

**10. Translate the sentences below into Ukrainian using necessary transformations. Define the equivalent-lacking grammatical constructions employed and comment on the ways of their rendering.**

1. There is no objection to Walter's visiting her at his earliest convenience. 2. He regretted now having attended the board meeting. 3. Aren't you conscious of being made fun of? 4. I don't remember hearing that presentation before. 4. His being not good at meeting deadlines was bad news for his promotion prospects. 5. There was no mistaking the expression on her face. 6. Upon waking I found myself much recovered. 7. We meant to have gone there. 8. He felt the blood rush into his cheeks. 9. I dislike you talking like that. 10. We rely on you to put us in the picture. 11. The launch of the new beauty product proved to be a failure. 12. Your invitation is too great a temptation for me to resist. 13. If discovered, the scheme would lead to litigation. 14. The tour of duty completed, he had three month's leave. 15. It being now pretty late, we decided to take a taxi. 16. Another urgent thing came up, and there being nobody else in the office, he had to deal with it himself. 17. Circumstances permitting, we shall start tomorrow. 18. The ordeal being over, he could relax for a while.

## **DEVELOPING INTERPRETING SKILLS**

**1. Practice the following "snow ball" repetition. Repeat the sentences after your teacher without looking in the textbook.**

1. Згідно з Болонською системою всі студенти повинні проходити уніфіковане тестування.

2. Згідно з вимогами та рекомендаціями Болонської системи всі студенти повинні проходити уніфіковане тестування.

3. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти повинні проходити уніфіковане тестування.

4. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти європейських університетів повинні проходити уніфіковане тестування.

5. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти європейських університетів повинні систематично проходити уніфіковане тестування.

**2. Practice the following "snow ball" repetition. Repeat the sentences after your teacher without looking in the textbook.**

1. One concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally.

2. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally.

3. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’.

4. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’ where three distinct subjects are studied.

5. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’ where three distinct subjects are studied, such as Economics, Philosophy and Politics.

6. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’ where three distinct subjects are studied, such as Economics, Philosophy and Politics, not one or part of one.

### ***3. Repeat the following groups of words after the teacher.***

1. Teacher, lecturer, tutor, professor, associate professor.

2. Applicant, freshman, undergraduate, postgraduate, alumnus.

3. Lectures, practical classes, tutorials, seminars, laboratory work, field work.

4. Essay, paper, thesis, dissertation, project, presentation.

5. Botany, zoology, economics, philosophy, politics, engineering.

4. Repeat the following groups of words after the teacher now in Ukrainian.

### **Translators’ Nightmares**

(I) A **stipend** (платня, утримання, пенсія) has a very narrow usage in English. It is now almost always used to describe the pay given to a minister of religion for their services, although it once was used for the wages of teachers or public officials. It should almost never be translated as “стипендія”. Money given by the State or other organization to a student, researcher or similar, for their work and the cost of living, is always called a **grant** (стипендія, грант). A **scholarship** (стипендія) is a special prize awarded, usually for excellence, to someone, that pays for their study.

### ***Translate the following:***

1. The vicar found it difficult to make ends meet on his lowly stipend.

2. The pharmaceutical company Foundation unit awarded several hundred research grants each year.

3. The student kept checking her bank account, waiting for this term’s grant to have been paid in.

4. The young boy won a scholarship to a public school that was worth many thousands of pounds per annum, when you saw the charges for tuition there.

5. Починається виплата стипендій аспірантам та докторантам за квітень.

6. Посольство Франції в Україні оголошує конкурс на здобуття стипендій уряду Франції на наступний навчальний рік.

7. Міжнародний фонд жінок надає невеликі гранти на загальну підтримку розвитку жіночих організацій.

8. Український уряд призначив стипендії ста видатним спортсменам і тренерам.

9. Із казни священник отримував платню у 255 рублів сріблом.

(II) The words “**aspirant**” and “**candidate**” are translators’ false friends in the context of education. The word “**aspirant**” (кандидат, претендент, той, що прагне) is used to describe someone who attempts to get privileges or perhaps a particular, better job. The general context is that of improvement and seeking distinction, which may describe the route the word has taken to the Ukrainian language. “**Candidate**” (кандидат) is similar in that it describes someone hoping to be chosen for something, but does not especially carry the sub-meaning of improvement of distinction.

Each UK university, and many US universities, have their own rules about what is a first degree and what is a second degree. Most award a Bachelor’s degree for a first degree, although up to seven years’ study may be necessary, while a Master’s degree usually needs a further two years’ study and a thesis. Any student working for a second degree, or higher such as a PhD, is called a postgraduate. In both the UK and the USA this is commonly shortened to “postgrad”. Those studying for PhD may also be called a PhD student or (in the USA) a doctoral student. The Ukrainian word “аспірант” should always be translated as “a post-graduate student”, and the Ukrainian word “докторант” as “a PhD postgrad” or “PhD student”.

***Translate the following:***

1. The undergraduate had been an aspirant to a first-class honours BSc, ever since she had entered the university.

2. There were four candidates for the job of toilet cleaner, waiting in the corridor for their interviews.

3. На засіданні кафедри аспіранти звітували про свою діяльність протягом останнього року.

4. Мій приятель давно прагнув стати докторантом саме на нашій кафедрі.

## UNIT 2 Political Systems

**Grammar review point:** Complex and Compound Sentences

**Business writing:** Proposals

**Listening and speaking:** Debates

**Developing Translation Skills :** Translation of scientific and technical texts. Partitioning and integration

### READING 1

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

1. Why does a society need a political system? When did such systems emerge in the history of civilization?

2. What are the components needed for a society to have a political system? Do they vary from nation to nation?

3. What is understood by democracy? What are the names given to societies that are based on the non-democratic principles? Give examples both from history and from our times.

4. When did the English Parliament appear? What is the national elected body called in the US?

5. Does the UK have a Constitution? What was the document closest to the first English Constitution called? What century does it date from?

6. Why do some parliaments have bicameral system? What are the Advantages of the upper house of a bicameral system, such as the Elouse of Lords have, if any, in a democracy? Give reasons for your opinion.

7. What do you know about the American Constitution? Does it change as often as ours? Why are the Americans so proud of the stability of their Constitution?

8. Do developing democracies have dozens of political parties or just a few? What could be the advantages of a two-party system for society?

9. What is the difference between political parties and public organizations such as Greenpeace? Give some other examples of public organizations.

10. What are the main branches of power in Ukraine according to the Constitution?

11. What are the functions of the Verkhovna Rada and the Cabinet of Ministers of Ukraine?

12. What do the Ukrainian people celebrate on Independence Day?

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

1. "The Chinese use two brush strokes to write the word "crisis". One brush stroke stands for danger; the other for opportunity. In a crisis, be aware of the danger-but recognize the opportunity." (J. F. Kennedy)

2. "Flistory will be kind to me for I intend to write it." (Sir Winston Churchill)

3. "I have come to the conclusion that politics are too serious a matter to be left to the politicians." (Charles De Gaulle)

4. "The word 'politics' is derived from the word 'poly', meaning 'many', and the

word ‘ticks’, meaning ‘blood sucking parasites’.” (Larry Hardiman)

5. “Politics is war without bloodshed while war is politics with bloodshed.” (Mao Tse-Tung)

6. “Anyone who is capable of getting themselves made President should on no account be allowed to do the job.” (Douglas Adams)

7. “Politicians are the same all over. They promise to build a bridge even where there is no river.” (Mykyta Khrushchov)

8. “An honest politician is one who, when he is bought, will stay bought.” (Simon Cameron 1799-1889)

9. “Politics and the fate of mankind are shaped by men without ideals and without greatness. Men who have greatness within them don’t go in for politics.” (Albert Camus)

### ***3. Transcribe the following words consulting a dictionary if necessary. Practice their pronunciation.***

Societal, plethora, to relinquish, to vary, monarchy, Magna Carta, Clement Atlee, blatant, to repeal, retinue, inaugurated, constituency, allegiance, rationale, raison d’etre, Conservative, reiteration, agenda, persuasive, Tynwald, intermittently.

### ***4. Look through the following comments before reading the text.***

*Comments:*

1. The **Magna Carta** (in the Middle Ages called the “Magna Charta”) was a charter issued in 1215 to spell out the authority of the monarch, and explicitly protected certain rights of the King’s subjects – whether free or not: most notably the right of Habeas Corpus. *Магна Карта.*

2. **Habeas Corpus** is the name of a legal situation by means of which someone accused of a crime can seek relief from unlawful imprisonment. The status of habeas corpus has historically been an important instrument for the safeguarding of individual freedom against arbitrary state action. *Закон Хабеус Корпус про недоторканність особи.*

3. The **Tynwald** (“**Tinvaal**” in the Manx language) is the oldest continually-sitting parliament in the world, formed in the late 800s by the Viking-derived population of the Isle of Man, located between England, Scotland and Ireland. Even today, once a year all citizens meet on Tynwald Hill *right*, and have the right to speak *Тінволд*.

4. **Lord Protector** was a special title given to Oliver Cromwell to describe his role as democratic Head of State after the Civil War and execution of Charles the First. The title was abolished when his son, Richard, decided to return the monarchy to the role of Head of State. *Лорд-протектор.*

5. **Whip.** A member of a party in Parliament appointed to control its Parliamentary discipline and tactics. *Парламентський партійний організатор у Великій Британії.*

### ***5. Read the following text.***

#### ***Text 1: Political Systems***

In politics people very rarely actually say what they actually mean. Generally, the listener or voter has a very considerable task to decide whether he or she is being

**deluded**, or whether the politician is even deluding himself or herself. Of course, we ourselves see the situation clearly, and so we can recognize what has to be done. Then why do politicians and their concepts of politics more often avoid than **confront** real issues?

The problem is that politics is never in the **domain** of ancient Greek philosophers, who tried to appraise, identify and focus upon the societal value of politics – the advancement and betterment of society. Our political structure is tied to power. This controls people, capital and resources. Power is a drug that cannot easily be **relinquished** and idealistic aspirations to the true objectives of politics - changing society for the better - rapidly fall to confused moral and ethical values.

The basis of many political systems is a Constitution – a document debated over, until paraded before the People as a symbol of the People's value and involvement in the Nation. This is generally seen as being a necessary step for democracy, yet many people around the world are **astounded** to find that Britain itself has no constitution. Admittedly, there was the **Magna Carta** *left*, issued in 1215 but by the early 19<sup>th</sup> century effectively all the clauses had been **repealed** from English law, other than Habeas Corpus. The Magna Carta influenced many common law and other documents, such as the United States Constitution and Bill of Rights.

Britain has had political systems since its first parliament in 1265, although this was a relative newcomer compared to the first continually sitting parliament in the world, the **Tynwald** of England's neighbour, the Isle of Man, which was permanently established in 979 (and had intermittently functioned since the 8<sup>th</sup> century).

Britain is a good example of how politics works in many countries today. Those in power form a parliament to publicly debate and decide on issues. The parliament is comprised in most countries of elected representatives of the People, led by a Prime Minister and overseen by a monarch, president (or governor in the case of a colony). This works well until the overseer, the Head of State, attempts to **assume** control or the prime minister attempts to ignore the Head of State. The classic example in the history of the UK is Charles the First, who tried to overrule parliament and was eventually beheaded for treason as a result. Oliver Cromwell was chosen to be the **Lord Protector** until his death, but his son Richard could not cope with the duties of a Head of State and so **reinstated** the monarchy. More recent arguments between presidents and prime ministers continually cause major problems in the functioning of a nation, yet what is it that these **figureheads** and their **retinue** of politicians actually do?

Figureheads are elected to be leaders in democratic countries. In non- democratic countries they are chosen by a committee by the single political party in power, to have the same function, that of a leader. Their nature and character seems to be shown by history to be independent of whether they are elected, like Hitler, or chosen by committee, like Stalin. Confusion arises when Al Gore wins the US Presidential elections for the Democrats with half a million more votes than his Republican opponent, George W. Bush, but fails to become inaugurated as the President of the USA. In all these cases, one man becomes the top politician of a country and then presides over the functioning of their nation.



Historically, Heads of State planned, proposed, agreed, implemented, monitored and improved policies and the direction of their nation. The degree of control seems to vary massively from country to country today, yet who believed that George W. Bush determined US fiscal policy and manipulated its monetary policy? Who doubted that Vladimir Putin tightly controlled Russia's foreign policy, for example?

How much control does the **electorate** actually have over the destiny of their nation? Returning to the UK as an example, voters vote for individuals, who subsequently are not allowed to implement the wishes of their **constituency**, but **mandated** to follow the policy of the Party to which they belong. British politics, both in the English and Scottish parliaments, has parties that elect leaders. The electorate then votes for a regional candidate, local to them, who has to stand for a nominated party. The majority of the elected members of Parliament (MPs) form a government and the leader of the largest party becomes the Prime Minister (PM). Democratic so far, but then the Cabinet, headed by the PM, decides policy, formulates legislation and proposes its acceptance by the lower House, the Commons. The UK has senior politicians called '**whips**' who demand that their party members vote for the policy of their party, irrespective of the MP's wishes or the wishes of their constituents. A "rebel" may be expelled by the party.

The only check and control on such a system is the bi-cameral system in the UK, where there is an upper house, the Lords, where **blatant** pushing of policy by one party may be overruled by a body with **allegiance** to the People more than to any Party.

Only once has a Cabinet in the UK decided that the PM had too often acted against the wishes of the electorate, when Margaret Thatcher was effectively sacked in 1990 and replaced by John Major. This was clearly a political party realizing that their policies had gone too far against the agreement of the electorate, and this action was taken to preserve their winning position. It worked and the Conservative party was re-elected with Major as its leader. Rule one of politics came into force – stay in power regardless of individuals or circumstances.

Power is the **rationale**, the **raison d'être** for many politicians. The problem was famously summed up by Lord Acton, a British historian, in 1887 – "Power tends to corrupt, and absolute power corrupts absolutely. Great men are almost always bad men."

Even when they are not obviously 'bad' as such, relinquishing power seems to often be almost too much to bear. History is **crammed** full of examples of clearly corrupt politicians – but even ruthless dictators responsible for millions of deaths are wept over upon their death. Others with tiny salaries become millionaires, even billionaires. But almost never do they achieve the honour of being thought of retrospectively as a Statesperson. A political party may make the claim - Margaret Thatcher is a Stateswoman to Conservative Party supporters but often the evil Iron Lady to socialist or centrist party supporters. Winston Churchill is regarded as the Greatest Briton in history, according to the major poll conducted by the BBC in 2002 and almost always acknowledged as being a Statesman. Yet he won his main fame as being a War Leader during the 1939-1945 World War and when the general election in Britain in 1945 returned Clement Atlee as a socialist Prime Minister, the Americans and the Russians were confused as to why Atlee signed the Potsdam Agreement, not Churchill.

Political parties drive politics as much as leaders. Some countries famously have two major parties – notably the USA Republicans and Democrats and the UK Conservatives and Labour party. Forming a government after an election is often easier by a visible majority, yet many countries notoriously have a plethora of political parties. For decades, Italy has had very frequent elections when coalitions and their many **reiterations** fail to find stability. Looking at a list today of the parties represented in the Italian Parliament is an interesting, if lengthy, exercise. Indeed, political argument at its very heart needs to ask whether two or three parties can properly represent millions of voters, or whether we need many – a broad spectrum of choice. Undeniably, coalitions of multiple parties are difficult, and sometimes impossible to control, leading to the time and effort of those meant to be leading our nation spent on fusing consensus from political parties, each with its own agenda.

The more that politics becomes party politics and the representation of vested interests, then the less the voice of the electorate is heard. The main tool employed by governments clearly torn between their interests and the ability to be re-elected next time round, is the referendum. This in itself is often merely manipulation to achieve a **mandate** by the people, when a question is asked that skirts the real issue or when massive government funds are poured into one side of the referendum and the other side is underfunded.

The issues raised in the media to analyse politics may be driven by the politicians, and **spin** put on them by that party's **spin doctors**. In some countries politicians are even allowed to own television channels and newspapers, which may make a mockery of democracy. We may ultimately be proud to at least having a choice in the decision as to who is to lead our nation. But how accurate is the information is that leads us to vote for one candidate ahead of another? We can only hope that we think for ourselves, discuss the issues between ourselves and refuse to believe spin and propaganda, however persuasive it may be.

***6. State whether the following statements are true or false, to check your general understanding of the text.***

1. In politics people often actually say what they actually mean. 2. Voters have a very considerable task to decide whether they are being deluded. 3. Our political structure is not tied to power. 4. Power is a drug that cannot easily be relinquished. 5. The Magna Carta was issued in 1455. 6. Britain has had political systems since its first parliament in 1385. 7. Those in power form a parliament to publicly debate and decide on issues. 8. Oliver Cromwell was chosen to be the Lord Protector until his death, and his son Richard was able to cope with the duties of a Head of State. 9. More recent arguments between presidents and prime ministers do not continually cause major problems in the functioning of a nation. 10. Margaret Thatcher was effectively sacked in 1996 and replaced by John Major. 11. Figureheads are elected to be leaders in democratic countries. 12. Vladimir Putin did not control Russian foreign policy. 13. The majority of the elected members of Parliament (MPs) forms a government and the leader of the largest party becomes the Prime Minister. 14. Undeniably, coalition of multiple parties is easy to control. 15. In some countries politicians are even allowed to own television channels

and newspapers, which may make for real democracy. 16. The more politics become party politics and the representation of vested interests, the less the voice of the electorate is heard.

**7. Analyze and learn the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words.**

### ***Vocabulary notes***

#### **1. Delude, v.**

1) to cheat the hopes of, to mock, to play with under the pretence of seriousness – вводити в оману, e.g. In order to get her commitment to all the extra work, the manager deluded her employee with promises of promotion.

2) cause to accept foolishly a false or mistaken belief; deceive, beguile; impose upon with false impressions – обманювати, спантеличувати, e.g. She deluded herself when she decided that the job offer was going to improve her career.

#### **2. Confront, v.**

1) stand or meet facing, esp. in hostility or defiance; stand against – протистояти, дивитися в обличчя (смерті, небезпеці), e.g. He decided to confront the mob and to try to apply reason.

2) bring together face to face; bring face to face with – стикнутися, стояти навпроти, зустрітися віч-навіч. e.g. A criminal should be confronted with his crime, for he may just betray himself or confess.

#### **3. Domain, n.**

1) an area under rule or influence; the area of activity of a person, institution – володіння, територія, e.g. The Marketing Director had an office at the centre of his domain on the third floor of the office building.

2) a sphere of thought or operation; the situations where a particular science, law, etc., is applicable – галузь, сфера, e.g. The software game was not copyrighted and was placed into the public domain.

#### **4. Relinquish, v.**

1) give up an idea, belief, etc.; stop doing an action or practice- залишати, уступати, поступатися, e.g. We relinquished our ruthless views on profit when we realized what our company was doing to the environment. In order to end the argument, she relinquished her demands for control.

2) resign, surrender, (a possession, right, etc.) – поступатися (правом, посадою), e.g. The politician was forced to relinquish his position as a Cabinet Minister after the scandals broke.

3) let go (something held) – відходити, відпустити, випускати, e.g. The dying woman relinquished her grip.

**5. Astound, v.** Shock with alarm or wonder; astonish, amaze – дивувати, вражати, приголомшувати, e.g. She was astounded by the speed with which the text of the whole book was reformatted by the new computer.

*Der.:* astounding, *adj.* – дивовижний, вражаючий, приголомшливий.

*Syn.*: amaze, astonish, stagger, stun, dazzle, bewilder, stupefy, daze, startle.

**6. Repeal**, *v.* Annul, rescind (a law, sentence, etc.); revoke, withdraw – анулювати, скасовувати, відміняти, e.g. The law that demands that policemen in England must not walk on the pavement has never actually been repealed. *Syn.*: abolish – put an end to, demolish, destroy;

cancel – revoke an order or arrangements for, abolish, obliterate;

revoke – annul, cancel, rescind;

annul – declare invalid.

**7. Assume**, *v.*

1) take for granted; take as being true, for the sake of argument or action; suppose – вважати, припускати, e. g. When you're young you assume everybody old knows what they're doing.

2) take onto yourself (an aspect, form, or costume); develop an attribute, undertake a job or duty – набирати вигляду, характеру, форм, брати на себе відповідальність, e.g. The assistant Head of Department assumed responsibility for the summer admissions programme at the university.

3) simulate, pretend to have – привласнювати, присвоювати, e.g. Many authors of fiction also write under an assumed name for marketing purposes.

**8. Reinstate**, *v.*

1) bring or put back (a person etc.) into a former position or condition; reinstall, re-establish, (in office etc.) – відновлювати (в правах, у попередньому становищі), e.g. Having sacked the party's chairman, he promptly reinstated him. Rolls-Royce decided to cancel, then reinstate its staffs contracts.

2) restore (a thing) to a proper state; replace – заміняти, виправляти, e. g. The path has been ploughed up and not reinstated.

*Der.*: **reinstatement**.

**9. Figurehead**, *n.* A nominal leader who has little or no authority or influence. Номінальний глава, підставна особа, e.g. He is a mere figurehead.

**10. Retinue**, *n.* A number of people in the service of or accompanying someone, especially an important person. Ескорт, оточення, e.g. The Managing Director marched along the corridor, followed by a retinue of his staff.

**11. Electorate**, *n.* A body of electors; (the number of) all those entitled to vote in a country or constituency – виборці, електорат. e.g. The President appealed to the electorate to support her view in a referendum.

**12. Constituency**, *n.* All the people entitled to vote for a particular seat or member in a public, especially a legislative, body; the area or population represented by an elected member – виборці, виборчий округ, e.g. The regular meetings in a British MP's constituency are called the MP's "surgery".

**13. Mandate**, *v.* Give a mandate to, delegate authority to (a representative, group, organization, etc.) – давати мандат, надавати повноваження, e.g. She was mandated to finish the document by Tuesday.

**Mandate**, *n.* The instruction as to policy given by the electorate to their elected representatives; support for a policy or measure regarded by a victorious party, candidate, etc., as derived from the wishes of the people in an election – мандат, наказ, доручення,

e.g. It's all right to manipulate the people as long as you were given a large mandate in the previous election.

**14. Blatant, adj.**

1) obvious and very noticeable, vulgarly clamorous, noticeably loud – жахливий, крикливий, галасливий, e.g. She made a blatant fuss during the meeting.

2) obtrusive to the eye; conspicuous, palpable; unashamed – явний, очевидний, кричущий, e.g. She wore a short skirt, blatant in her intentions, to the job interview. *Суп.*: obvious, conspicuous, glaring, bald, naked – явний, очевидний.

**15. Allegiance, n.** Loyalty; the recognition of the claims which someone or something has to respect or duty – вірність, лояльність, відданість, e.g. She felt a strong sense of allegiance to her fellow lecturers who had supported her during the bad times.

*Comb.* : oath of allegiance – клятва вірності.

**16. Rationale, n.** The fundamental or underlying logical reason for or basis of a thing; a justification – основа, підґрунтя, логічне обґрунтування, e.g. The main rationale for promoting rapid educational expansion was an economic one.

**17. Raison d'être, French.** Reason for existence. Причина існування, e.g. Once she went home from the university, her garden and her plants became her sole *raison d'être*.

**18. Cram, v.**

1) fill (a space, receptacle, etc.) completely, esp. by force or compression; overfdl – наповнювати, заповнювати, e.g. A large chilly basement was crammed to the ceiling with second-hand goods.

2) feed to excess (specifically poultry etc. to fatten them up, with food) – нагодовувати досхочу, e.g. The turkeys were crammed full of com in the month before Christmas.

3) force or stuff (something) into a receptacle, space, etc., which it overfills – утискати, впихати, e.g. Most working parents have to cram their weekends into two tightly organized days.

4) prepare for an examination etc. by intensive coaching, study (a subject) intensively for an examination – натаскувати на іспит, зубрити, e.g. Cramming for the exam was especially difficult as they had missed many lectures during the year.

**19. Reiteration, n.**

1) repetition of an action, process, etc. – повторення, повторювання, e.g. The engineers decided that a reiteration of the welding on the bridge supports was necessary.

2) repeated iteration of a plan, concept, strategy – повтор, e.g. The director insisted on a reiteration of the company's pricing strategy in light of the competitor's announcements.

**20. Spin, n.**

1) spinning motion, rapid rotation; an instance or spell of this, a whirl – обертання, вертіння, e.g. The aircraft stalled and as it fell, began a spin.

2) a revolving motion through the air (given to a rifle bullet) – кружляння, пірует, e.g. The word "rifle" actually means to design a gun barrel that makes a bullet spin.

3) a bias or slant on information, intended to create a favourable impression when it is presented to the public; an interpretation, a viewpoint – наліт упередженості,

неправдивості (інформації), e.g. American spokesman Jody Powell put a negative spin on the talks.

*Comb.* \ spin control – маніпуляція, просування/насаджування власної версії подій; **spin doctor** – політтехнолог.

**Spin, v.**

1) draw out and twist (wool, cotton, flax) by hand or with machinery so as to form thread; make a similar type of thread from (a synthetic substance, glass) – прясти, сукати, скручувати, e.g. Glass may be spun into very long and minute threads.

2) (of an insect, spider) produce (glutinous silken threads) from the body by means of special organs; construct (a web, cocoon, etc.) using silken threads – плести, прясти (павутину), e.g. It can be fascinating to watch a spider spin its web.

3) tell, write, devise, (a story, plan, etc.), especially fancifully or lengthily – складати, компоувати, вигадувати, плести небилиці, e.g. She was renowned for not simply answering a question, but spinning a long yam instead.

*Phrases:* to spin off (distribute stock of a new company to shareholders of a parent company, create a company in this way) – розділитися (про компанію); to spin off (produce as a spin-off or indirect benefit from a large project) – отримати додаткові маркетингові можливості з великого проекту; to spin out (make a story, discussion lengthy or protracted; prolong, draw out, extend) - розтягувати, зволікати, затягувати (обговорення тощо).

#### **8. Answer the following questions in relation to the text after its second reading.**

1. Why do politicians and their concepts of politics more often avoid than confront real issues?
2. What does political structure control?
3. When was the Magna Carta issued?
4. What is the basis of many political systems?
5. Where is the first continually sitting parliament in the world?
6. Who was chosen to be the English Lord Protector until his death?
7. What is the difference between elections in democratic and non-democratic countries?
8. Who really determines US fiscal policy and monetary policy?
9. How can the electorate control the power used by politicians?
10. What political leader becomes the Prime Minister of Great Britain?
11. When was Margaret Thatcher replaced by John Major?
12. Why is power the motivating force for so many politicians?
13. Do you agree with Lord Acton's opinion about power?
14. Who is regarded to be the greatest Briton in history?
15. Why are the coalitions of multiple parties all too often too difficult to control?
16. How accurate is the information that leads us to vote for one candidate ahead of another?

**9. 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. Give a short precis of the text.**

## VOCABULARY PRACTICE 1

**10. Match the words from the text in the left-hand column to their synonyms or synonymous expressions in the right-hand column and translate them into Ukrainian.**

**Use the following words in the sentences of your own.**

- |                  |                                    |
|------------------|------------------------------------|
| a) to astound    | 1) to give up                      |
| b) to relinquish | 2) to fool                         |
| c) to repeal     | 3) to amaze, to astonish           |
| d) to assume     | 4) to return to its original role  |
| e) to delude     | 5) to revoke                       |
| f) to reinstate  | 6) very obvious                    |
| g) blatant       | V) a political manipulation        |
| h) a spin        | 8) loyalty                         |
| i) an allegiance | 9) to delegate authority           |
| j) to spin out   | 10) underlying logical reason      |
| k) reiteration   | 11) an area of activity            |
| l) a rationale   | 12) to prolong to take for granted |
| m) to mandate    | 14) to stand against               |
| n) a retinue     | 15) an accompanying group          |
| o) a figurehead  | 16) a nominal head                 |
| p) confront      | 17) repetition                     |

**11. Study the meaning of the highlighted words and translate the following sentences into Ukrainian.**

1. It is easy to *delude* yourself into believing you are in love. 2. Don't be *deluded* into thinking your new jacket is waterproof. 3. I *confronted* him with my suspicions, and he confessed everything. 4. We try to help people *confront* their problems. 5. This question is outside the *domain* of biological science. 6. No one wants to *relinquish* power once they have it. 7. The managing director's decision *astounded* everyone. 8. She was *astounded* by his effortless arrogance. 9. I didn't see your car parked outside, so I *assumed* that you had gone out. 10. Jason *assumed* an air of indifference whenever, her name was mentioned. 11. California *reinstated* the death penalty by lethal injection in 1977. 12. In the election of June 1987, when 75 per cent of the *electorate* voted, the Conservative Party gained an overall majority. The candidate polling the largest number of votes in a *constituency* is elected in a "first-past-the-post" system. 14. The committee was *mandated* to coordinate measures to help Somalia. 15. Sometimes the President thinks she has a clearer *mandate* than she really does. 16. The people here have strong political *allegiances*. 17. "I pledge *allegiance* to the flag of the United States of America". 18. *Blatant* abuse of power is considered to be a serious political problem. 19. The *rationale* for using this teaching method is to encourage divergent thinking by students. 20. The *rationale* behind the changes isn't at all obvious. 21. The Minister of the Economy *relinquished* the position in the Cabinet of Ministers of Ukraine. 22. We must demand the *reiteration* of his previous statement as it is extremely important. 23. I have to *cram* for my English test tomorrow. 24. We *crammed* in as much sightseeing as possible during

our stay in London. 25. A lot of information has been *crammed* into this book.

**12. Translate the following sentences into elegant Ukrainian paying special attention to the translation of the word *spin*.**

1. Bowlers in cricket and pitchers in American baseball need to learn how to put spin on the ball. 2. John turned into a spin to demonstrate his flying ability. 3. The Prime Minister put a negative spin on the talks which was only expected. 4. Bill and I spun a coin as to who would go first. 5. I was pouring with sweat and my head was spinning. 6. L'oreal spun off its cosmetics division into a separate company. 7. Do you want to take my car for a spin? 8. This White House spin doctor can give the best possible advantage to any politician. 9. He is paid by the hour, so he spins the work out as long as he is able to. 10. She spun out a story about a trip to Paris to meet one of the authors. 11. In medieval times, most women had to spend hours each day spinning. 12. The Fates span his destiny long ago when he was bom. 13. I grew tired of his spinning a yam every time the opportunity presented itself. 14. She saw the vehicle spin out of control. 15. It does not matter what the evidence says, it's how you present it, and how your opponent responds. It's spin. 16. The plane's propellers were spinning. 17. The Olympic skater finished her routine with a series of spins. 18. They tried to put a positive spin on the poor sales figures. 19. IBM spun off their PC business to Lenovo of China.

**13. Give the best Ukrainian equivalents for the following words and expressions from the text.**

To delude, to confront, in the domain of, betterment of society, to relinquish, to be astounded, to repeal, intermittently, to assume control, to overrule parliament, to reinstate the monarchy, retinue of politicians, the political party in power, to win Presidential elections, to become inaugurated, to determine fiscal policy, to manipulate monetary policy, electorate, subsequently, constituency, to mandate, a whip, blatant pushing of policy, allegiance to the people, to be re-elected, the rationale, the *raison d'être*, relinquishing power, to be crammed, to achieve the honour, to make the claim, to win fame, to drive politics, notoriously, reiterations, to find stability, to fuse consensus, agenda, referendum, to spin, a mockery of democracy, accurate information, spin doctors.

**14. Find in the Vocabulary Notes the words which mean the same as:**

To stand or meet facing, to cheat the hopes of, an area under rule or influence, to shock with alarm or wonder, to take for granted, to annul, to restore a thing to a proper state, a body of electors, the area or population represented by an elected member, obtrusive to the eye, delegate authority to (a representative, group, organization), loyalty, the fundamental or underlying reason for or basis of a thing, to fill (a space, receptacle, etc.) completely, to give up an idea, belief, repetition of an action, prepare for an examination by intensive coaching, a whirl, to make (a story, discussion, period, etc.) lengthy or protracted, a bias or slant on information, to simulate, pretend to have, the action of reinstating a person or thing, a member of a party in Parliament appointed to control its parliamentary discipline and tactics, reason for existence, a nominal leader



who has little or no authority or influence, a number of people in the service of or accompanying an important person.

**15. Insert prepositions in the following expressions and phrases wherever necessary.**

To confront ... real issues, to focus ... the societal value ... politics, changing society ... the better, a symbol ... the People's value and involvement ... the Nation, to be comprised ... elected representatives ... the People, led ... a Prime Minister, publicly debate and decide ... issues, to be chosen ... a committee ... the single political party ... power, blatant pushing ... policy ... one party, to be overruled ... a body ... allegiance ... the People, to preside ... the functioning ... their nation, to vary massively ... country ... country, to be full ... examples ... clearly corrupt politicians, ruthless dictators responsible ... millions ... deaths, votes ... a regional candidate, local ... them, to stand ... a nominated party, to stay ... power regardless ... individuals or circumstances, to vote . one candidate ahead ... another, to discuss the issues ... ourselves, to fuse consensus ... political parties.

**16. Define from which words the following derivatives were formed.**

Considerable, betterment, confront, behead, inaugurate, allegiance, involvement, admittedly, newcomer, representative, overrule, figurehead, electorate, historically, constituency, irrespective, acceptance, bi-cameral, effectively, re-elected, retrospectively, notoriously, reiteration, mockery, statesman.

**17. Insert words with the same root *polit-* into the gaps of the sentences below after having studied all the derivatives of this root. Use the following list as a hint: *politesse, political, politico, politician, politicise, politic, politics, politically.***

1. As king we found him suspicious, cold-blooded and .... 2. His speech was clever and highly .... 3. This issue was strongly ... by the Tories, way out of proportion. 4. ...., that was the right thing to do, but the morality of the action was highly questionable. 5. A real ... would have been able to field really tough questions. 6. The ... of thie Ambassador started to get on my nerves, it seemed more like arrogance. 7. Only a few ... have ever proved to be capable of relinquishing power. 8. ... is a dirty business for so many ethical people. 9. What are his ... ? 10. The party central committee office decided to ... the issue.

**18. Insert one of these words in its correct form into each of the sentences below: *mandate, spin out, startle, confront, stagger, dazzle, blatant, spin off, constituency, daze, conspicuous, obvious, retinue, glaring, abolish, repeal, annul, cancel, deluded, relinquish, assume, reinstate, allegiance, cram, spin, scam, revoke, electorate, domain, rationale.***

1. Her face was pale and she wore a ... expression. 2. Sorry, I didn't mean to ... you. 3. What ... us was the sheer size of her salary. 4. She ... the audience with her new costumes. 5. That was a ... lie you told us. 6. The award is given for ... achievement in science. 7. It was really a ... example of political corruption. 8. The most... example of an information source is a dictionary. 9. The government of Ukraine ... this important law. 10. Slavery was ... in the USA in the 19-th century. 11. Their marriage was ... last year.

12. I am afraid, I'll have to ... our meeting tomorrow. 13. Their work permits have been .... 14. We have been ... into false hopes by the government's meaningless promises. 15. He would surely have courage to ... the whole power of the government. 16. The travellers were now entering the former ... of the Inca Empire. 17. I ... my plan with sorrow. 18. When you are young you ... that everybody old knows what they're doing. 19. The path was ploughed up and not.... 20. Surrounded by the ... was the king himself. 21. That was a ... demonstration of the ... to the cause. 22. What was the ... behind such a decision? 23. Every road leading to the fair was ... with different sorts of people. 24. I... Botany for three days in a row for the exam and still I failed. 25. I didn't feel well and my head was .... 26. Whose version of the truth are you ...? 27. She didn't want to go home yet, so she tried to ... her coffee as long as possible. 28. Many Hollywood films make more money from ... than from box office receipts. 29. The ... in the Coventry North-East... surprised the media when the election results were announced. 30. She was convinced that her ... permitted her to take an extreme position on the matter.

**19. Give English equivalents to the following Ukrainian words and expressions using the vocabulary of the text.**

Обманювати, протистояти, галузь (сфера), вирішувати питання, ідеалістичні прагнення, сумнівні моральні цінності, демонструвати перед народом, вдосконалення суспільства, поступатися, бути враженим чимось, закон про недоторканність особи, загальне право, брати на себе відповідальність, взяти гору над парламентом, державна зрада, Лорд-протектор, відновлювати монархію, оточення політиків, постійно діючий парламент, діяти з перервами, номінальний голова, електорат, партія влади, виборчий округ, головувати над чимось, перемогти на президентських виборах, надавати повноваження, доручення, явні наміри, клятва вірності, парламентський партійний організатор, бунтар, відданість виборцям, головне підгрунття, поступатися посадою, уступати владу, діяти згідно з побажаннями електорату, усунути з посади, зберегти домінуюче положення, залишатися при владі, бути наповненим прикладами, безжальний диктатор, оплакувати після смерті, повторення, державний діяч, прославитися, загальні вибори, бути рушійною силою в політиці, значна більшість голосів, сумнозвісний, велика кількість політичних партій, референдум, точна інформація, пародія на демократію, коаліція багатьох партій, виробити консенсус, затягувати обговорення, власні інтереси, отримати повноваження від народу, обходити справжні питання, маніпулювати політичними питаннями, політтехнологи, переконлива пропаганда.

**20. Translate the following Ukrainian sentences into English, paying especial attention to the active vocabulary.**

1. Перед виборами політичні партії вводять в оману виборців, обіцяючи їм золоті гори. 2. Безперечно, проблеми, які постали перед новим урядом, вимагають детального розгляду та швидкого ефективного вирішення. 3. Ділові партнери вирішили нарешті зустрітися віч-на-віч, щоб обговорити спірні питання, які перешкоджають подальшому співробітництву. 4. Само собою зрозумілим є те, що

ніхто не хоче втрачати владу. 5. Ця несподівана новина приголомшила Ганну, адже вона знаходилась у скрутному становищі та ледь зводила кінці з кінцями. 6. Верховна Рада України має намір скасувати депутатську недоторканність та відмінити привілеї для народних депутатів. 7. Шкода, але мені доведеться відмінити призначену на понеділок консультацію для студентів-перекладачів 4 курсу. 8. Вчені-економісти припускають, що рівень інфляції в наступному році буде поступово знижуватися. 9. Кого б не призначили на посаду міністра фінансів, йому доведеться брати на себе відповідальність за виконання державного бюджету країни. 10. Відновлення у правах незаконно репресованих громадян потребує значних зусиль та матеріальних витрат з боку уряду України. 11. У кожному місцевому виборчому окрузі електорат мав можливість проголосувати за певну політичну партію відповідно до своїх уподобань. 12. Згідно з Конституцією України президенту надаються значні повноваження щодо зовнішньополітичного курсу країни. 13. На деяких телеканалах спостерігалось очевидне насаджування власної версії подій. 14. Вся знать збиралася у столиці, щоб присягнути на вірність новому монарху. 15. На чому саме ґрунтувалося ваше рішення? 16. Міністру економіки довелося поступитися своєю посадою у Кабінеті Міністрів після серйозних звинувачень у засобах масової інформації. 17. Перед поїздкою до Італії Олені вдалося запхати всі свої речі до однієї великої валізи. 18. Студентам, які пропускали лекції та семінари протягом семестру, доводиться зубрити перед іспитом, але це не завжди допомагає їм успішно скласти екзамен. 19. Обговорення транспортного питання на засіданні Київської міської ради затягувалося, що викликало незадоволення у депутатів. 20. Літак тільки-що приземлився в аеропорту, проте його двигуни продовжували обертатися за інерцією.

**21. Read and translate the following text about the political system of Great Britain. Give English equivalents to the words and expressions in brackets.**

The (Голова держави), theoretical and nominal source of (виконавча, законодавча та судова) power in the UK is the (Британський монарх), currently Queen Elizabeth II. However, sovereignty in the UK no longer rests with the monarch, since (Англійський Білль про права) in 1689 established the principle of (парламентська незалежність).

Nevertheless, the monarch is still known as the (суверен).

The (уряд) performs the (виконавчі) functions of the United Kingdom on behalf of the Sovereign, in whom executive power is theoretically and nominally vested. The monarch (призначає прем'єр-міністра) as the head of Her Majesty's Government, guided by the strict (конституційне положення) that the Prime Minister should be the member of the (Палата громад) most likely to be able to form a Government with the support of the House. In practice, this means that the leader of the political party with an (абсолютна більшість місць) in the House of Commons is chosen to be the Prime Minister. The Prime Minister then selects the other Ministers which make up the Government and act as political heads of the various (урядові департаменти). About twenty of the most senior (міністри уряду) make up the Cabinet. In total, there are approximately 100 ministers that comprise the government. In accordance with

(конституційна угода), all ministers within the government are either (члени парламенту) or (пери) in (Палата лордів).

As in some other (парламентські системи) of government (especially those based upon the Westminster System), the executive (called «the government») is drawn from and is answerable to Parliament – a successful (голосування про недовіру) will force the government either to (подати у відставку) or to seek a (розпуск парламенту) and a (загальні вибори). In practice, members of parliament of all (основні партії) are strictly controlled by (парламентські партійні організатори) who try to ensure they vote according to party policy. If the government has a large majority, then they are very unlikely to lose enough votes to be unable to pass legislation.

The Government of the United Kingdom contains a number of (міністерства) known mainly, though not exclusively as departments, e. g. (міністерство оборони). These are politically led by a (міністр уряду) who is often a (державний секретар) and member of the Cabinet. He or she may also be supported by a number of junior Ministers.

(Виконання) of the Minister's decisions is carried out by a permanent politically neutral organization known as the (державна служба). Its constitutional role is to support the Government of the day (незалежно від) of which political party is in power. Unlike some other democracies, senior (державні службовці) remain in post upon a change of Government.

Administrative management of the Department is led by a head civil servant known in most Departments as a (постійний секретар). The majority of the civil service staff in fact work in (виконавчі установи) which are separate operational organizations reporting to Departments of State.

“Whitehall” is often used as a synonym for the central core of the (державна служба). This is because most Government Departments have (органи управління) in and around the former Royal Palace of Whitehall.

(Adapted from Wikipedia)

**22. Read and translate the following text about the political parties in the USA. Think of the best way to translate the words in bold.**

The United States puts no legal limits on the number of political parties that may operate. Thus, it is theoretically a multi-party system, although political parties are not mentioned in the U.S. Constitution. Parties are, however, regulated by the constitutions of the individual states, which organize elections **to both local and federal offices**. In practice, since the mid-1800s, the country has been limited to a two-party system with **occasional inroads** made by third parties. This is largely a consequence of the **first-past-the-post election** system **and** restrictive ballot access **laws imposed on the other political parties, as well as** the leadership rules in Congress.

There have been many political parties other than the two **dominant ones** (the Republican Party and the Democratic Party), but most third parties are generally considered to be of only minor and short-lived political significance. The two main parties hold glamorous, almost circus-like conventions to choose candidates for Presidential elections.

US political parties are grouped into four sections. The first section is called “Current major parties”, and it lists the two dominant parties mentioned above. The second section is called “Current third parties” and it consists of those parties that have achieved (or, **in the lead-up to an election**, are reasonably expected to achieve) **ballot status** for their respective candidates for President of the United States in states with enough **electoral votes** to have a theoretical chance of winning. The third section is called “Current minor and regional parties that have **endorsed candidates**” and consists of all the other currently active parties which have candidates. The last section, “**Defunct political parties**,” is for political parties that no longer exist.

An alternate means for categorizing U.S. political parties, historically and currently, is to apply the Federal Election Commission’s definition of “national committees” retroactively back in time to the beginning of the U.S.

### ***23. Translate the following text into English in writing. Pay attention to translation of political terminology.***

#### Американська система урядування

Системи урядування в США: федеральну, штату, округу та місцеву – досить легко зрозуміти. Їх достатньо легко зрозуміти, якщо ви виростаєте разом з ними та вивчаєте їх у школі. Один із зарубіжних експертів скаржиться, наприклад, на те, що складність політичної та управлінської структури міст майже неймовірна. Він пояснює, що “справжній Чикаго” включає 2 штати, 6 округів, 10 малих міст, 30 великих міст, 40 селищ та 110 сіл. Крім цієї складної схеми, існує ще 235 податкових районів і більше ніж 400 шкільних районів.

Однак є декілька основних принципів, які можна знайти на всіх рівнях американського урядування. Один з них “одна людина – один голос” свідчить про те, що законодавці обираються від географічних районів виборцями напряму. Відповідно до цього принципу, всі виборчі райони повинні мати приблизно однакову кількість мешканців.

Інший фундаментальний принцип американського урядування полягає у тому, що завдяки системі контролю та рівноваги компроміс у політиці – необхідність, а не вибір. Наприклад, Палата представників контролює витрати та фінанси, отже, президент повинен отримати згоду на свої пропозиції та програми. Він не може оголосити війну без згоди Конгресу. У закордонних справах він також дуже обмежений. Кожний договір повинний спочатку бути схвалений Сенатом. Якщо немає згоди, то й немає угоди. Правило говорить, що “президент пропонує, але Конгрес наказує”. Таким чином, те, що президент хоче зробити, відрізняється від того, що президент має можливість зробити.

Конгрес, законодавча гілка влади федерального уряду, складається із Сенату та Палати представників. Всього 100 сенаторів, по 2 від кожного штату. Одна третина сенаторів обирається кожні 2 роки терміном на 6 років. Сенатори представляють всіх мешканців штату та їхні інтереси.

Палата представників налічує 435 членів. Вони обираються кожні 2 роки на дворічний термін. Вони представляють населення “районів Конгресу”, на які поділений кожний штат. Кількість представників від кожного штату залежить від

населення. Наприклад, Каліфорнія, штат з найбільшою кількістю населення, має 52 члени у Палаті представників, у той час як Делавер має тільки одного.

Майже всі вибори у США базуються на принципі “переможець отримує все”: кандидат, який набрав найбільшу кількість голосів у конгресовому районі, є переможцем.

Конгрес приймає закони, кожна палата Конгресу має повноваження вносити законопроекти. Кожна палата також може голосувати проти законопроектів іншої палати. Оскільки законопроект стає законом, якщо його приймають обидві палати, то їм необхідно досягти компромісу. Конгрес приймає рішення щодо податків та грошових витрат. Крім того, він регулює торгівлю між штатами та з іноземними країнами. Він також встановлює правила надання громадянства іноземцям.

#### **24. Based on the texts above and your background knowledge, compare:**

- a) the system of government in Great Britain, Ukraine and the USA, in terms of:
- The Head of State: appointment, functions and powers, relationship with other state bodies.
  - Legislature: composition, functions and powers, relationship with other state bodies.
  - The Executive: composition, functions and powers, relationship with other state bodies.
- b) the British, American and Ukrainian electoral systems.

#### **25. Discuss the following issues.**

1. The usefulness of the monarchy in contemporary Britain.
2. The advantages and disadvantages of a bicameral parliament.
3. Changes in the Ukrainian electoral system that could make it more efficient.
4. How ballot falsification may occur in various countries.

### **GRAMMAR REVIEW POINT: Complex and compound sentences**

**1. Fill each of the blanks in the following sentences with one of the following words: who, whoever, what, whatever, which, that, where, how, whichever.**

1. That’s exactly... I was going to suggest. 2. I spoke to Jacob this afternoon,... is something I’ve been meaning to do for ages. 3. Can you advise me... to go and see with this problem? 4. Putting an even heavier tax on petrol is... I think we can solve our traffic problems. 5.... hand she writes with, her handwriting is perfectly legible. 6. I offered her ... little I had. 7. According to her,... I do is wrong. 8. We’re not fussy here; we take on... shows any talent whatsoever. 9. The pace of life in the city is ... puts me off. 10. Do you remember ... he was found guilty of in the end? 11. Anything ... goes wrong will be your responsibility. 12. I can’t decide ... of these two CDs to buy. 13. I’d really like to be a tax inspector, ... you may think is a little foolish. 14. I would always give him ... little I happened to have on me. 15. ... to do next is our main problem. 16. ... little I happened to have I would give someone like that. 17. There’s sport on all eight channels; I don’t know ... to watch. 18. This isn’t... I expected at all.

**2. Underline the options that can complete each sentence. One, two or three may be acceptable. Underlining as an option means that no word is necessary.**

1. You can say ... you like, there's no substitute for hard work.  
a what b that c whichever d whatever
2. The only way ... you'll be able to contact her is by e-mail.  
a that b which c what d -
3. That's about all ... I have to say.  
a which b this c - d that
4. I can't believe ... these students have learnt.  
a how much b the little c what d whichever
5. I don't think he's ... he claims to be.  
a what b whoever c that d the man
6. They all passed ... is considered an extremely difficult exam.  
a what b that c this d which
7. You can come ... you like.  
a which b when c whenever d whichever day
8. ... you need is a holiday.  
a That b What c Which d The thing
9. I'm beginning to think that... people say about him is true.  
a which b things c what d -
10. ... we extricate ourselves from this with any dignity is anybody's guess.  
a However b That c Whenever d How

**3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.**

*Example:* I was so shocked that I was lost for words (**what**). I was so shocked that I didn't know *what* to say.

1. She said something that was not at all polite (**extremely**). What ... impolite. 2. I can't decide on the best way of telling her what's happened (**break**). I can't decide how ... her. 3. No matter what the outcome of the election, things will continue the same (**nothing**). Whichever ... change. 4. You could write what I know about computers on a postage stamp (**knowledge**). What ... written on a postage stamp. 5. I always thought Venice would look and feel exactly like this (**imagined**). This ... be. 6. Can you remember the subject of our conversation last week? (**talking**) Can you remember what... last week?

**4. Rewrite each of the following sentences into emphatic ones using the new opening word.**

1. Stephen rushed into the room, looking hot and flushed. Into ....
2. I can't believe him opening a restaurant at his age. That....
3. I would love to play tennis at international level. To ....
4. Her problem is that software like this is new to her. Never ....
5. My business partner's ability to make money is nothing short of incredible. It ....

**5. Finish each of the following sentences using new beginnings that fit with the endings given.**

*Example:* Catherine's timely intervention prevented the situation from descending into chaos. *It was thanks to* Catherine that the situation didn't descend into chaos.

1. Not until after six o'clock did Sarah get there.  
\_\_\_\_\_ after six o'clock that Sarah got there.
2. I wasn't surprised that we'd lost the game.  
\_\_\_\_\_ as no surprise that we'd lost the game.
3. I don't have to point out how late it is.  
\_\_\_\_\_ for me to point out how late it is.
4. Interest in global warming has grown over the last decade.  
\_\_\_\_\_ interest in global warming over the last decade.
5. Their recklessness is unforgivable, if you ask me.  
\_\_\_\_\_ unforgivable that they are so reckless.

**6. Choose the best of the available options.**

1. Marina ... she would be late for the meeting. She ... she was feeling ill.  
A. told that...said that  
B. told that...said me that  
C. told me that...said that  
D. told me that...said me that
2. She ... her holiday in Luxembourg.  
A. told me about  
B. said about  
C. said me about  
D. told about
3. 'I suppose you've heard the latest  
A. news,' said she  
B. news.' she said  
C. news', she said  
D. news,' she said
4. I notified ... I had changed my address.  
A. with the bank that  
B. the bank that  
C. that  
D. to the bank that
5. She reminded ....  
A. what to do  
B. me what I had to do  
C. what I had to do  
D. me what to do
6. Last night police said that they ... the missing girl.  
A. had found  
B. have found



- C. find
- D. were finding
- 7.** She encouraged ... the job.
  - A. to take the job
  - B. that Fatimah should take
  - C. Fatimah to take
  - D. to Fatimah to take
- 8.** He asked where he ... put the box.
  - A. shall
  - B. ought to
  - C. will
  - D. should
- 9.** She asked my advice ... subject she should study at college.
  - A. on to what
  - B. as to what
  - C. on what
  - D. to what
- 10.** They directed that the warehouse ....
  - A. be pulled down
  - B. to be pulled down
  - C. should be pulled down
  - D. should pull down

**7. Choose the best of the available options.**

- 1.** I ... unwell when I ... this morning.
  - A. felt...get up
  - B. felt...got up
  - C. feel...get up
  - D. feel...got
- 2.** Have something to eat before you ....
  - A. leave B left C will leave D had left
- 3.** I still feel tired ... in the morning.
  - A. when I wake up
  - B. as I wake up
  - C. when I will wake up
  - D. while I wake up
- 4.** We were delayed ... an accident.
  - A. because
  - B. because of there was
  - C. because there was
  - D. because of
- 5.** The land was bought quickly ... delay the building work.
  - A. so as not to
  - B. so not to

- C. not to  
D. in order not to
- 6...** they slept soundly.  
A. Hot though was the night air  
B. Hot though the night air was  
C. Hot as the night air was  
D. Hot although the night air was
- 7.** I'll give you a lift if it ....  
A. is raining  
B. will ram  
C. rained  
D. rains
- 8.** If I had known how difficult the job was, I ... it.  
A. won't have taken  
B. wouldn't have taken  
C. won't take it  
D. mightn't have taken
- 9.** If I ... a more reliable car, I ... to Italy rather than fly.  
A. would have...would drive  
B. had...had driven  
C. had...would drive  
D. would have had...would drive
- 10.** If the technology ... available, we would be able to expand the business.  
A. would become  
B. were become  
C. were to become  
D. became
- 11.** If the North Sea ... in winter, you could walk from Edinburgh to Oslo.  
A. happened to freeze  
B. froze  
C. should freeze  
D. should happen to freeze
- 12.** ... in my sixties and rather unfit, I might consider taking up tennis.  
A. Were I not  
B. Was I not  
C. Weren't I  
D. If I wasn't
- 13.** They couldn't decide ... it was worth re-sitting the exam.  
A. if  
B. whether or not  
C. whether  
D. if or not
- 14.** It was midday ..., I put on the light.  
A. Even so

- B. Although
- C. Even
- D. Even though

**8. Translate the following Ukrainian sentences into English, paying especial attention to complex sentences.**

Чинні міжнародні договори, згода на обов'язковість яких надана Верховною Радою України, є частиною національного законодавства України. 2. Конституції України, можливе лише після внесення відповідних змін до Конституції України. 3. Депутати Парламенту Японії постановили, що вони визнають остаточні поправки до Конституції, приймуть їх двома третинами голосів і лише потім винесуть на референдум. 4. Конституцію Японії було прийнято в 1947 році після поразки у другій світовій війні, в якій Японія брала участь на боці Німеччини, і відтоді основний закон країни не змінювався. 5. Вона одягається із таким смаком, що на неї звертають увагу повсюди, де б вона не з'явилася. 6. Я чекав на Олену майже дві години і вже вирішив, що з нею, напевно, щось трапилося, коли вона нарешті приїхала на таксі. 7. Нам сказали, що цей важливий закон буде підписаний Президентом лише тоді, коли він буде прийнятий на засіданні Верховної Ради України. 8. Якби мене не затримали справи, я міг би вчасно прийти, щоб зустрітись з вами та показати місто, в якому я живу з самого дитинства. 9. Як повідомили засоби масової інформації, перебудова головної вулиці столиці буде завершена до дня святкування річниці проголошення незалежності України. 10. Зустрічаючись, вони з великим задоволенням згадували ті чудові дні, які провели разом на березі Чорного моря. 11. Щоб ви зрозуміли цю історію, необхідно, щоб ви згадали, що саме я вам говорив про цю людину. 12. Ми дізналися з газет, що дипломатичні стосунки з цією країною було встановлено багато років назад. 13. У Верховній Раді України дійшли згоди, і спікера було нарешті обрано. 14. У той час коли він збирався вийти з дому, йому вручили телеграму, яку щойно принесли. 15. Я впевнений, що твори цього відомого письменника будуть перекладені багатьма мовами світу і знайдуть свого читача вже у недалекому майбутньому. 16. Заглиблений у роздуми, він не почув, як хтось стукає у двері. 17. Ми зателефонували секретареві посольства Великої Британії, сподіваючись, що він зможе дати нам інформацію з цього важливого питання. 18. Як тільки у нас з'явиться вільний час, ми з великим задоволенням відвідаємо виставку, яка недавно відкрилася у французькому культурному центрі. 19. Він стояв, чекаючи, що його запросять сісти, але всі так уважно слухали лектора, що ніхто навіть не звернув на нього уваги. 20. Вона не знала, що на неї чекає в майбутньому, на що вона може розраховувати, але сподівалася на краще.

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

While in the USA you see “**Xing**” on road signs. This tells you:

- a. to burst into song
- b. go to the nearest Chinese language school
- c. beware of pigeons
- d. cross the road here

If you're expected to "**lighten up**", you need to?

- a. wear more fashionable clothes b. lose weight c. relax d. stop hiding in the shadows

If you're asked to "**chip in**", you're expected to?

- a. peel the potatoes b. contribute c. avoid simple mistakes d. take a portion of what's on offer

Your English friend says that it's "**parky**". They think it's ... ?

- a. time for a stroll in the park b. getting dark c. cold weather d. humid weather

An American offering you a "**sawbuck**" is trying to give you a?

- a. punch b. glass of strong beer c. massive beefburger d. 10-dollar bill

## READING 2

### *Analytical reading and translation comments*

**1. Look at the title of the text and make your assumptions as to who may be called "a political animal". After reading the text, see whether your assumptions were correct.**

**2. Learn the pronunciation of the following words from the text, consulting a dictionary if necessary.**

Conferred, gnawing, cynicism, oratory, palpable, opaque, ignorant, estranged, Gothic, the Messiah, chorister, vaulted, leaded, altar, bow, feisty, intrinsically, agitator, Simon de Montfort /'saimsnɒmɒntfɒt/, Asquith /æskwiʃ/, Callaghan /'kæləhɒn/, trajectory, eligible, becalmed, docile.

**3. Read the abstract about the author and the text below for the first time. Answer the following questions checking your general understanding of it:**

1. How would you describe the genre of the text below? Think of the genres that were discussed in the third year textbook.

2. What does Jeremy Paxman usually write about? Does "The Political Animal" lie in the mainstream of his literary activities?

3. What is your immediate impression of the author's style of writing? What does it remind you of?

4. Define the general topic of the first and the second excerpts by choosing one of the following prompts:

- a) the job of an MP.
- b) the Houses of Parliament.
- c) MPs and common people in the Palace of Westminster.
- d) how politicians adapt to the societal details of the time they live in.
- e) the role of the Prime-Minister.

5. Is it mostly objective or subjective writing? Give quotes from the text to support your point of view?

6. Go through the following comments before reading the text for the second time and discuss them in class using your background knowledge.

### Comments

**1. Political animal.** A word combination introduced by Aristotle and very often used today to mean “a person viewed as living and acting with others: a follower of or a participant in politics”. *"Політична тварина"*.

**2. C'est une bonne adresse.** Literally, this translates as “This is a good address”. It is used in the text as a way of using a French set phrase for stylistic purposes, where the actual meaning is “This is a positive association that gives prestige”. The French is used as there is no elegant equivalent of this set phrase in English. *Престижна адреса.*

**3. Rise up the greasy pole.** A common medieval game played at fairs and during special holidays in Europe was the Greasy Pole. A prize is placed on top of a pole some three to four metres tall, the pole is smeared with grease or fat to make it slippery and the young people of the village or community attempt to climb to pole to win the prize. Paxman uses this in a metaphorical sense to draw the allusion with the competitiveness of a political career. *Вилазити на стовпа.*

**4. The question put that the bill now be read a second time.** This English sentence dating from the 13<sup>th</sup> to 15<sup>th</sup> centuries is used for purposes of tradition, that also uses an archaic set phrase, “to put a Question”, which means “to request a vote be taken”. In contemporary English, this sentence would be “The legislative bill now needs to be voted on for a second time”. *Законопроект виносить на друге голосування.*

**5. Aye.** The tradition in the British parliament is to use the Scottish Lallans word “aye” for “yes”. The term heard daily when parliament is sitting is “the ayes have it” when a majority vote “yes” to a proposal. *“За” (під час голосування).*

**6. Edward the Confessor.** One of the last Anglo-Saxon kings of England, reigning from 1042 to 1066. He built the original Westminster Abbey and Hall where parliament still sits. *Едвард Сповідник.*

**7. Simon de Montfort.** The 6th Earl of Leicester (1208- 1265) was the principal leader of the baronial opposition to King Henry III of England. After the rebellion of 1263-1264, de Montfort became *de facto* ruler of England and called the first directly-elected parliament in medieval Europe. Because of this, de Montfort is today regarded as one of the founders of modern parliamentary democracy. *Саймон де Монтфорт.*

**8. Warren Hastings.** Hastings, (1732 – 1818), was the first governor-general of British India, from 1773 to 1785. He was famously impeached in 1787 for corruption, and acquitted in 1795. *Воррен Гейстінгс.*

**9. Cometh the hour, cometh the man.** In the Bible, John 4:23 has ‘But the hour cometh, and now is’. Later amended versions were used by different author, especially by Sir Walter Scott in his novel “Guy Mannering” and later in “The Heart of Midlothian”. Today the term means “to be in the right place at the right time”.

**10. Asquith, Chamberlain, Lloyd George, Churchill, Bonar Law and Callaghan** were all British Prime Ministers during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Асквіт, Чемберлен, Ллойд Джордж, Черчилль, Бонар Ло, Каллаган.

## Text 2: The Political Animal

J. Paxman

**Jeremy Paxman** (born 1950) is an English BBC Television journalist, news presenter and author. He is most famous for his abrasive and forthright style of interviewing on the BBC's *Newsnight* programme. Any kind of tough questioning is routinely described as *Paxmanesque* in recognition of his style. Paxman is the author of six highly-acclaimed and intelligent books, on Iraq, Central America, power and corruption, the English people, British Royalty as well as *The Political Animal*, an analysis of politicians and politics, from which the below extracts are taken.

Famously, there is no job description for the role of a member of parliament. If such a thing could ever be drawn up, it might **weed** out some of the **borderline personalities** who make it into the House of Commons. All that is certain is that in a representative democracy, they are now a representative. What that means, they must discover or make up as they go along. There is, of course, an immediate **boost** to the self-esteem of having earned the right to put those magical initials "MP" after their name. It is quite clear talking to politicians that, even in these diminished times, the status **conferred** by this title really matters to them. Nothing stills the **gnawing** of self-doubt better than the simple business of winning. There is something else, too. As one of the grandest politicians of the last thirty years put it, "Even after all the scandals and the public cynicism, it's still quite something. **C'est une bonne adresse.**" In trying to explain the pleasures of the job, the same politician came up with the devastatingly simple explanation. "You cannot overestimate the **sheer** pleasure of the sound of your own voice".

But the speaking part is the obvious bit. Everyone knows that politicians stand up in the House of Commons and deliver speeches. The rest of it - whether to serve on the committees, how to help **constituents** while **fending off** the **nutters**, how to **rise up the greasy pole**, whether to devote yourself to the business of government or the business of parliament, even where to find an office, has to be made up as you go along. Because there are over 650 MPs, but only enough room on the leather benches in the chamber of the House of Commons for about 420 to sit down, just finding a place from which you will be able to deliver the **oratory** which will give you such pleasure is no mean task.

And the sheer physical presence of the Houses of Parliament presents the first challenge. This is one of the most recognizable buildings in the world, up there with the Taj Mahal, emblem at once of a nation and of an idea. The White House and the French Assemblée Nationale are also political buildings. But neither carries the sheer weight of history that presses down on the stones of Westminster.

Technically, the place doesn't even truly belong to the people. Westminster is a royal palace, as much as Buckingham Palace or Windsor Castle. For anyone who has ever spent any time in the American Senate or House of Representatives, the difference is almost **palpable**. The Palace of Westminster does not set the citizen at ease. It was not designed to do so. When a member of the public goes to the Palace of Westminster, the first thing the duty policeman wants to know is what he or she is doing there. Palace protocol assumes the citizen has the right of access to their MP (if he or she chooses to see them) and, if space permits, the right to witness debates. But the voter is – literally – a stranger, sitting in the Strangers' Gallery. From here they will be able to gaze down on debates

whose style is, to say the least, **opaque**. If they are particularly fortunate they may even witness the point at which members of parliament vote on an issue, when the chamber will **ring** to the Speaker declaring, “**The Question put that the bill now be read a second time**. As many as are of that opinion say “**Aye**”, which is followed by a **bellowing** of the word “Aye”, followed by more bellowing of the word “No”, and the Speaker shouting, “The Question put forthwith, pursuant to **Standing Order** Number 63”. It might as well be spoken in ancient Greek. Suddenly, the handful of MPs in the room is **swamped by** dozens, perhaps hundreds, of men and women who seem to **emerge from the woodwork**, to vote in debates they have not attended and on matters they may not even understand. The **elector** can wonder whether he’s been deposited at some secret station on the London Underground which exists in a parallel universe.

The newly elected members may arrive at Westminster as ignorant as anyone else. The danger is that the more they learn of the curious ways of parliament, the further they become estranged from the people they claim to represent. At first, the contrast with the election could not be starker. The politician with the declaration as the chosen son or daughter of Wigton or Cleethorpes. He or she arrives at the great Gothic **pile** on the north bank of the River Thames not as the Messiah but as – at best – a nervous **chorister**. The religion metaphor is appropriate. The Houses of Parliament have a distinctly and deliberately churchy feel to them. It is partly the high **vaulted** ceilings and the tiled floors, the way the sunlight breaks through leaded windows, the **pewlike** benches, the carved wood and stone, the mosaic images of the patron saints of England, Scotland, Wales and Ireland in the Central Lobby. But it is more. The British parliament sits at Westminster rather than anywhere else because it was here that **Edward the Confessor** chose to build a new abbey.

The Palace of Westminster, the seat of government, developed as an extension, as the main royal residence, until Henry VIII decided to live at Whitehall. The first permanent meeting place of the House of Commons, provided by Henry’s son, Edward VI, was the king’s former private chapel, St. Stephen’s, in which the Speaker’s chair was installed in front of the altar (this is said to be the reason that MPs are expected to bow to the Speaker). But it is more even than the impossibility of separating the secular from the religious.

The real reason the Palace of Westminster as a whole feels so much like a church is that - like a church or cathedral – this is a building whose form expresses more than the functions performed within it. The Houses of Parliament are the place in which the laws of the country have been made for centuries. Yet they also somehow have come to embody the peculiar **feisty** yet **fusty** spirit of British democracy.

For anyone with the slightest **tingling** appreciation of history, to arrive here, knowing that it was in Westminster Hall that **Simon de Montfort** held his parliament in 1265, that this was where Thomas More, Guy Fawkes, King Charles I and **Warren Hastings** were put on trial, where Oliver Cromwell swore his oath as Lord Protector, where dead kings and queens and statesmen have **lain in state**, can be a humbling experience. “I have never lost my awe for the institution of Parliament or the majesty, of the building”, John Major wrote at the end of his failed political career. “It has history **in every nook and cranny**, and the shades of the past can easily be conjured up even though

its purpose is to prepare the future. The place half-glances over its shoulder at what has been.” A half-glance is an underestimate. Had it not been such an intrinsically conservative building, perhaps he would have found it a great deal easier to persuade his party to follow him on the journey he was trying to undertake into a European political union.

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**Cometh the hour, cometh the man.** One of the best advantages a politician can have is to have been bom at the right time. In peaceful, prosperous times, the people care less for politics. Why should they? So little seems to be at stake, politics is no more than entertainment. The people will not accept an **agitator** when they need an organizer. In times of crisis, out goes **Asquith** or **Chamberlain**, in comes **Lloyd George** or **Churchill**. When the crisis abates, the public doesn't care for a Lloyd George or Churchill, it wants a **Bonar Law** or an Attlee. After the compromises of a **Callaghan** government, the call is for the simple clarity of a Thatcher, and when the public begins to **chafe** under her abrasiveness, it will even accept a Major, and when he is found **bumbling**, will applaud the missionary **zeal** of a Blair. Sometimes the public wants originality and sparks, other times it wants quiet consideration. The lucky politician is the one who finds a career trajectory matching that of the country in which he or she lives. Churchill had the good fortune to become eligible to vote in 1895, when Britain was the greatest country in the world, when what was decided at Westminster, by the greatest politicians in the world, mattered. A shrewd observer wrote that “Winston could afford to take every **shortcut** to greatness, to break the social contract and climb off the **dullards's** backs because he and they all believed instinctively in the greatness they were part of”. It gave him the self-belief to see through to the end the changes of public mood which periodically becalmed his political career and he lived long enough to see the wind change and give him another chance.

Originally, the Prime Minister was just that, the first minister of the government of the day. Nowadays the job is largely what the holder makes of it. The contrast between the two Labour landslides of the twentieth century could not be starker: The 1945 Labour administration, which brought about the greatest social reforms of the twentieth century, was a collective enterprise. Clement Attlee had to work on the assumption that, although he was theoretically the most important figure in government, it was his colleagues running government departments such as Health or the Board of Trade who had budgets to spend and therefore real executive power. Attlee refined the motif for such a style of government. “He must remember that he's only the first among equals”. He refused simply to appoint **docile** yes-men, and deliberately included people no one would ever have thought brilliant, to get a commonsense contribution. He decided that, if his government was going to work properly, he couldn't have much more than sixteen people sitting around the cabinet table. His style of chairmanship – “You've said that already,” or “Nothing more to say, I hope? Good” - was in utter contrasts to Churchill's cabinets, which could go on for hours, at the end of which often enough nothing much had been decided. Attlee took no votes in cabinet – “The job of the Prime Minister is to get the general feeling”, he said, and then to sum up what he believed to be the general view.



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

**Vocabulary notes**

**1. Weed, v.**

1) remove unwanted plants from land or where cultivated plants grow – полоти e.g. His mother-in-law spent almost half an hour weeding between the roses.

2) *fig.* remove unwanted or harmful elements from - позбавляти, очищати, e.g. The police force was weeded of its disreputable members.

3) *fig.* eradicate (errors, faults, sins), remove (a thing or person) as harmless or useless – викорінювати, знищувати, усувати, e.g. These tests weeded out most unsafe or ineffective pharmaceutical drugs.

**2. Borderline personalities.** Cynical, sarcastic wording to imply that someone almost has a personality, but it is only just discernible. Посередність.

**3. Boost, n.** A push from below, a lift, a reinforcement of self- confidence or morale – підтримка, рекламування, зростання популярності, e.g. Many people go to the hairdressers of cosmetologists for the boost it gives them.

**4. Confer, v.**

1) to converse, hold a conference, take a council – обговорювати, радитися, e.g. Before the decision was made, the committee members decided to confer.

2) give, grant (a title, a degree, a favour) – присуджувати (науковий ступінь, титул), e.g. She was hugely honoured when the university conferred an honorary Doctorate degree on her.

**5. Gnaw, v.** Bite persistently as to damage or remove parts, wear away by continued biting – гризти, підточувати, турбувати, мучити, e.g. The rats gnawed great holes in the floor. The crimes he committed in his youth gnawed continually at his conscience.

**6. Constituent, n.**

1) voting member or an inhabitant of a constituency – виборець, e.g. The MP held a weekly surgery for his constituents.

2) an element of a complex whole – складова частина, e.g. She refused to buy the soft drink, having read that one of its constituents was likely to bring on an allergic attack.

**7. Fend off.** Keep from or away, ward off. Відвертати, відганяти, e.g. She spent much of her day fending off approaches from suitors.

**8. Nutter, n, slang.** A mad or eccentric person. Псих, ненормальний, божевільний, e.g. He crossed the road to avoid any contact with his colleague from work, whom he simply regarded as being a nutter.

**9. Oratory, n.** The art of public speaking, rhetoric. Красномовство, риторика, ораторство e.g. What he said seemed to need no tricks of oratory to make it emphatic.

**10. Palpable, adj.**

1) able to be touched, felt or handled, intense, so extreme as to be almost felt – відчутний на дотик, e.g. The tension in the crowd was palpable.

2) evident, obvious – очевидний, явний, e.g. His misunderstanding of the concept was palpable.

### **11. Opaque, adj.**

1) not transmitting light, not transparent, impenetrable to sight – непрозорий, світлонепроникний, e.g. Her glasses were so dirty as to be almost opaque.

2) hard to understand or make out, not clear, obscure – незрозумілий, e.g. He decided to tell her the bad news in an opaque style so as not to suddenly shock her.

**12. Ring, v.** Here: resound or reverberate with a sound or noise in response to something. Відлунювати, відгукуватися, e.g. His head rang with the sound of the explosion for several hours. This idea has a certain ring to it.

**13. Bellow, v.** To roar like a bull, *fig.* utter or proclaim loudly or angrily. Мукати, ревити, бушувати, гримати, грюкати, e.g. He put his hand like a trumpet to his mouth and bellowed at the children.

**14. Standing Order.** One of the rules governing the manner in which all business shall be conducted in a parliament etc. Правила процедури (в парламенті і т.ін.), регламент, e.g. Parliament demands that standing orders be obeyed at all times.

### **15. Swamp, v.**

1) submerge or soak with water – заливати, затоплювати, e.g. The waves after the storm were so high that they swamped the little boat.

2) *fig.* flood, overwhelm – заповонити, переповнити, завалити, e.g. The shops are swamped with customers before Christmas.

**16. Emerge from the woodwork.** Come out of hiding, emerge from obscurity, appear (usually of something unwelcome). Раптово з'являтися нізвідки, e.g. The guilty schoolboys began to emerge from the woodwork one by one.

**17. Elector, n.** A person who has the right to vote in an election, a voter, although in the USA a member of the Electoral College – виборець, e.g. The politician had a habit of kissing the babies of each female elector for a week or so before each election.

**18. Chorister, n.** A member of a choir. Хорист(ка). e.g. All the members of her family were choristers.

### **19. Pile, n.**

1) a heap of things of considerable height laid or lying on one another, usually in no particular order – купа, стос, пачка, в'язка, e.g. She left her clothes in a pile by the door.

2) a large building, a large group of tall buildings – величезна будівля, e.g. The imposing pile designed by Sir Christopher Wren near the Thames in London is recognized immediately as St. Paul's Cathedral.

**20. Vaulted, adj.** Having the form of a vault, arched, rounded. Склепінчастий, e.g. My previous house in Berkshire had a large porch with a vaulted ceiling.

**21. Pew, n.** A bench with a back in a church. Сидіння зі спинкою в католицьких, протестантських тощо церквах, e.g. She always wished that the pews in her church were more comfortable.

### **22. Seat, n.**

1) the place on which a person usually sits or sitting – сидіння, e.g. He got up to give the old woman his seat on the bus.

2) a piece of furniture for sitting on – стілець, e.g. Take a seat, I'll be with you in a moment.

3) the throne of a monarch or a bishop – стіл (царський тощо), трон, e.g. Kyiv was

the seat of the Kyivan Rus Princes.

4) a right to sit as a member of parliament – місце в парламенті, e.g. I lost my seat to the Liberal Democrat opponent by just two votes.

5) the buttocks – сідниці, зад. e.g. His father stood by the fire, warming his seat.

**23. Feisty, adj.** Aggressive, excitable, touchy. Відважний, смілий, хоробрий, e.g. She is feisty and rebellious – I'd give everything for her to be mousy and home every night.

**24. Fusty, adj.** Marked by age or neglect, stale-smelling, damply, dusty. Затхлий, застарілий, задушливий, e.g. One of the most venerable British companies has managed to shake off its fusty image.

**25. Tingle, v.** Be affected with a slight prickling or stinging sensation, be affected on hearing soothing especially pleasant or unpleasant – відчувати дзвін (у вухах), кольки (в тілі), пощипування, сверблячку тощо. e.g. The Colonel banged the receiver so hard that his hand tingled.

**26. Lie in state.** Бути виставленим для прощання (про небіжчика), e.g. The body of the Pope lay in state for three days before the funeral.

**27. In every nook and cranny.** *Fig.* Every part or aspect, the entirety. В кожній шпарині, e.g. They searched every nook and cranny trying to find her mobile phone.

**28. Agitator, n.** Somebody who tries to overturn the accepted order, a revolutionary. Підбурювач (суспільства). This must not be confused with the Ukrainian word “агітатор” which has a significantly different meaning and is best translated into English as canvasser, a person who canvasses for votes by trying to persuade people to choose a particular candidate, e.g. The leader of the Anarchists was arrested when identified as the agitator who tried to make the crowd riot.

**29. Chafe, v.** Injure by rubbing. Натирати. *Fig.:* make somebody vexed or irritated. Дошкуляти, дозолити, e.g. Her new shoes chafed her feet.

**30. Bumble, v.** Ramble on in speaking, move or act ineptly. Затинатися, плутатися, погано справлятися з чимось, e.g. The students tried not to fall asleep when the lecturer, infamous for his bumbling, drifted away from the main topic.

**31. Zeal, n.** Intense or passionate desire displayed in pursuit of an objective. Завзятість, старанність, e.g. Her zeal was evident as she turned up for the interview half an hour early.

**32. Shortcut, n.** A route between two places which shortens the distance travelled, *fig.* a quick way of accomplishing something. Найкоротший шлях, найшвидший спосіб, скорочений метод, e.g. He made for the road by a short cut through the fields.

**33. Dullard, n.** Literally a dull or stupid person, but carrying with it an intonation of a sheep, one of the masses, with little or no imagination. Тупиця, дурень, йолоп, e.g. She was a radical thinker and found little patience for her colleagues, who she considered to be dullards.

**34. Docile, adj.** Submissive to training or direction, easily manageable. Слухняний, покірний, e.g. I stay beside my mother for as much time as possible, like the most docile of Victorian daughters.

**6. Define whether the following statements are true or false according to the text:**

1. The status conferred by the title 'MP' is of no significant importance to parliamentarians. 2. To hear the sound of your own voice is one of the pleasures of an MP's job. 3. Citizens are allowed in the Houses of Parliament to witness debates from the vacant seats assigned to the MPs. 4. The number of seats in the chamber of the House of Commons equals to the number of MPs. 5. Westminster is a Royal Palace, as much as Buckingham Palace or Windsor Castle. 6. The Palace of Westminster sets citizens at ease. 7. The first permanent meeting place of the House of Commons was at Whitehall. 8. The danger is that the more MPs learn of the curious ways of parliament, the closer they become to the people they represent. 9. In Westminster you can easily separate the secular from the religious. 10. The Houses of Parliament is the place in which the laws of the country have been made for centuries. 11. "I have never lost my awe for the institution of Parliament or the majesty of the building", John Major wrote at the end of his successful political career. 12. One of the best advantages a politician can have is to have been born at the right time. 13. In peaceful, prosperous times, people care for politics a lot. 14. Sometimes the public wants originality and sparks, at other times it wants quiet consideration. 15. The 1945 Labour administration, which brought about the greatest social reforms of the twentieth century, was a collective enterprise. 16. Churchill's cabinets were always highly productive.

**7. Answer the following questions, checking your now deeper and more detailed understanding of the text.**

*The first extract:*

1. What people are named "borderline personalities" by the author, and why is it important that they do not get into the Parliament?
2. What are the functions performed by MPs?
3. How many MPs are there in the British Parliament? And how many seats are actually there in the hall to sit down on?
4. What other important buildings was Westminster compared to in the text?
5. What is the general impression Westminster produces on politicians and common people?
6. In what respect does the author mention ancient Greek in the text?
7. Why is the process of voting compared to an imaginary secret station on the London Underground?
8. How do you understand the phrase "the chosen son or daughter of Wigton or Cleethorpes" bearing in mind that the last two are names of unimportant towns somewhere in England?
9. What was referred to as an "emblem at once of a nation and of an idea" by the author?
10. What is the building of Westminster compared to by the author? Why?
11. What do the Houses of Parliament instantly remind you of, as contrasted to parliamentary buildings in other countries?
12. What is the alleged reason for the custom of MPs bowing to the Speaker?
13. In what terms does the author describe British democracy? Why?

14. When and where did Simon de Montfort hold his Parliament? Why is this person important to political history?

15. What other historical figures were mentioned in the text in relation to Westminster? What are they famous for?

*The second extract:*

1. What according to the author is an important factor of every politician's career?

2. How does a particular time call for certain politicians?

3. Why was Winston Churchill lucky to be born in his particular time? What helped him to make his political career?

4. How has the role of the Prime Minister changed in the 20<sup>th</sup> century?

5. What was Clement Attlee's style of running his government?

6. Why did Attlee *right*, take no votes in his cabinet?

7. How did Attlee's cabinets contrast to Churchill's?

8. Why was a commonsense contribution very important for Attlee and less important for Churchill?

**8. What part of the text gives a concise political history of Great Britain in just a few sentences? Was the author successful in this description and why?**

**9. Write down from the text 5 sentences which you believe summarise the main ideas of its two separate parts. Check in class if they have coincided with those of your group mates. Retell the text based on your summary.**

**10. Find all instances of discourse markers in the text and explain their function. Write down these markers into the two main categories of discourse markers: functional and modal/emotional. Find Ukrainian equivalents for them.**

**11. What genre does the text belong to? The genre of the text is very close to journalese writing. Comment on the style of the excerpts using the following questions as prompts:**

1. How many conversational or colloquial words and phrases are used in the text? To what end are they used in the written text?

2. What instances of specific terminology can you find in the text? What area do they belong to? Find them and list them.

3. Were such phrases as "to rise up the greasy pole", "to see the wind change", "to emerge from the woodwork" used literally or figuratively? What literary styles is figurative use characteristic of?

4. What rhetorical questions appear in the text? Find them and list them.

5. Why does the author use the French phrase in the text without translation? Is its meaning clear from the context? What is its stylistic value?

6. Why does the author give archaic forms of some sentences in the text?

7. What are the examples of emphatic words and sentence constructions in the text? What style are they usually characteristic of?

8. What is the general length and structure of the sentences, and the reasons for it?

9. Why does the author use “religion metaphor” instead of “religious metaphor”? Comment on it from the stylistic point of view.

10. Why are indefinite articles used before personal names? What does it mean?

11. What are the two most overt instances of the author’s subjective views in the text? Are there any other? Can you characterise the text as subjective or objective on the whole?

12. How would you define the author’s style of writing? Is it emotional or neutral? Educated or simplistic? Wandering or precise? Analytical or practical? Subjective or objective? Critical or reverent? Speculative or instructive?

**12. Analyse the use of stylistic devices, including syntactic ones, in the following phrases and sentences. Define what they are in each case.**

1. ”... weed out some of the borderline personalities...”

2. “these diminished times...”

3. “the gnawing of self-doubt...”

4. “fending off the nutters..”

5. ”... history that presses downon the stones of Westminster...”

6. .. debates whose style is, to say the least, opaque”.

7. ”... the room is swamped by dozens, perhaps hundreds, of men and women who seem to emerge from the woodwork”.

8. “He or she arrives at the great Gothic pile on the north bank of the River Thames not as the Messiah but as – at best – a nervous chorister”.

9. “... to embody the peculiar feisty yet fusty spirit of British democracy”.

10. “... the slightest tingling appreciation of history...”

11. “It has history in every nook and cranny, and the shades of the past can easily be conjured up even though its purpose is to prepare the future”.

12. “The place half-glances over its shoulder at what has been. A halfglance is an underestimate. ”

13. “... to follow him on the journey he was trying to undertake into a European political union”.

14. “The people will not accept an agitator when they need an organizer. In times of crisis, out goes Asquith or Chamberlain, in comes Lloyd George or Churchill”.

15. “Sometimes the public wants originality and sparks, other times it wants quiet consideration”.

16. “...break the social contract and climb off the dullards' backs...”

**13. Can you name any other British, American, Ukrainian authors writing in the same genre? Were there any such writers among those featured in the previous textbooks?**

## **VOCABULARY PRACTICE 2**

**14. Translate the following words and expressions, as they were used in the text. Select from the words below those that are colloquial.**

A political animal, to draw up a job description, to weed out some of the borderline personalities, an immediate boost to the self-esteem, to confer the status, to still the gnawing of self-doubt, to come up with an explanation, to deliver speeches, to fend off the nutters, the sheer weight of history, the difference is palpable, a member of the public, the chamber will ring to the Speaker, to be swamped by, to become estranged, the great Gothic pile, a churchy feel to it, tiled floors, pew-like benches, to install a chair, feisty but fusty, the slightest tingling appreciation of history, to have awe for something, a humbling experience, to take a shortcut to, to be an underestimate, to conjure up the shades of the past, the crisis abates, the call is for, to chafe under the abrasiveness of, to be found bumbling, to refine the motif, a commonsense contribution, docile yes-men, to see through to the end, to gaze down on debates.

**15. Match the following English words and expressions from the text to their possible Ukrainian translations.**

- |                            |   |
|----------------------------|---|
| a) посередність            | 1) in these diminished times            |
| b) функціональні обов'язки | 2) to deliver an oratory                |
| c) не така велична година  | 3) borderline personalities             |
| d) регламент               | 4) a sheer pleasure                     |
| e) докори самосумніву      | 5) no mean task                         |
| f) чисте задоволення       | 6) job description                      |
| g) непросте завдання       | 7) a stark contrast                     |
| h) чудні звичаї            | 8) standing order                       |
| i) різкий контраст         | 9) the gnawing of self-doubt            |
| j) підбурювач              | 10) an agitator                         |
| k) освинцьовані вікна      | 11) eaded windows                       |
| l) склепінчаста стеля      | 12) curious ways                        |
| m) місіонерський запал     | 13) vaulted ceilings                    |
| n) загальний настрої       | 14) the general feeling                 |
| o) приголомшливо просте    | 15) he devastatingly simple explanation |
| p) виступити з промовою    | 16) the missionary zeal                 |
| q) найперша складність     | 17) the first challenge                 |
| r) уособлення ідеї         | 18) extension                           |
| s) добудова                | 19) quiet consideration                 |
| t) розсудливість           | 20) a shrewd observer                   |
| u) уважний спостерігач     | 21) collective enterprise               |
| v) колективний орган       | 22) to refine the motif                 |
| w) сформулювати лейтмотив  | 23) an emblem of an idea                |

**16. Give synonyms for the following set expressions and idioms from the text and translate them into Ukrainian. Use the following expressions in the sentences of your own.**

To make it into the House of Commons, to make it up as they go along, to rise up the greasy pole, to set somebody at ease, to emerge from the woodwork, to put on trial, to swear one's oath, to lie in state, in every nook and cranny.

**17. Find the best Ukrainian equivalents for the following politics-related terminology from the text:**

A representative democracy, to serve on the committees, to help constituents, the Parliaments sits, the seat of government, to make the laws, to embody the spirit of democracy, the style of chairmanship, to take a vote, to witness debates, the right of access to a PM, a voter, the Speaker, to vote on an issue, a landslide, a chamber of Parliament, to read a bill a second time, a standing order, an elector, to make laws, the election, to be eligible to vote.

**18. Insert words from the vocabulary of the Section using the Ukrainian words in brackets as prompts.**

1. Looking through the contents of the mp3 player, she decided to (позбутися) a hundred or so boring tunes. 2. He worked especially hard on his final essay to try (значно поліпшити) his marks for the semester. 3. Her parents attended the graduation ceremony with massive pleasure, as their daughter finally had her degree (отримати). 4. The quiz team were allowed to (порадитися) before giving their answer. 5. An important (компонент) of okroshka is whey. 6. The people paid to stand and demonstrate on behalf of the political party showed no (завзятість) whatsoever. 7. The emotion in the air as the votes was counted was almost (відчутний). 8. They were lost in the (болото), and rapidly getting cold, tired and hungry. 9. He felt (завалити) by the amount of coursework he was being asked to do. 10. The group of young tourists was unusually (сумирні) for teenagers. 11. Trying to appear friendly and informal, the MP asked his visitor jokingly to "take a (лавочка)". 12. She kept all her textbooks in a (купа) under her bed. 13. Cambridge, Yale, Oxford and Harvard are the four major (місце) of learning in the world. 14. The MP was deselected when her (виборці) decided that she was not spending enough time on their local problems. 15. Even as a small child she had been (сміливою) and determined. 16. She felt a (хвиля) of pleasure as she read her name in the newspaper. 17. Her new shorts were (натирали) her. 18. There was an unpleasant (кольки в тілі) in her legs from having had to have been motionless for so long. 19. His main relaxation during the summer was just (тинятися) around the meadows, watching the birds and butterflies. 20. The tourist asked the guide how many (місце) there were in total in the theatre. 21. This speech became his (найкоротший шлях) to glory. 22. The television channel was (завалити) with phone calls after the political candidates' debate.

**19. Find in the text words and expressions, including idiomatic ones, synonymous to the following:**

To exclude, a push, to grant a title, to offer an explanation, to keep crazy people at bay, to promote your career, to deliver a speech, a simple task, a difficulty, a representation of a nation, objectively speaking, tangible, to make somebody feel comfortable, to watch debates, an incomprehensible style, to respond to the speaker, to shout, the procedure rules, to appear from nowhere, an obvious contrast, the residence of government, to put a chair, a brave spirit, respect for history, in all its comers, to evoke an image, to be deeply in the nature, to be concerned, to be at risk, to subside, the need is for, rudeness, to stagger, a missionary spirit, intuitively, to quite down, the mood change,



an overwhelming victory, a collective body, to work on the principle of, to express the essence of, a meeting of the government, to conduct no voting.

**20. Give antonyms to the following words from the text:**

Ignorant, estranged, secular, feisty, fusty, to underestimate, to agitate, diminished, sheer, mean, technically, palpable, opaque, to swamp, to emerge, appropriate, the slightest, to humble, to abate, shrewd, to becalm, a landslide.

**21. Find the best translation for the word "sheer" in each sentence.**

1. She found weeding between the roses on her days off a sheer pleasure. 2. Whatever may be said, the sheer weight of history argues that consensus politics is often better in the long term. 3. The sheer physical presence of the rugby player made him stop and think before carrying on. 4. Ian was certain that revising for the exam would be a sheer waste of time. 5. Although more poorly equipped, the army captured the fortress by sheer force of numbers. 6. Even though they knew that trying to win at this stage was sheer folly, they continued. 8. In terms of sheer numbers, voters in some regions can significantly overturn the balance of voting. 9. It is a sheer impossibility that he may be right. 10. The sheer fact of their opposition stirred and wounded his conscience.

**22. Fill in the correct preposition in the italicised phrasal verbs using Ukrainian words as prompts. Translate the sentences into Ukrainian.**

1. It was decided to draw ... (скласти) a shortlist of candidates. 2. The authorities acted quickly to weed... (позбавитися) the troublemakers. 3. She was ecstatic to make it ... (потрапити) the final ballot, having long thought her chances were nil. 4. At the last moment, the party central committee realized that they needed to make... (скласти) a manifesto that would be a vote-catcher. 5. The government decided reluctantly to go ... (діяти у відповідності) with the recommendations of the UN. 6. The President always liked to confer ... (радитися з) his cabinet before reaching a decision. 7. The MP had very little time to come (надати) an explanation for his behavior once the tabloids had splashed his indiscretions all over the front pages. 8. She was asked by the Prime Minister to serve... (працювати в) a committee studying environmental damage. 9. The Press Secretary was ordered by the Minister to fend ... (відбиватися від) all the questions from the press. 10. Over the years, the issue of public transparency has pressed ... (тиснути на) him without interruption. 11. The public in the UK has access... (доступ до) Parliament through the public gallery. 12. After midnight, it was finally agreed that they would vote ... (голосувати) the issue. 13. After many years as a backbencher, she began to emerge... (вийти з тіні) the shadows with her promotion. 14. The President and the Prime Minister had become to be estranged... (відсторонитися від) each other. 15. The Greens finally broke ... (прорватися) mainstream politics when they had an MP elected. 16. The government had to eventually bow ... (вклонитися) public opinion on the issue of taxation. 17. The constituency party committee voted to show its appreciation... (визнання) the work of their MP by commissioning a statue in her honour. 18. The new secretary was obviously in awe... (боятися) the Minister. 19. The Prime Minister was a seasoned politician and knew that he had to continually glance... (озиратися) his shoulder

during Cabinet meetings in case an united attack would come. 20. It can be often difficult to appoint a minister who really cares... (піклуватися про) the subject of their post. 21. The President appealed to the electorate to make... (дійти рішення) their own minds and climb... (злізти з) the bandwagon. 22. Although the government had changed after the general election, the new Prime Minister stated that he would see... (довести до кінця) the Education policies of the previous administration. 23. The EU made efforts to see that political reform would bring ... (призвести до) positive social change in the newly-independent State.

**23. Continue the following rows of Ukrainian synonyms, and then provide synonymic English rows to match them. Use a dictionary of synonyms.**

*Позбавляти, очищати, усувати, знищувати, викорінювати....*

*Підтримка, посилення, зростання....*

*Гризти, мучити, турбувати...*

*Псих, ненормальний...*

*Відчутний, очевидний, явний...*

*Непрозорий, незрозумілий, мутний...*

*Гримати, грюкати, ричати, мукати...*

*Зникати, випаровуватися, ховатися...*

*Купа, стос...*

*Підбурювач, провокатор, підмовник...*

*Затинатися, плутатися, спотикатися...*

*Тупиця, дурень, йолоп...*

*Слухняний, покірний...*

*Навпростець, напрямки, прямцем, просто...*

*Наповнити, наводнити, затопити, залити...*

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

1. Галина зранку вже випила декілька чашок кави, щоб зменшити вплив вчорашнього алкоголю. 2. Вам чомусь імпонує поступливий Лісовський і не подобається вимогливий Кривда. (Р. Іванчук) 3. Павлусь намуляв собі ногу і трохи шкутильгав. (О. Донченко) 4. Тут Маруся, хоч і запинаючись, розказала йому все. (Г. Квітка-Основ'яненко) 5. Кому, наприклад, має імпонувати те, що і перші християни були загорілими фанатиками? (Леся Українка) 6. Часом вони сходили з шосе на вузенькі стежки і йшли напрямки. (М. Трублаїні) 7. Мій знайомий був пристрасний бібліограф і міг відповісти майже на будь-яке питання в цій галузі. 8. Завдання сатиричного твору – викорінювати пережитки тоталітаризму. (М. Старицький) 9. Невже він такий недотепа, тупиця, щоб вистоювати годинами в той час, коли інші працюють. (І. Цюпа) 10. Замковий відчував ще й інші тіньові закиди, які притемнювали його як завідувача відділом. (І. Ле) 11. Недаремно говориться, що підбурювачі завжди знайдуться, а трапиться потім з того лиха – всі в кущі. (Ю. Збанацький) 12. Попід склепінням високим оздоба нечувана сяє. (М. Зеров) 13. На пристанях височіли гори деревини. 14. В деякі весни Псьол, вийшовши з берегів, затоплює всю понизову частину села. (О. Гончар) 15. Всі

кричать "ура", і старий яр довго відлуноює молоді голоси. (Ю. Яновський) 16. Високе вже прокинулось. Галасували півні, ревіли корови, мукали скривджені телята (Ю. Збанацький) 17. Для Параскіци настав чудний час...Усе одмінилося для неї, все стало загадковим, незрозумілим. (М. Коцюбинський) 18. Поранені наповнили все місто. (О. Довженко) 19. Вода почала каламутніти, і очі ворога студені мутніють. (М. Стельмах) 20. А не перестанеш! – ревнув на неї Тимофій, але так ревнув, що Марійка відразу вмовкла. (Г. Хоткевич) 21. Ніч стала чорнильно-темною, запахи свіжого снігу, морожених трав, гнилуватого моху стали особливо відчутними. (В. Собко) 22. Скільки не розсипав я перлів своєї красномовності, діда я, видимо, переконати не міг. (Г. Хоткевич) 23. Якщо вона не шизофренічка, то просто – псих! (О. Донченко) 24. Під лавою шкряботить, розгризаючи погублені кимось насінини, миша. (Ю. Мушкетик) 25. Трава росте так буйно, що її не встигають виполювати між кущами кофейного дерева. (Ю. Яновський) 26. Зозуля сам був заядлим фаном київського "Динамо".

**25. Read the following text, paying especial attention to topic-related terminology.**

Magna Carta is often a symbol for the first time the citizens of England were granted rights against an absolute king. However, in practice the Commons could not enforce Magna Carta in the very rare situations where it affected them, so its reach was limited. Also, a large part of Magna Carta was copied, nearly word for word, from the Charter of Liberties of Henry I, *right*, issued when Henry I rose to the throne in 1100, which bound the king to laws which effectively granted certain civil liberties to the church and the English nobility.

The document commonly known as Magna Carta today is not the 1215 charter, but a later charter of 1225, and is usually shown in the form of The Charter of 1297 when it was confirmed by Edward I. In 1215 many of the provisions were not meant to make long-term changes but simply to right some immediate wrongs; therefore The Charter was reissued three times in the reign of Henry III. After this, each king for the next two hundred years personally confirmed the 1225 charter in their own charter, so one must not think of it as one document but a variety of documents coming together to form one Magna Carta in the same way many treaties such as the treaties of Rome and Nice come together to form the Treaties of the European Union and the European Community.

Popular perception is that King John and the barons signed the Magna Carta, however there were no signatures on the original document, only a single seal by the king. The words of the charter – *Data per manum nos tram* – signify that the document was personally given by the king's hand. By placing his seal on the document, the King and the barons followed common law that a seal was sufficient to authenticate a deed, though it had to be done in front of witnesses. John's seal was the only one, he did not sign it, nor did any of the barons sign or attach their seal to it.

The document is also honoured in America as some view it as an antecedent of the United States Constitution and Bill of Rights. The UK lent one of the four remaining copies of Magna Carta to the U.S. for its bicentennial celebrations and donated a golden copy which is displayed in the U.S. Capital Rotunda.

In 2006, BBC History Magazine held a poll to recommend a date for a proposed “Britain Day”, June 15, as the date of the signing of the original 1215 Magna Carta, receiving most votes, above other suggestions such as D-Day, VE Day, and Remembrance Day. The outcome was not binding, although Chancellor of the Exchequer Gordon Brown had previously given his support to the idea of a new national day to celebrate British identity.

**26. Answer the following questions to the text and find in the text English equivalents to the Ukrainian words and expressions below the questions;**

1. What in essence was the Magna Carta?
2. What period of political history does this document belong to?
3. Why is it so important for the identity of the British?
4. Why do the Americans honour Magna Carta?

Надати права, Палата громад, запровадити Хартію, обмежена дія, примусити короля зважати на закони, Хартія вольностей, положення Хартії, виправити несправедливість, міжнародна угода, поставити печатку, поширена думка, загальне право, засвідчувати документ, в присутності свідків, прообраз, подарувати копію, виставити на огляд, провести опитування, результати опитування, що не мають сили закону.

**27. Check your knowledge of politics-related terminology by matching the following:**

- |  |   |
|--|---|
| a) велика політика                           | 1) election manifesto                         |
| b) депутат міської ради                      | 2) public opinion                             |
| c) чинна конституція                         | 3) parliamentary majority                     |
| d) суспільна думка                           | 4) valid constitution                         |
| e) парламентська більшість                   | 5) parliamentary alliances                    |
| f) парламентська опозиція                    | 6) amendments to the constitution             |
| g) виборча програма                          | 7) opposition parties                         |
| h) блок політичних партій                    | 8) election process                           |
| i) зміни та доповнення до конституції        | 9) town councillor ( <i>AngloE</i> )          |
| j) виборча система                           | 10) mainstream politics                       |
| k) прямі вибори                              | 11) candidate elections                       |
| l) політичні гасла                           | 12) supremacy of law                          |
| m) розпустити парламент                      | 13) political slogans                         |
| n) політичний устрій                         | 14) compliance with the constitution          |
| o) верховенство права                        | 15) dissolve parliament                       |
| p) апарат президента                         | 16) political make-up                         |
| q) правляча коаліція                         | 17) to climb on the bandwagon ( <i>fig.</i> ) |
| r) відповідність конституції                 | 18) presidential administration               |
| s) передвиборча агітація                     | 19) election campaigning/canvassing           |
| t) політологія                               | 20) vote-catcher                              |
| u) член парламенту без конкретних обов'язків | 21) uling coalition                           |
| v) голосування                               | 22) parliamentary faction                     |
|  | 23) political science                         |



кожній шпарині, йолоп, слухняний, псих, відчутний, непрозорий, купа, міжнародна угода, Хартія вольностей, положення Хартії, прообраз.

Виступити з промовою, сформулювати лейтмотив, дістатися до чогось, радитися, надати пояснення, відбиватися від, тиснути на, з'явитися незвідки, віддалятися, відчувати дзвін у вухах, натирати, піклуватися про, дійти рішення, довести до кінця політику, призвести до позитивних змін, підтримати знизу, гризти, мукати, викликати в уяві образи, затинатися, затопити, іти навпрямки, озиратися через плече, боятися чогось, відлунювати, запровадити Хартію, примусити короля зважати на закони, виправити несправедливість, поставити печатку, засвідчувати документ, в присутності свідків, подарувати копію, виставити на огляд, провести опитування.

## **29. Translate the following text into English.**

### **Революція кілтів**

Шотландська національна партія, яка отримала перемогу на виборах, присягається домогтися відокремлення п'ятимільйонної Шотландії від Великої Британії.

Мрія про незалежну Шотландію вічна, як і безсмертний кіноепічний герой горець Дункан Маклауд. Після 300-річного співіснування з англійцями в одній державі шотландці підійшли впритул до відновлення державної незалежності. За результатами виборів 3 травня 2007 року Шотландська національна партія отримала більшість у парламенті: на одне місце більше, ніж лейбористи. Решту місць поділили між собою консерватори, ліберальні демократи та зелені.

Цікаво, що напередодні виборів шотландських націоналістів у своєму виступі підтримав Шон Коннері, зірка Голівуду, виконавець ролей учителя безсмертного горця та агента 007 британських спецслужб. Згідно з опитуванням, проведеним однією з соціологічних агенцій на замовлення британської газети *The Sunday Telegraph*, за незалежність Шотландії висловилися 52 % її мешканців і 59 % громадян Королівства, що мешкають в Англії.

Тепер переможні націоналісти обіцяють у 2010 році провести загальнонаціональний референдум про незалежність. Тоді Единбург перетвориться не просто на місто-сад, але й на столицю успішної європейської держави. Оскільки свою компанію націоналісти побудували на проєвропейській платформі, майбутню Шотландію вони бачать повноправним членом Європейського Союзу.

“У Шотландії є народ, талант і потенційні можливості стати однією з найквітучіших держав у ХХІ столітті”, – виголошує маніфест SNP. Націоналісти стверджують, що за взірць взяли незалежність Норвегії та Ірландії, які займають найвищі місця в рейтингу рівня життя на планеті. Після вступу Ірландії до Євросоюзу, туди линули інвестиції, й одвічна проблема британської периферії – безробіття – фактично зникла як явище.

(За матеріалами журналу “Кореспондент”, 12 травня 2007 року)

### 30. Translate the following text into English.

У середині XVII століття західна цивілізація вступає в нову епоху, яку історики називають Новим часом. Її зміст характеризується якісно новим станом людського суспільства, котре за своїм національно-правовим характером стає громадянським.

На відміну від попереднього суспільства, громадянське суспільство ґрунтується на визнанні загальної правової рівності людей. Уперше в багатовіковій історії всі люди, незалежно від їх соціального походження і становища, юридично були визнані рівними учасниками громадського життя. Соціальними суб'єктами цього суспільства стають громадяни, котрі мають не тільки обов'язки, але й низку визнаних законом прав і свобод.

Кардинальні перетворення цього часу відбулися під впливом нерозривно пов'язаних між собою соціально-економічних, політичних та ідеологічних процесів, що здійснили переворот у свідомості людей, створили відповідну систему цінностей нового суспільства.

Серед цих процесів найважливішими слід вважати: *урбанізацію* – небувале зростання міст, котрі вперше в історії отримали економічну перевагу, відводячи на другий план село;

*індустріалізацію* – постійно зростаюче використання у виробництві машин, початок якому поклав промисловий переворот в Англії у другій половині XVIII століття;

поширення нових суспільно-політичних ідей, швидке зростання знань про природу і суспільство, поширення грамотності, поява засобів масової інформації;

демократизація політичного життя – державна влада позбавляється в очах людей божественної санкції, її сприймають раціонально, про неї судять за результатами дій тих, кому суспільство доручило правління.

Усі ці передумови сприяли появі соціального ідеалу нового суспільства – суспільства, де людина визнається вищою соціальною цінністю, враховується і забезпечується здійснення різноманітних інтересів індивідів і соціальних груп, гарантується економічна, політична й ідеологічна свобода громадян та їх об'єднань.

Але шлях до ідеалу – довгий. І навіть сьогодні з певністю не можна сказати, що хоча б “в окремо взятій країні” таке суспільство побудоване. В авангарді руху за побудову безстанового суспільства йшли розвинуті країни західної цивілізації – Англія, США та Франція. Із запізненням більше ніж на сто років до них приєднується ще група країн західної та східної цивілізацій – Австрія, Італія, Німеччина, Японія, Китай, Туреччина та ін. Після другої світової війни цей рух охоплює велику кількість держав, у тому числі й колишніх соціалістичних, і стає по суті необоротним.

До початку третього тисячоліття успіхи багатьох сучасних країн стали очевидними: гнучке поєднання різних форм власності в економіці, наявність політичного плюралізму, існування могутніх організацій робітничого класу, розвинена система соціальної допомоги, широкі демократичні об'єднання та рухи

в підтримку прав і свобод особи, урахування й забезпечення задоволення різноманітних інтересів індивідів та соціальних груп.

(Скорочено за “Історією держави і права зарубіжних країн”,  
автори Л. М. Бостан, С. К. Бостан)

## Neologisms

*Find as many English synonyms and Ukrainian equivalents for these neologisms from new editions of dictionaries as you can.*

**affluenza**, *n.*

an unsustainable addiction to economic growth, a term used by critics of consumerism, a combination of *affluence* and *influenza*

**islamophobia**, *n.*

hatred or fear of Islam or Muslims, especially as a political force

**a rogue state** *AmE*

one that allegedly seeks weapons of mass destruction despite international pressure, sponsors or encourages terrorist activities, and challenges the supremacy of the US

**Red States and Blue States** *AmE*

American states whose residents predominantly vote for the Republican Party or the Democratic Party presidential candidates respectively

**Londonistan**, *n., derog.*

an insulting name for the English capital of London referring to the freedom in which Islamic fundamentalists operated in London

## LISTENING AND SPEAKING

### Debates

**Debate** (*AmE*) or **debating** (*AngloE*) is a formally-structured method of argument which is interactive and where each side adopts a position. Debate includes persuasion in its structure in order to appeal to the emotional responses of an audience and includes procedural rules enabling the sides to discuss and decide on differences.

Informal debate is a common occurrence and many gatherings around a table often lead to such a discussion, but the quality and depth of a debate improves with knowledge and skill of its participants as debaters. Deliberative bodies such as parliaments, legislative assemblies and meetings of all sorts engage in debates as a matter of course. The outcome of a debate may be decided by a vote by the participants, (as in a parliament), an audience vote, (as in many televised debates), by judges, or by some combination of the three.

Formal debates between candidates for elected office, such as Party Leader debates and Presidential election debates, are common in democracies.

The word debate itself derives from the Latin word “Debatum” which means to reach an agreement, while the concept of a resolution is to educate people on an issue so that they may learn and the world may reach an agreement on the issue.



Parliamentary debate is conducted under rules derived from British parliamentary procedure in many countries, including the USA and features the competition of individuals in a multi-person and multi-faction setting.

It borrows terms such as “government” and “opposition” from the British parliament (although the term “proposition” is used rather than “government” when debating in the United Kingdom).

Throughout the world, parliamentary debate is what most countries know as “debating”, and is the primary style practiced in the United Kingdom, Australia, India and most other nations.

***1. Look through the following questions before listening to the recording of a residential Debate broadcast in the USA. Do not read the transcript at this point. Answer the questions below after the first hearing:***

1. Is this the beginning, middle or end of the debate?
2. How many participants are there and what are their roles?
3. What is the general, inclusive topic of the debate?
4. What is the specific question debated in this abstract and to whom was it given?
5. Was any rebuttal of the question made and if so, then by whom?
6. What is the predominant style of the debate: formal or informal?

## **Transcript 2: First Presidential Debate**

*September 30, 2004 from Coral Gables, Fla.  
Text From FDCH E-Media*

LEHRER: Good evening from the University of Miami Convocation Center in Coral Gables, Florida. I’m Jim Lehrer of “The NewsHour” on PBS.

And I welcome you to the first of the 2004 presidential debates between President George W. Bush, the Republican nominee, and Senator John Kerry, the Democratic nominee.

These debates are sponsored by the Commission on Presidential Debates.

Tonight’s will last 90 minutes, following detailed rules of engagement worked out by representatives of the candidates. I have agreed to enforce their rules on them.

The umbrella topic is foreign policy and homeland security, but the specific subjects were chosen by me, the questions were composed by me, the candidates have not been told what they are, nor has anyone else.

For each question there can only be a two-minute response, a 90-second rebuttal and, at my discretion, a discussion extension of one minute.

A green light will come on when 30 seconds remain in any given answer, yellow at 15, red at five seconds, and then flashing red means time’s up. There is also a backup buzzer system if needed.

Candidates may not direct a question to each other. There will be two- minute closing statements, but no opening statements.

There is an audience here in the hall, but they will remain absolutely silent for the next 90 minutes, except for now, when they join me in welcoming President Bush and Senator Kerry.

(APPLAUSE)

LEHRER: Good evening, Mr. President, Senator Kerry.

As determined by a coin toss, the first question goes to you. Senator Kerry. You have two minutes.

Do you believe you could do a better job than President Bush in preventing another 9/11 -type terrorist attack on the United States?

KERRY: Yes, I do.

But before I answer further, let me thank you for moderating. I want to thank the University of Miami for hosting us. And I know the president will join me in welcoming all of Florida to this debate. You've been through the roughest weeks anybody could imagine. Our hearts go out to you. And we admire your pluck and perseverance.

KERRY: I can make America safer than President Bush has made us.

And I believe President Bush and I both love our country equally. But we just have a different set of convictions about how you make America safe.

I believe America is safest and strongest when we are leading the world and we are leading strong alliances.

I'll never give a veto to any country over our security. But I also know how to lead those alliances.

This president has left them in shatters across the globe, and we're now, 90 percent of the casualties in Iraq and 90 percent of the costs.

I think that's wrong, and I think we can do better.

I have a better plan for homeland security. I have a better plan to be able to fight the war on terror by strengthening our military, strengthening our intelligence, by going after the financing more authoritatively, by doing what we need to do to rebuild the alliances, by reaching out to the Muslim world, which the president has almost not done, and beginning to isolate the radical Islamic Muslims, not have them isolate the United States of America.

KERRY: I know I can do a better job in Iraq. I have a plan to have a summit with all of the allies, something this president has not yet achieved, not yet been able to do to bring people to the table.

We can do a better job of training the Iraqi forces to defend themselves, and I know that we can do a better job of preparing for elections.

All of these, and especially homeland security, which we'll talk about a little bit later.

LEHRER: Mr. President, you have a 90-second rebuttal.

BUSH: I, too, thank the University of Miami, and say our prayers are with the good people of this state, who've suffered a lot.

September the 11th changed how America must look at the world. And since that day, our nation has been on a multi-pronged strategy to keep our country safer.

BUSH: We pursued al Qaeda wherever al Qaeda tries to hide. Seventy- five percent of known al Qaeda leaders have been brought to justice. The rest of them know we're after them.

We've upheld the doctrine that said if you harbor a terrorist, you're equally as guilty as the terrorist.

And the Taliban are no longer in power. Ten million people have registered to vote in Afghanistan in the upcoming presidential election.

In Iraq, we saw a threat, and we realized that after September the 11th, we must take threats seriously, before they fully materialize. Saddam Hussein now sits in a prison cell. America and the world are safer for it.

We continue to pursue our policy of disrupting those who proliferate weapons of mass destruction.

BUSH: Libya has disarmed. The A.Q. Khan network has been brought to justice.

And, as well, we're pursuing a strategy of freedom around the world, because I understand free nations will reject terror. Free nations will answer the hopes and aspirations of their people. Free nations will help us achieve the peace we all want.

LEHRER: New question, Mr. President, two minutes.

**2. Listen to the same recording for the second time and answer the following questions:**

1. What are the rules of the debate and whom were they established by?
2. Who sponsored the debate?
3. Who is hosting the event?
4. How long does all the debate last?
5. Who is the moderator of this debate? What are his functions?
6. Is there any audience in the hall and is it participating in the debate?
7. What were the most important claims made by Kerry?
8. What did he accuse President Bush of? Was it a direct or indirect accusation?
9. What was the gist of President's Bush rebuttal?

**3. Listen to the recording for the third time at the same time:**

- writing out examples of formal terminology that were used, explain their meaning.
- writing down any numerical information that was used and specifying to what purpose it was used.

**4. To check your grasp of the details of the debate after the three hearings, fill in the blanks in the following sentences or continue them according to the audio text.**

1. I welcome you to the first of the 2004 presidential debates between ... 2. There will be two-minute closing statements ... 3. As determined by a coin toss, the first question goes to you ... 4. And I believe President Bush and I both love our country equally. But we just have a different ... 5. This president has left them in shatters across the globe, and we're now ... of the casualties in Iraq and ... of the costs. 6. I have a better plan to be able to fight the war on ... by strengthening our military, strengthening our intelligence, by going after the financing more authoritatively, by doing what we need to do to rebuild ..., by reaching out to ..., which the president has almost not done, and beginning to isolate

...not have them isolate .... 7. We continue to pursue our policy of disrupting those who .... 8. The A.Q. Khan network ....

**5. To check how attentively the transcript has been listened to, state whether the following quotations belong to President Bush or Senator Kerry.**

1. I'll never give a veto to any country over our security. But I also know how to lead those alliances. 2. We pursued al Qaeda wherever al Qaeda tries to hide. Seventy-five percent of known al Qaeda leaders have been brought to justice. 3. I know I can do a better job in Iraq. 4. We've upheld the doctrine that said if you harbor a terrorist, you're equally as guilty as the terrorist. 5. And, as well, we're pursuing a strategy of freedom around the world, because I understand free nations will reject terror. 6. I have a plan to have a summit with all of the allies. 7. In Iraq, we saw a threat, and we realized that after September the 11th, we must take threats seriously, before they fully materialize.

**6. Now listen to a different kind of debate, a parliamentary debate in Great Britain for the first time. This is a transcript from Hansard, the official record of the British parliament, now published both in paper form and on the internet.**

### **Transcript 3: Commons debate on 18 June 2007**

#### Orders of the Day – Health Bill

**Rosie Winterton** (Minister of State (Health Services), Department of Health): – I beg to move, That the clause be read a Second time.

**Alan Haselhurst** (Saffron Walden, Deputy-Speaker): – With this it will be convenient to discuss the following: new clause 8 – *Age appropriate treatment*

'After section 131 of the 1983 Act (Informal admission of patients) insert-

“131A Admission to age appropriate setting and age appropriate treatment

(1) In the case of any child or young person under the age of 18 years who is admitted to any hospital or registered establishment for treatment for mental disorder, whether informally or otherwise, the responsible Primary Care Trust or Local Health Board shall, at the time of admission or as soon as reasonably practicable thereafter, appoint a registered medical practitioner or clinical psychologist with specialist training in child or adolescent mental health to assess the healthcare needs of the child or young person. (...)

**Rosie Winterton** (Minister of State (Health Services): – New clause 4 and amendment No. 50 are the result of further consideration that we have given to age-appropriate services for children and young people following detailed debates in the **other place** and in Committee, and discussions that I have had since then with YoungMinds, 11 Million – the new name for the Office of the Children's Commissioner for England – and Lord Williamson of Horton, to whom I pay particular tribute. Lord Williamson tabled the initial amendment on the subject. He has also given us a lot of help in thinking through the Government amendments. There are those who say that his help has been so central to the debate that the new clause should be called the Williamson amendment.

Let me remind hon. Members about the background. The Children's Commissioner for England's powerful report "Pushed into the Shadows" was extremely timely in highlighting the bad experiences that some young people have had on adult psychiatric wards. Professor Aynsley-Green and his staff have been most helpful and constructive in discussions on how to tackle the problem. The children's organisation YoungMinds researched that report for the children's commissioner. It has also been a vigorous campaigner on the issue. It has always been willing to engage in constructive discussion to resolve the problem in a way that is acceptable to all and will be effective. Hon. Members who served on the Committee will know that I had reservations about implementing some of the changes that were requested, but following discussions with the organisations, and with Kathryn Pugh from YoungMinds, who has been a powerful and persuasive advocate for children, in particular, and with the realistic attitude that is being adopted, I think that we have found a way forward.

I am also aware that the Joint Committee on Human Rights, led by my hon. Friend the Member for Hendon, has been supportive on this issue. Indeed, he has tabled new clause 8.1. I hope that following my remarks he will be reassured that new clause 4 and amendment No. 50 make it possible for him not to press his new clause to a Division.

New clause 4 will ensure that patients aged under 18 are detained in a hospital environment that is suitable for their age, subject to their needs.(...)

**Tim Boswell** (Daventry, Conservative): – The Minister makes a case that we find congenial, as she will have noticed because we have put our names to the new clause. Will she confirm that in cases when a person is referred to a hospital environment in another local authority area, which is not untypical in my constituency because of its geography, there will be adequate support that crosses the boundary so that their studies are supported and disruption is minimised?

**Rosie Winterton** (Minister of State (Health Services)): – One of the other changes that we are making will provide for a duty to ensure that people know what accommodation is available. As the hon. Gentleman acknowledged in Committee, when their needs are taken into account it is clear that some under-18s are better placed in adult psychiatric wards. (...) We want to ensure that those who make the initial decision on whether to detain someone in hospital have the correct information about the availability of and arrangements for specialist beds, so that children are sent to appropriate hospitals.

**Sandra Gidley** (Romsey, Liberal Democrat): – I am a little concerned about the wideness of the prescription. The Minister said that she expected those consulted to be tier 3 or tier 4 specialists. What will happen when that expectation is not met and the opinion of the person described in the Bill is different-or does the Minister not expect such circumstances to arise?

**Rosie Winterton** (Minister of State (Health Services)): – If the hon. Lady is asking what would happen if a tier 3 or tier 4 specialist was not available, I can tell her that the new clause provides for a duty to ensure that a suitable person is available in such circumstances. I know from my meetings with YoungMinds, the children's commissioner and Lord Williamson- who has reflected the views of peers – that they support the new clause. However, they want an assurance that we have a performance management framework, and I assure the House that we intend to provide one. All along, it has been

argued that merely legislating for something to happen does not necessarily make it happen. We could sit here patting ourselves on the back for having introduced legislation, but unless the services are there it will not be possible for us to deliver for people as we would wish.

**Ian Gibson** (Norwich North, Labour): – Has the model not been set in cancer services, where charities such as the Teenage Cancer Trust have fought for young people to be placed in separate wards? Indeed, the whole charity movement has combined with the state to provide wards featuring the expertise that the Minister describes. What is the problem with doing the same in mental health?

**Rosie Winterton** (Minister of State): – My hon. Friend is right. We know that we can achieve such changes when people put their minds to it. The issue is legislation. It has been made clear to me that because some of the issues involve compulsory detention, it is right for us to make an exception. I suspect that the cancer provisions are not in legislation, whereas we are using legislation that constitutes something of a step change – but, as my hon. Friend says, we know that such developments are possible.(...) Amendment No. 4 was tabled by my hon. Friend the Member for Bridgend (Mrs. Moon), and I will listen carefully to what is said about it. Her amendment would increase safeguards for 16 and 17-year-olds by ensuring that their cases are referred to the tribunal by hospital managers after one year, where the patient has not used their right to apply or their case does not otherwise come before the tribunal. (...)

I hope that the Government amendments will be welcomed by all Members. They are the result of fruitful and constructive discussions by various organisations - and also by Members of the other place, which I greatly appreciate. I will listen carefully to the arguments - which I am sure will be very persuasive - of my hon. Friend the Member for Bridgend, but I do not at this stage accept the amendment of the hon. Member for Romsey. (...)

### ***7. Answer the following questions after the first hearing:***

1. What was the general issue debated in this particular excerpt?
2. Who was the main participant in the debate who answered all the questions on the issue?
3. Was this name mentioned or just the title? Was it true for all other participants in the debate?
4. What are the usual addresses used in the debate at the British Parliament?
5. How can you in general characterise the style of the debate?
6. When were statements made and when only questions allowed?
7. Were there instances of rhetorical questions? Give some examples from above.

### ***8. Listen to the same recording for the second time and answer the following questions:***

1. What particular issues of caring about people with mental disorders were discussed in the debate?
2. What specific questions were asked by the MP?
3. Were the answers by the Minister specific, sufficient and to the point in all cases?
4. What was the background the Minister gave on the debated issue?

5. Did the Minister agree with all the proposed clauses tabled by the MP? If not, how else did she make sure that they are taken into account?

6. Was it clear from the recording and transcript what “the other place” was that the Minister referred to?

7. Characterise the general attitude of all participants in the debates to the debated issue and to each other. Compare it with sessions in the Ukrainian Parliament.

8. What was the role of the Deputy Speaker in the debate? Compare the situation with that in the Ukrainian Parliament.

**9. Listen to the recording for the third time at the same time:**

- writing out examples of the terminology specific to the British parliamentary debate style.

- writing out the names of public and governmental organisations mentioned in the text, as well as the names of people who contributed significantly to the drafting of the discussed amendments.

**10. Compare and contrast the style of the two debates that you have listened to using the following points as prompts:**

- the principal purpose of the debate.
- the general atmosphere of the debate.
- the public in both cases.
- the role of the chairperson in each case.
- the formality of the language.
- the desire to reach the emotions of the public, the use of figures of speech if any.
- the forms of address used in both cases.

**11. Roleplay for the whole group. Debates: The Greens and the Right-Wingers.**

Choose a chairperson or moderator.

Divide the rest of your group into two teams, designated as Team A and Team B.

Team A will represent the Green Party, Team B will represent the Conservatives (or other such right-wing party). Team A will argue the case for severely limiting deforestation.

Team B will support the multinational enterprises undertaking logging for profit.

The moderator must set the rules for the debate, such as how long each person may speak for and in what order.

Reach a consensus as to future action by the Government on this topic.

**12. Debates. Split into three groups and choose one of the motions for debates given below. Decide on and note down all the possible arguments in favour of the chosen motion, including defences against points that might be brought up by the opposition.**

Think of how you're going to present the material.

a) this University proposes the motion that each student and member of staff must publicly declare their political affiliations.

b) this University proposes the motion that each student should do at least one day's

community service per week and two days per week during holidays.

c) this University proposes the motion that any student found accepting money for political demonstrations should be immediately expelled.

Before starting the debate the following issues must be outlined: the duration of the debate, what the chairperson does, how participants indicate they want to speak, how long they may do so, how far interruptions are to be tolerated. At the end, the voting takes place and the results of the vote are announced.

**13. Formulate as a group what you consider the 10 “golden rules” for debate. Present them in class and give examples of each rule in practice.**

**14. Round-table discussion. Discuss one of the topics from those given below after having assigned specific roles to members of the group:**

- a) the chairperson.
- b) the secretary.
- c) an expert on politics in Europe.
- d) a Ukrainian regional Deputy.
- e) a Ukrainian Public Relations officer working in politics.
- f) a guest from the UK.

**Topics for the round table:**

- Democracies versus autocracies in the contemporary world.
- How often do we need to amend the Ukrainian Constitution? Compare and contrast the experience of different countries.
- Should taxation be reduced and Health Care and Education be made more expensive?
- Should the Pensions System be privatized?
- Common people and politics: how can we influence what is happening? Experiences of different countries compared and contrasted.

**Strange but true!**

The world’s most difficult word to translate has been identified as “ilunga” from the Tshiluba language spoken in south-eastern DR Congo.

It came top of a list drawn up in consultation with 1,000 linguists.

Ilunga means “a person who is ready to forgive any abuse for the first time, to tolerate it a second time, but never a third time”.

It seems straightforward enough, but the 1,000 language experts identified it as the hardest word to translate.

In second place was *shlimazl* which is Yiddish for “a chronically unlucky person”.

Third was *Naa*, used in the Kansai area of Japan to emphasise statements or agree with someone.

Although the definitions seem fairly precise, the problem is trying to convey the local references associated with such words, says Jurga Zilinskiene, head of Today Translations, which carried out the survey.



“Probably you can have a look at the dictionary and... find the meaning,” she said. “But most importantly it’s about cultural experiences and... cultural emphasis on words.”

The speed at which simultaneous interpreters work only adds to the difficulty of trying to explain words with complex meanings.

And technical jargon, often found in politics, business or sport, has difficulties of its own.

Miss Zilinskiene’s own bete noir is “googly”, a cricketing term for “an off-breaking ball disguised by the bowler with an apparent leg-break action”.

But then many people find cricket incomprehensible anyway. Naa.

## **ACADEMIC WRITING**

### **Business Proposal**

In all walks of life, change is very often initiated by a written document that makes suggestions and requests a decision. In the world of commerce, this is normally called a proposal although in politics this may be called a report, paper or committee findings. In each case, a structured approach leads to a decision, usually from a choice of options, by means of persuasive writing designed to lead to a conclusion favoured by the author or authors.

The two basic forms of business proposal are:

I) a commercial proposition where one company does business with another. The only reason many commercial organisations continue to exist is as a direct result of sales and hence revenue and turnover, and so the sales proposals produced in commercial companies are a matter of life or death. Alternatively,

II) those where a plan is presented, usually internally within a company, that suggests action by the directors and decisions that have to be made.

In the Soviet Union, sales and marketing were the result of central decisions based on the work of economists, a concept alien to the West, and so there are many problems in translation of terms due to cultural legacy. For example, a Salesperson (менеджер/агент з продажу, а не продавець) may be one of the highest-paid employees in a corporation and responsible for the successful signing of contracts for many millions of hrivnas.

### **Sales proposal**

The objective of a sales proposal is either to gain a new client or sell to a current one. Clearly the way the proposal is written depends on the business sector. An airline may buy five aircraft every ten years, for example, while a major supermarket may buy five thousand mobile phones per week. Hence the job of an Antonov salesperson or a Nokia salesperson will have fundamental tactical differences, yet the basic proposals they make will have very similar formats and the texts will have many similarities.

Typically, a salesperson works by starting with meetings designed for the two companies to understand each other and to decide whether or not to seriously consider doing business with one another. The key purpose for these meetings is to produce a written proposal. At these stages, salespersons are trained to develop a structure that

should later be reflected in a written document, where text replaces the spoken words. A common one is called “SPIN” where the potential client’s **situation** is examined, **problems** identified and analyzed, the **implications** of those problems explored and consequently, **needs** clarified and mutually understood.

**Firstly**, proposals should start, by looking at needs and a proposal has to write these down in an introduction and examination of present and planned circumstances. This has to educate the prospective client about the full nature of their needs. Often, a prospective client may be aware of only a portion of his need and the implications drawn allow the future picture to be thought about. At best, this is well described by the English saying “Often you can’t see the forest for the trees” and the salesperson may build a relationship as an objective third-party expert.

**Second**, the proposal has to convince the potential client that the authors of the proposal have the competence to deliver what is needed, better than the competitors in that particular market. The words need not just to describe but also to persuade and convince.

This is the second part of a proposal, where **needs** are matched to the **features** of products or services, and then reinforced by a statement of the **benefits** to be gained by use, implementation or handling of the proposer’s offerings.

As a result, **third**, the proposal provides justification for the prospect’s investment in terms that are useful and understandable to the client. These are called **benefit statements**.

Although sometimes it is obvious, when a company needs to buy an object and simply has to choose from a range of competitive products, often it may be more complex when a company needs to decide how to do something in the first place. Now a document needs to not only make a client choose a vendor, it also has to agree to use the way the vendor does things. For example, a company will often need to deliver to its own customers and may have to choose between those offering lorries. But maybe the document has to persuade them to buy lorries when they may also be choosing between 20 vans, or six lorries, or three large lorries. Here they would probably be choosing between three different potential suppliers and so the document has to convince them of a particular path. And if they were to have the option of delivery by rail, by sea or by air in addition, then the sales proposal has to focus on even more options that serve well both the seller and the buyer.

The sales proposal has to convince the client that the author is the best person for the job. The requirement is for a proposal that satisfies the needs, states the benefits and not just one that sells their products and services. The proposal must showcase **value** to the potential client’s organization. It has to convince the client in writing why he cannot better fulfill his needs with a competitor, or resources internal to his organization.

Generally speaking, there is no standard length to a proposal. Depending upon the business sector, a proposal may be a two-page letter or a thousand- page document. This often changes when large corporations or government bodies issue a **Request for Proposal (RFP)** or an **Invitation to Tender (ITT)** which may be sent to potential suppliers/service providers by the prospective client to bid on a project or assignment.

Frequently, these RFPs or ITTs set very clear guidelines regarding the desired content and length of the proposal. Often they are rigidly structured and extended versions of a typical proposal and so the typical structure given below will be frequently a similar model to that expected by State Procurement documents or the departments of very large organizations looking to ensure that requirements are met in a transparent and optimal manner.

### ***Sample Structure:***

1) **Management Summary.** The ultimate decision as to whether to accept a proposal is made by the most senior people in an organization. They are busy and expect to see a highly condensed version of the proposal on ideally no more than one page.

2) The **theme** of the proposal. This defines how the proposal is of commercial value and this is important particularly for organizations that receive several different proposals at a time.

3) The **body** of the proposal should ideally follow the logical structure of a sale.

Situation – perhaps titled “Current Situation”

Problem – perhaps titled “Issues identified”

Implication – perhaps titled “Future issues to be addressed”

Needs – perhaps titled “Requirements”

Features – perhaps titled “Proposed solution”

Benefits – perhaps titled “Identified value of the ABC Company solution”

4) **Pricing** should ideally be described as “Investment” and followed by a section on “Projected Return on Investment”. Marketing should never be so crude as to give one price for one offering. Instead, there should always be multiple prices based upon a range of **choices or options**.

5) Business and finance are extremely concerned with time and so there should then be **timescales** related to the different options presented and very often the cost of delay should be specified.

6) Finally, remembering that a company tends always to choose that which provides benefits to match their needs and **not** simply a product or service, the details of any products and services should be attached as appendixes.

7) This is sometimes also followed by sample contracts, brochures, etc.

The commercial success of a company depends on its sales. Therefore, the sales proposal is a life-or-death document and must be well-written. If it is to be presented to an Ukrainian company, having originated in English, then it must be translated to convey the basic intentions of each element and not be damaged by cultural misunderstanding. The nuances employed by skilful salespeople have to be conveyed without loss of strength and value and this is one of the most difficult jobs for any translator.

### **Proposal for change**

In essence, this is identical to a sales proposal in structure and intent, but the words and terms employed need to be modified. Instead of one company selling products and services to another, now one part of a company is selling its ideas of change to another part, or to senior management. The same elements of Situation, Problem, Implication,

Need, Feature, Benefit and Solution have to be applied, in effectively the same order. The most persuasive and the most convincing proposals are those which follow this basic structure.

**1. Find the best Ukrainian equivalents for the following business terminology used in the text above:**

Sales, a salesperson, a revenue, timescale, a turnover, a client, a business sector, implications, a third-party expert, a competitor, a product feature, a proposer, prospect's investment, benefit statements, a competitive product, a vendor, a customer, a supplier, delivery, a seller, a buyer, to showcase, commercial value, a request for proposal, an invitation to tender, a service provider, to bid on a project, state procurement, pricing, return on investment.

Which of the words can be translated only descriptively?

**2. Find as many synonyms as you can from the text for each of the following terms:**

Prospective client, a bidder, an offering, a seller.

**3. Working with dictionaries find the difference between the synonyms "proposal" and "proposition". In which contexts they can not be interchangeable?**

**4. Write out the meaning of the word "marketing" from a dictionary published in either the UK or the USA. Did the scope of its meaning coincide with your original concept? This instance may be a very good example of how a translator should every time check the meaning of those words that sound familiar but may turn out to be tricky.**

**5. Answer the following questions on the text:**

1. What other names apart from "proposal" are there for written documents that make suggestions and request decisions in areas of life other than business?

2. What are the two basic forms of proposals and what principal goals do they serve?

3. Why is it important to get the translation of all terminology right in translating a proposal? What are the objective difficulties which translators face when working on such translations?

4. What does the abbreviation "SPIN" stand for? At what stage of working on the proposal does "SPIN" appear?

5. Why does a RFP or an ITT need to exist?

6. What are the key components of a typical proposal?

7. What do you believe is the most important part of it?

8. In what way is a proposal for changedifferent from a sales proposal?

**6. Write out from the text on business proposals all the adjectives that characterise this type of written document.**

**7. Write out as well all the verbs that state the purposes and objectives of a proposal.**

**8. Match the synonyms in the right hand column to the structural points of the body part of the proposal in the left hand column to which they may serve as titles:**

- |                |  |
|----------------|--|
| a) Situation   | 1) Specific Answers                              |
| b) Problem     | 2) Action Recommendations, Planning Proposals    |
| c) Implication | 3) Identified Changes                            |
| d) Needs       | 4) Present Circumstances, Situational Factors    |
| e) Features    | 5) Project Profitability, Leveraging the Synergy |
| f) Benefits    | 6) Addressing the Problem, Topic specification   |

**9. Read the following sample proposal and translate it in writing, paying especial attention to the business and brewery jargon.**

*Sample Proposal from Acme Canning Company to Poltava Brewery giving recommendations for business expansion*

### **1. Management Summary**

This proposal describes how detailed analysis of the market has shown that the beer market in Ukraine continues to grow at 22 % per annum, while the Belgian owners of Poltava Brewery have set growth targets of 30 % per annum.

### **2. Theme**

Acme Canning Company will describe how Poltava Brewery may increase its market share in Ukraine from 17 % to 27 % by implementing a new range of “Poltavske” beer in cans and kegs, in addition to the present range of 0,33 and 0,5 litre returnable and disposable bottles.

#### **3.1. Current situation**

Poltavska has 17 % of a rapidly growing Ukrainian market with two beers, “Poltavske Svitle” and “Jeune Fils” pilsner. “Poltavske” is marketed in 0.33 and 0,5 litre glass bottles, and in 1,0 and 1,5 litre plastic bottles. A decision has been made to launch and promote “Poltavske Export” beer. An announcement has been made by Rossiya Peevo that it intends to enter the Ukrainian market with “Rossiya Export”.

#### **3.2. Issues identified**

In addition to the three major beer producers in Ukraine, InBev (Chemihivska, Rohan, Yantar, Beck’s and Stella Artois), BBH (Slavutich, Lvivska and Tuborg) and Obolon, there is significant competition emerging from Russian-owned breweries, especially in the Donbass.

#### **3.3. Future issues**

The marketing of Poltavske has to address both quality and distribution in a manner ahead of the ‘traditional’ approaches of the key competitors.

#### **3.4. Requirements**

This proposal addresses the issues of distribution with two approaches to the market. Firstly, the consumer market by a range of new containers for both existing and export products, by making the decision to buy Poltavske easier and more convenient. Secondly, by making it easier for cafes and bars of different sizes to offer Poltavske on draught.

#### **3.5. Proposed solution**

That Poltavaska installs a new Acme filling line for cans to produce all Poltavaska products in tin cans of 0,33, 0,5 and 0,7 litre capacities. An Acme polythene binding unit

be installed to package six-packs and four-packs for supermarket sales. An Acme Keg filling upgrade be installed to extend the present 25 litre kegs filled to options of 10 litre and 50 litre kegs for smaller and larger retail units.

### **3.6. Identified value of the Acme Company solution**

Consumers will be able to buy in cans or bottles in single units from existing outlets or in 4- or 6-packs from supermarkets. Analysis in Appendix 2 shows that Poltava's marketing department together with Acme marketing experts shows a market share increase of 28 % by volume when cans are introduced. Retail outlets, such as Cafes, Bars and Restaurants will gravitate to Poltava products when they have more flexibility as to the keg sizes available and also in Appendix 2 we can see a market share increase forecast of 34 %. The introduction of 4- and 6-packs will shows supermarket sales expected to rise by 11 %

#### **4.1. Investment**

An Acme canning line model 1000 for up to 1000 cans filled per hour will cost 12,2 million hrivnas, a model 2000 for up to 2000 cans filled per hour will cost 18,3 million hrivnas, while a model 3000 for up to 3000 cans filled per hour will cost 21,6 million hrivnas. The Keg upgrade will cost 4,1 million hrivnas. The polythene binding unit will cost 1,65 million hrivnas.

#### **5. Timescales**

If a positive decision is made by October, then delivery can be in December and installation may start in January for completion in April, just in time for production for the new season when sales ramp up.

Appendix 1 Technical details of all proposed products

Appendix 2 Return on Investment analysis by extrapolated market share analysis

***10. Write down ten questions that you would ask during a business meeting with Poltava Brewery that would get you additional information to reach a decision on the proposal.***

***11. Based on the information given in Ex. 9 role-play the following situation: one group is presenting this proposal to the second group who are the directors of Poltava Brewery. Take no more than 15 minutes for both groups to speak.***

***12. Based on the above proposal write a management summary of no less than one page that explains all the key points of the proposal. Make sure you use as much business terminology as appropriate.***

## **PREPARING FOR INTERNATIONAL TESTS**

***Insert the correct option in the space in each sentence:***

1. They didn't know how the weather might ... the result on polling day.
  - a. effect
  - b. affect
  - c. inflect

- d. infect
2. The ... between the backbenchers infuriated the Prime Minister.
- coercion
  - convention
  - collision
  - collusion
3. The spin doctors decided that the ministers in the Cabinet should show more ... to the public.
- acquisition
  - aggression
  - acceptance
  - aggressiveness
4. The Speaker in a parliament is an..., while a parliamentary advisor is an ....
- mediator
  - arbiter
  - intermediary
  - arbitrator
5. It was thought that the Cabinet would not reach a decision until they had been ... of the circumstances.
- arraigned
  - arrived
  - apprised
  - appraised
6. Washington was hopeful that Condoleezza Rice might ... the gap between the Israelis and the Palestinians.
- breach
  - bridge
  - breech
  - broach
7. The parliamentary Under-Secretary was sent by the minister to Whitehall to ... the problem.
- deduce
  - diffuse
  - deduct
  - defuse
8. The backbenchers were in the dark and tried hard to ... information from the Whips.
- extract
  - effuse
  - elicit
  - extort
9. The most successful politicians show a(n) ... with their constituents.
- empathy
  - sympathy
  - commiseration

- d. compassion
10. The most passionate politician soon realises that World Peace is simply....
- a. unpractical
  - b. impracticable
  - c. impractical
  - d. unpractised

***Correct if necessary the parts of the sentence in bold choosing from the options below.***

11. P J O'Rourke said that he'd never have written his satirical novel if he had not visited Latin America.

- have written his
- would have written his
- could of written his
- could have written his
- should of written his

12. The smell from the chocolate factory laid over the town like a blanket.

- laid
- has lain
- will lie
- lay
- has laid

13. When I was halfway down the street, I suddenly knew what I had wanted to have said.

- to have said
- to say
- to have been said
- to had say
- to say

14. I would be more careful if I had been you.

- had been
- could have been
- was
- were
- could have been

15. They read where the Prime Minister has appointed a special committee to improve the budget proposals.

- Where
- how A
- that of where
- of where
- where-

16. During lectures I sit besides Oxana Petrenko, who is captain of the handball team and one of the best players in the country.

- sit besides



sat beside  
have set beside  
sit beside  
have sit beside

17. This classic has been read with enjoyment for nearly three hundred years.

has been read  
will have been read  
shall have been read  
is being read  
was read

18. Many political journalists rely on their imagination, not on hard fact.

rely on their imagination,  
relied on their imagination,  
have relied on their imagination,  
could have relied on their imagination,  
could rely on their imaginations:

19. The private lives of politicians, pop stars, and other celebrities fascinates the reading public.

fascinates the reading  
have fascinated the reading  
will fascinate the reading  
fascinate the reading  
has fascinate the reading

20. That stranger entered the public meeting, chose a seat near the door and carefully sat down.

sat  
will sit  
could of sat  
have sit down  
set down

## **DEVELOPING TRANSLATION SKILLS**

### *(I) Translation of official documents*

The main communicative function of text in official (legal, business, diplomatic and military) documents is to state conditions: these are normally those which bind two or more parties to an undertaking that is agreed. This function stipulates that there should be a highly standardized and often cliched style. In general terms, such texts of official documents usually consist of a introduction, main body text and a summary, that itself may contain a conclusion. At a detailed level, they may be seen as an a elements (slots). Hence, the translator's job is focused on the search for the TL standard substitutes for all structural elements of the ST in compliance with TL stylistic requirements for different types of official documents. The main features of the style to be preserved in translation are as follows:

- use of words in their logical dictionary meaning.
- special systems of clichés and set expressions (e.g. *it is hereby mutually agreed – цим обоюдно погоджено, without prior written consent - без попередньої письмової згоди*).
- use of terminological nomenclature (e.g. *party – сторона, учасник договору, amendments – поправки*).
- special obligatory forms of address, openings and conclusions (e.g. *this Agreement is made the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ 2009, by and between – Цю угоду укладено «\_\_\_\_\_» \_\_\_\_\_ 2009 року між \_\_\_\_\_ і \_\_\_\_\_.*)
- encoded characters of language: use of abbreviations, e.g. *VAT – ПДВ*, conventional symbols, e.g. *(\$)* for dollar, that must then be specified, such as *USD, CAD or HKD*, and contractions, such as *km* for kilometre or *m* for mile or metre
- non-flexible compositional design.
- fixed paragraphing.
- restricted choice of syntactical patterns.

Notwithstanding the fact that style may not be homogeneous, translators of official documents belonging to different substyles share similar problems.

When translating legal terms for instance, the translator may use different strategies depending on the legal systems involved. Within the same (bilingual or multilingual) country, accepted exact translations of legal terms usually exist. When different countries have similar legal systems, direct literal translation is usually possible. Translation between different legal systems (such as British and Ukrainian) requires that the translator be aware of the legal terminology involved and often provide an explanation for the benefit of the target-language audience, e.g. *Transfer by adverse possession – Передача права власності на нерухомість на основі правового титулу, не зважаючи на претензії іншої особи*.

Failing to find a TL equivalent, translators often resort to transcoding and/ or descriptive rendering, e.g. *beneficiary – бенефіціар, вигодонабувач*. Note the critical importance of certain legal terms that may fundamentally alter the character of a legal document, such as *an official document without prejudice* (документ, який зберігає за собою право на внесення змін та доповнень без юридичних санкцій) that must be included if found in the SL and correctly rendered for legal reasons.

When dealing with the texts of official documents, the translator's choice is often restricted to specific grammar and syntactic patterns which are characteristic of this style. For instance, the Complex Object with the Infinitive is usually translated into Ukrainian as an object subordinate clause and includes the article. *The research has proved the demand on our major product to increase – дослідження довело, що попит на нашу основну продукцію виріс*.

English official documents are abundant in Nominative Absolute Participial Constructions which are conventionally rendered with the help of standard Ukrainian phrases beginning with *після того як, як тільки, оскільки* etc., e.g. *The licence granted, we shall meet the requirements – Як тільки ліцензію буде надано, ми виконаємо ваші вимоги*".

Despite rigid word order peculiar to English in general English official texts are characterized by the frequent use of inversion which is usually retained in translation, e.g. *Of especial interest should be the first article in Chapter 1 – Особливий інтерес має становити перша стаття у розділі 1.*

Another specific feature of contracts, agreements or treaties is the use of the modal verb *shall*, implying the parties' obligations to each other. The Ukrainian verb in its present tense is regarded as the conventional replacement in translation, e.g. *This Treaty shall enter into force after its ratification by the State. Цей договір набуває чинності після його ратифікації державами.*

On one hand such limitations curtail translators' creativity, on the other, they simplify their job considerably, restraining them to matching rules of the SL and TL structures.

***1. Analyze the official translation of the part of the Preamble to European Charter for Regional or Minority Languages and comment upon the way lexical and grammatical peculiarities of the style are rendered.***

<b>Preamble</b>	<b>Преамбула</b>
<p>The member States of the Council of Europe signatory hereto.</p> <p>Considering that the aim of the Council of Europe is to achieve a greater unity between its members, particularly for the purpose of safeguarding and realising the ideals and principles which are their common heritage;</p> <p>Considering that the protection of the historical regional or minority languages of Europe, some of which are in danger of eventual extinction, contributes to the maintenance and development of Europe's cultural wealth and traditions;</p> <p>Considering that the right to use a regional or minority language in private and public life is an inalienable right conforming to the principles embodied in the United Nations International Covenant on Civil and Political Rights, and according to the spirit of the Council of Europe Convention for the Protection of Human Rights and Fundamental Freedoms;</p> <p>Having regard to the work carried out within the CSCE and in particular to the</p>	<p>Держави – члени Ради Європи, які підписали цю Хартію,</p> <p>враховуючи, що метою Ради Європи є досягнення більшого єднання між її чле-нами, зокрема для збереження та втілення в життя ідеалів і принципів, які є їхнім спільним надбанням,</p> <p>вважаючи, що охорона історичних регіональних мов або мов меншин Європи, деякі з яких знаходяться під загрозою відмирання, сприяє збереженню та розвитку культурного багатства і традицій Європи,</p> <p>враховуючи, що право на використання регіональної мови або мови меншини у приватному та суспільному житті є невід'ємним правом відповідно до принципів, проголошених у Міжнародному пакті Організації Об'єднаних Націй про громадянські і політичні права (995_043), та відповідно до духу Конвенції Ради Європи про захист прав і основних свобод людини (995_004), враховуючи роботу, проведену в рамках НБСЄ, і зокрема гельсінкський</p>

<p>Helsinki Final Act of 1975 and the document of the Copenhagen Meeting of 1990;</p> <p>Stressing the value of interculturalism and multilingualism and considering that the protection and encouragement of regional or minority languages should not be to the detriment of the official languages and the need to learn them;</p> <p>Realising that the protection and promotion of regional or minority languages in the different countries and regions of Europe represent an important contribution to the building of a Europe based on the principles of democracy and cultural diversity within the framework of national sovereignty and territorial integrity;</p> <p>Taking into consideration the specific conditions and historical traditions in the different regions of the European States,</p> <p>Have agreed as follows:</p>	<p>Заключний акт 1975 року (994_055) та документ Копенгагенської зустрічі 1990 року(994_082),</p> <p>підкреслюючи важливість міжкультурного діалогу і багатомовності, а також вважаючи, що охорона і розвиток регіональних мов або мов меншин не повинні зашкоджувати офіційним мовам і необхідності вивчати їх,</p> <p>усвідомлюючи, що охорона і розвиток регіональних мов або мов меншин у різних країнах та регіонах Європи є важливим внеском у розбудову Європи, що ґрунтується на принципах демократії та культурного розмаїття в рамках національного суверенітету і територіальної цілісності,</p> <p>враховуючи специфічні умови та історичні традиції різних регіонів європейських держав,</p> <p>погодилися про таке:</p>
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**2. Study the extract from Article 8 of the European Charter for Regional or Minority Languages and search for the equivalents to the phrases below. Then translate the text into elegant Ukrainian.**

*Стосовно освіти, сторони зобов'язуються, в межах території, без шкоди для викладання офіційної мови (мов) держави, університетська та інша вища освіта, забезпечити можливості вивчення мов, окремі дисципліни, курси навчання дорослих і безперервного навчання, державні органи, вжити заходів, забезпечити базову професійну підготовку та удосконалення вчителів, прийняті відповідною Стороною, створити наглядовий орган (органи), контролювати заходи, започаткування та розвиток, складати періодичні доповіді про свої висновки, оприлюднюватися.*

**Article 8 - Education**

I. With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

- a) i. to make available university and other higher education in regional or minority languages; or
- ii. to provide facilities for the study of these languages as university and higher education subjects; or
- iii. if, by reason of the role of the State in relation to higher education

institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;

- b) i. to arrange for the provision of adult and continuing education courses which are taught mainly or wholly in the regional or minority languages; or
- ii. to offer such languages as subjects of adult and continuing
- iii. if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the offering of such languages as subjects of adult and continuing education;
- c) to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;
- d) to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;
- e) to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

2. With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

**3. Compare the original text and its translation. Comment on the use of clichés in the ST and TT.**

<p><b>ADDITIONAL AGREEMENT № _ to the loan agreement as of _____</b></p> <p>City of Kyiv _____</p> <p><b>The ... Bank (UK) Limited</b>, the legal entity under the legislation of England (hereinafter referred to as <b>“the Lender”</b>), represented by the Company’s Director, _____, from one side, and <b>The Limited liability company “.....”</b>, the legal entity under the legislation of Ukraine (hereinafter referred to as <b>“the Borrower”</b>), represented by the Company’s Director _____, from the other side, which hereinafter jointly are referred to as the <b>“PARTIES”</b>,</p>	<p><b>ДОДАТКОВА УГОДА № _ до Договору позики від _____</b></p> <p>м. Київ _____ року</p> <p><b>«... Банк ЮК Лімітед»</b>, юридична особа за законодавством Англії (надалі – <b>“Кредитор”</b>), в особі директора Компанії _____, з одного боку, та <b>Товариство з обмеженою відповідальністю “.....”</b>, юридична особа за законодавством України (надалі – <b>“Позичальник”</b>), в особі директора Компанії _____, з другого боку, які надалі разом іменуються <b>СТОРОНИ</b>,</p>
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<p>hereby agree as follows:</p> <p>1. 2.</p> <p>This Agreement comes into force from the moment of its registration in the National Bank of Ukraine local branch and is effective within the terms stipulated by the original Loan agreement.</p> <p>The legal language of the document is English. However, the present Agreement is made in two sections, in English and Ukrainian for the convenience of the parties.</p> <p><b>7. SIGNATURES OF THE PARTIES:</b> By: _____ Name: Title:</p>	<p>домовились про наступне:</p> <p>1. 2.</p> <p>Дана У года набирає чинності з моменту її реєстрації в територіальному управлінні НБУ і діє протягом термінів, встановлених першим Договором позики.</p> <p>Англійська версія документа має юридичну силу. Проте Угода укладена двома мовами, українською та англійською, для зручності Сторін.</p> <p><b>7. ПІДПИСИ СТОРІН:</b> Підпис: ____ Ім'я: Посада:</p>
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**4. Study the contract below and find English equivalents to the following clichés and set expressions. Then translate the contract into Ukrainian.**

*Від імені, тут і надалі іменовані, покупець, продавець, укласти контракт, "Міжнародні комерційні умови", предмет контракту, додаток, за офіційним курсом НБУ на день підписання угоди, асортимент, невід'ємна частина, умови постачання, умови здійснення розрахунків, приймання товару, перевізник вантажу, здійснювати розрахунки у ... (валюти), загальна вартість контракту, зобов'язуватися, після закінчення терміна, перевізник, партія товару, одержувач товару, відповідати технічним вимогам до товару, знімати відповідальність, часткове або повне невиконання зобов'язань передбачених контрактом, стихійне лихо, вплинути на виконання зобов'язань, продовжити термін виконання контракту, повідомити у письмовій формі, припинення дії контракту, положення контракту, пеня у розмірі..., реклаमाції, не відповідати умовам, зазначеним у контракті; усунути дефекти, за вимогою покупця, транспортні витрати, передати справу на розгляд арбітражного суду, рішення суду остаточне і обоє язкове для обох сторін, передати права третій стороні, без попередньої письмової згоди, недійсний, набувати чинності.*

**CONTRACT №**

Date

\_\_\_\_\_ on behalf of \_\_\_\_\_, hereinafter referred to as the Buyer, as the first party and \_\_\_\_\_, hereinafter referred to as the Seller, on behalf of \_\_\_\_\_, as the second party, have concluded the Agreement as follows:

**I. SUBJECT OF THE CONTRACT**

1.1. The Seller has sold and the Buyer has bought under Incoterms \_\_\_\_\_, the

**Goods**, in the quantity, product mix and at prices as stated in Schedule № 1 which is an integral part of the present Contract.

## **II. CONDITIONS OF DELIVERY**

- 2.1. Delivery of Goods will be made by \_\_\_\_\_ (according to the Rules of...).

## **III. PRICE AND TOTAL VALUE OF THE CONTRACT**

- 3.1. The total sum of the present Contract comprises \_\_\_\_\_ UAH which is equivalent to (\_\_\_\_\_) Euros at the NBU rate applicable at the time of signing. (Delivery and packaging is included in the total amount charged).

## **IV. TERMS OF PAYMENT**

- 4.1. All payments should be executed in EUR at the NBU rate of exchange for UAH applicable on (a) the date of signing (50 %) and (b) the date of acceptance of the goods (50 %).

## **V. TERMS OF DELIVERY**

- 5.1. Delivery of the Goods is to be made by the Seller's duly authorized freight forwarder in one consignment.
- 5.2. The consignee under the present Contract is: \_\_\_\_\_.
- 5.3. Delivery time: within \_\_\_\_\_ days from receiving 50 % prepayment at the Seller's bank.

## **VI. PACKAGING AND MARKING**

- 6.1. The Goods should be shipped in packaging and with marks corresponding to the character of the given kind of Goods.

## **VII. GOODS QUALITY**

- 7.1. The Goods should correspond to the technical requirements pertaining to such goods.

## **VIII. FORCE MAJEURE**

- 8.1. The Parties are released from responsibility for partial or complete non-fulfillment of their liabilities under the present Contract, if this non-fulfillment was caused by circumstances of force majeure, such as, but not limited to: fire, flood, earthquake, and other nature calamities as well as strikes, wars or military actions and/or governmental sanctions provided these circumstances have directly affected the execution of the present Contract and have arisen after the signing of the present Contract. In this case the time of fulfillment of the Contract obligations is extended for the period equal to that during which such circumstances last.
- 8.2. The Party for which it becomes impossible to meet obligations under the present Contract, is to notify in written form the other Party of the beginning and cessation of the above circumstances immediately, or as soon as the circumstances allow it.
- 8.3. If these circumstances last longer than six months then the Seller must return all the sums paid by the Buyer according to the present Contract immediately.

## **IX. SANCTIONS**

- 9.1. If THE BUYER fails in fulfilling clause 4.1 of the present Contract, THE BUYER is bound to pay the sum of ...% per day of the total value of the Goods.

## **X. CLAIMS**

- 10.1. Claims in respect of the quantity and the quality of the Goods may be submitted by the Buyer to the Seller not later than 24 hours after the arrival of the goods at

the final point of destination.

If during this period any system proves to be defective and/or incomplete and/or not in conformity with the Contract conditions, the Seller undertakes to correct at its expense the detected defects immediately at Buyer's request by means of repairing or replacing the defective Goods with new items of good quality within 30 working days of the Buyer's written claim for exchange.

- 10.2. The defective Goods are to be returned to the Seller at its request within the time agreed upon by the parties. All the transport charges and other expenses connected with the return or replacement of the defective Goods both on the territory of Ukraine and the transit countries as well on the territory of country of destination country shall be born by the Seller.

### **XI. ARBITRATION**

- 11.1. All disputes and differences which may arise out of or in connection with the present Contract will be settled as far as possible by means of negotiations between the parties. If the Parties do not come to an agreement the matter is to be submitted to the Arbitration Court of \_\_\_\_\_. The language of the agreement is English. The decision of the Arbitration Court is final and binding for both Parties.

### **XII. OTHER CONDITIONS**

- 12.1. Neither Party cannot transfer the rights and duties under the present contract to a third Party without the written approval of other Party.
- 12.2. After the contract has been signed all the preceding negotiations and correspondence pertaining to it become null and void, if allowed in the Arbitration Court named above.
- 12.3. All amendments and addenda to the present contract are valid only when made in writing and signed by both Parties.
- 12.4. The present Contract is made in 2 copies, each one in English and Ukrainian – one copy for each party. The language of the contract is English. These copies are both equal and authentic.

### **XIII. CONTRACT PERIOD**

- 13.1. The present Contract is valid from the date of signature.

### **LEGAL ADDRESSES AND BANK DETAILS OF THE PARTIES**

THE SELLER:

THE BUYER:

***5. Find in the agreement below equivalents to the following words and phrases: to act on the grounds of customer, contractor, Company's Charter, to conclude the contract, general taxation system, to amend, settlements, to amount to, VAT, to ascertain, in compliance with the effective legislation, VAT payer registration certificate, individual tax number. Translate it in writing.***

### **Додаткова угода**

до договору № \_\_\_\_\_ від \_\_\_\_\_  
м. Київ \_\_\_\_\_ року



ЗАМОВНИК: Компанія “\_\_\_\_\_” в особі голови представництва пана \_\_\_\_\_, який діє на підставі \_\_\_\_\_ з однієї сторони, та ВИКОНАВЕЦЬ: \_\_\_\_\_, в особі президента пана \_\_\_\_\_, який діє на підставі Статуту, з другої сторони, уклали цей договір про наступне:

1. У зв’язку з переходом Виконавця на загальну систему оподаткування згідно з законодавством України, внести зміни до пункту \_\_\_\_\_ розділу \_\_\_\_\_ “Вартість послуг та порядок розрахунків” договору та викласти останній наступним чином:

“\_\_\_\_\_ Вартість послуг Виконавця передбачених, розділом 1 цього договору, складає (\_\_\_\_\_) доларів CLLIA в тому числі ПДВ – \_\_\_\_\_ (\_\_\_\_\_) доларів США щомісячно. Розрахунковим періодом вважається календарний квартал.

Виконавець цим заявляє та підтверджує, що він є платником податку на додану вартість згідно діючого законодавства України (свідоцтво про реєстрацію платника податку на додану вартість № \_\_\_\_\_ від \_\_\_\_\_ року, індивідуальний податковий номер – \_\_\_\_\_) ”.

2. Викласти пункт \_\_\_\_\_ договору в наступній редакції:

“\_\_\_\_\_. Договір набуває чинності з дня його підписання і діє до \_\_\_\_\_ року”.

Ця угода укладена у 2-х оригінальних примірниках, по одному для кожної із сторін.

**6. Translate the following text into elegant Ukrainian in writing. Take care with the translation of political terminology.**

**Executive Powers, Electors, Qualifications of the President**

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during a term of four years, and, together with the Vice-President, chosen for the same term, be elected, as follows:

2. Each state shall appoint, in such manner as the legislature therefore may direct, a number of electors, equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

3. The Electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice.

In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.)

4. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

5. No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

7. The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

8. Before he enters the execution of this office, he shall take the following oath or affirmation:

“I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the, Constitution of the United States.”

(ARTICLE II. The Constitution of the USA)

**7. Translate the following text into English in writing. Take care with the translation of legal and political terms.**

**Стаття 5.** Україна є республікою. Носієм суверенітету і єдиним джерелом влади в Україні є народ. Народ здійснює владу безпосередньо, через органи державної влади та органи місцевого самоврядування. Право визначати і змінювати конституційний лад в Україні належить виключно народові і не може бути узурповане державою, її органами або посадовими особами. Ніхто не може узурпувати державну владу.

**Стаття 10.** Державною мовою в Україні є українська мова. Держава забезпечує всебічний розвиток і функціонування української мови в усіх сферах суспільного життя на всій території України. В Україні гарантується вільний розвиток, використання і захист російської, інших мов національних меншин України. Держава сприяє вивченню мов міжнародного спілкування. Застосування мов в Україні гарантується Конституцією України та визначається законом.

**Стаття 24.** Громадяни мають рівні конституційні права і свободи та є рівними перед законом. Не може бути привілеїв чи обмежень за ознаками раси, кольору шкіри, політичних, релігійних та інших переконань, статі, етнічного та

соціального походження, майнового стану, місця проживання, за мовними або іншими ознаками. Рівність прав жінки і чоловіка забезпечується: наданням жінкам рівних з чоловіками можливостей у громадсько-політичній і культурній діяльності, у здобутті освіти і професійній підготовці, у праці та винагороді за неї; спеціальними заходами щодо охорони праці і здоров'я жінок, встановленням пенсійних пільг: створенням умов, які дають жінкам можливість поєднувати працю з материнством; правовим захистом, матеріальною і моральною підтримкою материнства і дитинства, включаючи надання оплачуваних відпусток та інших пільг вагітним жінкам і матерям.

**Стаття 34.** Кожному гарантується право на свободу думки і слова, на вільне вираження своїх поглядів, переконань. Кожен має право вільно збирати, зберігати, використовувати і поширювати інформацію усно, письмово або в інший спосіб і на свій вибір. Здійснення цих прав може бути обмежене законом в інтересах національної безпеки, територіальної цілісності або громадського порядку з метою запобігання заворушенням чи злочинам, для охорони здоров'я населення, для захисту репутації або прав інших людей, для запобігання розголошенню інформації, одержаної конфіденційно, або для підтримання авторитету і неупередженості правосуддя.

**Стаття 53.** Кожен має право на освіту. Повна загальна середня освіта є обов'язковою. Держава забезпечує доступність і безоплатність дошкільної, повної загальної середньої, професійно-технічної, вищої освіти в державних і комунальних навчальних закладах; розвиток дошкільної, повної загальної середньої, позашкільної, професійно-технічної, вищої і післядипломної освіти, різних форм навчання; надання державних стипендій та пільг учням і студентам. Громадяни мають право безоплатно здобути вищу освіту в державних і комунальних навчальних закладах на конкурсній основі. Громадянам, які належать до національних меншин, відповідно до закону гарантується право на навчання рідною мовою чи на вивчення рідної мови у державних і комунальних навчальних закладах або через національні культурні товариства.

(Конституція України)

## (II) *Partitioning and integration*

**Partitioning** (division) is a translation device (transformation) which implies either converting a simple source sentence into a compound or complex target sentence (inner partitioning); e.g. *I want him to reconsider his decision.* Я хочу, щоб він переглянув своє рішення; or substitution of a source sentence for two or more target ones (outer partitioning): e.g. *Having read your proposal, I must admit it is not very convincing.* – Я прочитала вашу пропозицію. Мушу визнати, вона не надто переконлива.

Inner partitioning is a regular translation transformation stipulated by the discrepancies in the Ukrainian and English syntactic structures and is frequently used when dealing with English verbal complexes.

When translating from English into Ukrainian outer partitioning (unlike inner) is mostly an occasional, contextual transformation. Being a matter of personal translator's choice it is influenced by stylistic peculiarities and communication intent of ST and TT.

Unlike partitioning integration is a translation device that consists in combining two or more source sentences into one target sentence. The integration procedure is generally necessitated by semantic, stylistic, structural peculiarities and communication intent of the ST. In oral translation (consecutive or simultaneous) integration may function as a text compression tool, when an interpreter is to omit the redundant elements of the source message to keep up with the speaker: e.g. *In practical terms, it is not possible to do this work in two days. Nor is it necessary. Практично виконати цю роботу за два дні нема ні можливості, ні необхідності.*

The partitioning and integration procedures are often used together, resulting in semantic and syntactic reshuffle of components of the original form and content in translation.

### **8. Translate into Ukrainian, using inner or outer partitioning.**

1. Other people judge that person to be threatening. 2. Asked about his wealth by reporters, he looked down and, obviously making up an answer on the spot, said that he had once been poor and might well be again. 3. Elliot could not relinquish the role of managing director, and as William tried to find ground he could occupy, Elliot tried to push him back into dependence, capriciously overturning the decisions William made as Chairman of the Board and trying to humiliate him in front of others. 4. I dislike that ambitious administrator being invited to every single managers' meeting. 5. On reaching the end of the field, he sprang from his horse and led it through a gap in the hedge, disappearing from view. 6. It was a chilly, dark morning early in November, and Marina wore only a cashmere sweater and jeans, but she was the kind that never feels cold. 7. Politics is not unlike poker – it often matters not only what you think, but also what others think you think and what you think they think you think. 8. Being informed that the flight would be delayed, we made other arrangements. 9. Although she was evidently old and tired, she was a legendary figure whose career had spanned almost sixty years of twentieth-century theatre, and she succeeded, to my mind, in living up to her legend. 10. But to their great surprise, the researchers did find evidence of other mutations, ones laid down by the fossil record of the cretaceous era – millions of years before the present form emerged and evolved.

### **9. Translate into Ukrainian using integration.**

1. Tell me about the two schemes. How do they differ? 2. There was a whole series of crimes. He confessed and this amazed everybody. 3. A giant device loomed before him. It is called a particle detector. Its job is to accelerate tiny fragments of matter to nearly the speed of light. 4. This legislation will cause hardship for local businesses. It will raise the cost of some consumer goods for local people. These sacrifices will not be rewarded by any special environmental benefits to the citizens of Moldova. 5. Some corporations have been led to develop paternity-leave policies because of the newly evolved role of fathers and the concept of shared parenting. Fewer than one percent of eligible men make use of them. 6. Japan has a population nearly half the size of the U.S. s. The population is squeezed into an area no bigger than Germany. Japan has virtually no room left in its teeming cities. 7. The marketing manager tried to read a spreadsheet

file. The warning ERROR 404 flashed instead. 8. They were proud of their physical strength. When the competitions began, they won many prizes. 9. Pigeons can recognize individual human faces and the expressions on them. This shows that they are far more intelligent than earlier suspected.

**10. Translate into English, using partitioning or/and integration where possible.**

Еоворячи про Україну, про її складне геополітичне становище, європейськість і різновекторність, розбудову державності та націєтворення, найчастіше забувають, що новітня українська держава витворювалася в 90-х роках на руїнах іншої держави, руїнах, що не перестають виростати, можливо, й досі. Направду дивний процес: коли щось будують, водночас іде руйнація! Чи можливо створити державність таким чином? Нібито, за логікою, спершу треба демонтувати старе, розчистити територію, а відтак – ставити новий фундамент і так далі. Але держава – не хата, її не збудуєш за один сезон. Точніше, це геть хибний образ, який культивується роками, й інакше державу уявити не можуть. А жаль. Оскільки нехтуємо іншим, більш фундаментальним, виміром держави. Власне, тим виміром, що руйнується.

Відразу скажемо прямо: не перестає руйнуватися соціальна держава. Тобто спільнота маленьких людей, котра більше не відчуває себе спільнотою і, понад те, не вірить у великі бісмарківські проекти «спускання благ зверху». Власне, й «верхи» – тепер не взірець відкритості, оскільки вже давно переживаємо поступову приватизацію публічних органів влади. Влада сама по собі, народ сам по собі. Що їх тримає купи? Можливо, тотальний бюрократизм. Влада й економіка злилися в єдине ціле: держава – державно-ринкова. Як це впливає на політичну солідарність? Влада і бізнес ще відчувають дух «команди», об'єднуються в транснаціональні корпорації та клуби для обраних, народ же розпорошується на елементарні частинки у брунівському русі.

Буржуазія глобалізується, а народ? Існує Європа, але чи є європейський народ? Чи можлива держава в Європі?

(«Дзеркало тижня»)

## **DEVELOPING INTERPRETING SKILLS**

**1. Practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking in the textbook.**

1. Parliamentary debate is conducted under certain rules.
2. Parliamentary debate is conducted under certain rules derived from British parliamentary procedure.
3. Parliamentary debate is conducted under certain rules derived from British parliamentary procedure in many countries.
4. Parliamentary debate is conducted under certain rules derived from British parliamentary procedure in many countries, including the USA.
5. Parliamentary debate is conducted under certain rules derived from British parliamentary procedure in many countries, including the USA and features the

competition of individuals.

6. Parliamentary debate is conducted under certain rules derived from British parliamentary procedure in many countries, including the USA and features the competition of individuals in a multi-person and multi-faction setting.

**2. Practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking in the textbook.**

1. Шотландська національна партія отримала більшість.
2. Шотландська національна партія отримала більшість у парламенті.
3. За результатами виборів Шотландська національна партія отримала більшість у парламенті.
4. За результатами виборів 2007 року Шотландська національна партія отримала більшість у парламенті.
5. За результатами виборів 3 травня 2007 року Шотландська національна партія отримала більшість у парламенті.
6. За результатами виборів 3 травня 2007 року Шотландська національна партія отримала більшість у парламенті: на одне місце більше, ніж лейбористи.

**3. Repeat the following groups of synonyms after the teacher.**

1. Гримати, грюкати, ричати, мукати, ревіти.
2. Згода, злагода, лад, мир, спокій, порозуміння.
3. Позбавляти, очищати, усувати, знищувати, викорінювати.
4. Прихильність, приязнь, симпатія, люб'язність, признання, привітність.
5. Підбурювач, провокатор, підмовник, намовник, інспіратор.
6. Тупиця, дурень, йолоп, недотепа, недоумок, ідіот.

**4. Repeat the following groups of synonyms after the teacher.**

1. Partisan, adherent, follower, champion, supporter.
2. Political, civic, public, state, governmental, administrative.
3. Poll, vote, ballot, survey, count, census.
4. Population, inhabitants, residents, people, masses, general public.
5. Post, position, job, employment, appointment, place.
6. Party, side, faction, league, alliance, ring, clique.

**5. Translate consecutively into Ukrainian in class.**

**Welcome to the House of Lords**

One of the most familiar images of the House of Lords is the State Opening of Parliament by her Majesty the Queen. This is a splendid and colourful ceremonial occasion. The Queen's speech (written by the Government) sets out Parliament's working agenda for the coming year.

But the House is not just a place where grand ceremonies take place. The House has existed as a separate chamber of Parliament since the 14<sup>th</sup> century, and is part of the oldest parliamentary democracy in the world. It is also one of the busiest, second only to the House of Commons in the number of days and hours it sits.

A major task is to examine and pass legislation. The House plays the key role in revising legislation sent from the Commons. It also initiates legislation, and so shares the burden of the legislative load.

Another important function is to act as a check on government by scrutinising its activities. The House does this by asking questions, debating policy and, through its select Committees, taking evidence from Ministers and others.

The House also has an important judicial role as the highest Court of Appeal in the land. Members of the House, collectively, have an enormous breadth of expertise and, individually, are characterised by independence of thought. They complement the work of the elected House of Commons, which reflects political and constituency interests and which, unlike the Lords, must spend a substantial amount of time on financial and public expenditure issues.

Unlike MPs, Lords are un-elected and unpaid, except for certain allowances to cover attendance which is voluntary. There is no upper limit on the total number of members. Currently there are about 700 members. They include 26 Archbishops and 92 hereditary peers under the terms of the House of Lords Act 1999. Apart from the fixed number of bishops and hereditary peers, numbers in each of the party and crossbench groups fluctuate. Up-to-date figures can be found on the Internet.

Each of the three main party groups, Conservative, Labour and Liberal Democrat, has a leader, Whips who organize the business of the House and departmental spokesmen who sit on the front bench.

The Lord Chancellor is the Speaker of the House but, unlike the Speaker of the House of Commons, has no power to control proceedings. The House regulates itself under the guidance of the Leader of the House who, as well as leading the party in government, has a responsibility to the House as a whole.

Many peers have no party affiliation and are known as Crossbenchers. They have a Convenor but no whip system. Their independence is a distinctive feature of the House of Lords.

## ***6. Translate consecutively into English in class.***

Відвідувачі зали засідань Палати громад часто зауважують, що вона набагато менша, ніж вони очікували. Дійсно, існують місця (включно з боковими галереями) лише для 437 з 659 членів парламенту. Ось чому під час важливих слухань та заяв можна побачити членів парламенту, що стоять навколо крісла Спікера. Розмір зали та її конфронтаційний дизайн вносять свій внесок в особливу природу дебатів у Палаті громад, які часто проходять не тільки гостро та жваво, але можуть носити й характер близького спілкування. Це дійсно дискусійна зала, де кожен парламентарій вільний висловлювати власну точку зору з приводу питань, що розглядаються, і де аргументи “за” і “проти” висловлюються відверто та пристрасно. Ми цінимо активний характер дискусій у Палаті громад. Він є відбитком демократичних принципів нації та постійним нагадуванням про них.

Багато роботи відбувається в комітетах поза залом засідань. Крім того, члени парламенту дуже завантажені, оскільки займаються питаннями, що їх підняли

виборці. Тому інколи протягом дня в залі засідань знаходиться не так багато парламентаріїв, як можна було б очікувати.

Чи ви тут працюєте, чи просто оглядаєте Вестмінстер, безперечно відчуваєте його давню історію. Парламентська система Об'єднаного Королівства, що складається з Палати громад, Палати лордів та монарха, розвивалась протягом останніх 700 років. Протягом дев'яти століть тут, у Вестмінстері, знаходилась королівська резиденція, і будівля, яку займає парламент, все ще вважається королівським палацом. Вестмінстер був повністю відбудований після страшної пожежі 1843 року, яка знищила майже все. Спроекований Чарльзом Баррі за допомогою Августа Уелбі Нормора П'юджіна, сучасний Вестмінстер є величною спорудою, характерні обриси якої впізнають в усьому світі. Зала Палати громад була відбудована між 1945 та 1950 роками після руйнації під час другої світової війни.

Члени парламенту мають багато обов'язків, пов'язаних як з діяльністю в Палаті громад, так і в виборчих округах. Частину тижня парламентарії переймаються проблемами своїх виборців. Палата громад також вивчає та ухвалює проекти нових законів, які подаються на розгляд урядом. Уряд не може самостійно видавати закони: для цього йому треба мати ухвалу Палати громад і Палати лордів, хоча ухвали

Палати лордів у фінансових питаннях уряд не потребує. Під час розгляду в законопроекти, як правило, вносяться зміни та доповнення, а законопроект, який пройшов всі необхідні етапи, стає актом парламенту, тобто законом. Значна частина детального вивчення законопроектів відбувається в постійних комітетах.

Основним завданням Палати громад є здійснення громадського контролю над політикою уряду та його діями. Уряд керує країною, але він є підзвітним парламенту. Під час виступу міністрів у Палаті громад, вони відповідають на питання опозиції та окремих членів різних партій. Парламентарі мають також інші можливості ставити питання перед урядом і вимагати офіційної відповіді. Члени палати громад також працюють у спеціальних комітетах, які розглядають окремі питання діяльності урядових департаментів.

Вони щорічно затверджують податки та витрати, коли Канцлер скарбниці подає на розгляд проект бюджету країни.

Діяльність парламенту оприлюднюється через офіційні публікації (офіційний звіт парламенту під назвою "Гансард" та інші), Інтернет, телебачення тощо.

(Based upon The House of Commons, a brief guide)

## **Translators ' Nightmares**

The Ukrainian language has adopted many words from the English language in the political context, but several of them have no correspondence with the source language. The reason this has occurred is irrelevant, but it is very important not to be confused by them. Four of the main problem words for translation follow:

(I) **Agitation** in English is the action of physically moving backwards and forwards, usually physically, but in a confused mental state, then in terms of thought. The translation for this word should be "збудження, хвилювання". The word "агітація"



must be translated by either ‘ **canvassing** ’ – the seeking of votes by persuasion, usually on a one-to-one basis, or ‘ **campaigning** ’ – the general term for a politician or a party to undertake acts of persuasion to gain votes.

(II) A **Manifestation** is most often used in the world of the occult or the paranormal to describe the appearance of a ghost. The Ukrainian translation for this would best be “видіння, марево, примара”. It is also used in medicine to describe formally the appearance of a physical symptom, such as a rash (вияв, прояв, симптом). The word “маніфестація” in politics should be translated as ‘ **demonstration** ’.

(III) A **Fraction** is used in arithmetic and mathematics to mean something other than a whole number, such as a quarter or five-eighths (частка). This is not a **Faction** (фракція), which means a group or body that is part of a political cause.

(IV) **Political science** is the correct translation for the Ukrainian word “політологія”, which is the academic study of the State and systems of Government and the scientific analysis of political behaviour. It should be noted however that the syllabuses of British universities treat this subject more as the study of International Relations, which corresponds much more closely to the Ukrainian university subject of “міжнародні відносини”.

**Task: translate the following into Ukrainian.**

1. The chemists were told to agitate the solution overnight in order to enable the chemical reaction.
2. The ghosthunters set up all kinds of apparatus in the haunted house, hoping to record a manifestation of the Headless Monk.
3. Only a small fraction of the chocolates were left after her relatives came visiting.
4. The right-wing faction of the Liberal Party voted against the Bill.
5. She was very agitated when she realised that her house keys were missing and she thought she’d lost them.
6. Hoping to get elected as a Town Councillor, she spent all her spare time canvassing in her neighbourhood.
7. Ian spent a year in Russia as part of his Political Science course at Birmingham University, where he was focusing on Eastern Europe.
8. There are strict limits in many countries on the amounts that may be spent by political parties on campaigning.
9. The demonstrators marched through the streets chanting slogans.

**Task: translate the following into English.**

1. Учасники маніфестації прибули на місце збору на цілу голину раніше.
2. Політичні фракції почали процес створення більшості в парламенті.
3. За три дні до проведення виборів припиняється вся політична агітація.
4. Видно було, як роздратування людей росте з кожним днем. (Г. Хоткевич)
5. Цього вечора Андрій допізна бродив по руднику, безцільно, просто так, від глибокого збудження. (О. Гуреїв)
6. Наша українська культура – вияв та витвір генія українського народу (М. Рильський)

7. Грубі вибрики Василя Раїса приймала за прояв енергії та непохитної волі.
8. Врятувати під час пожежі вдалось лише незначну частку всього.
9. Експерти з політології – часті гості на багатьох каналах телебачення.
10. Видіння швидко зникло, розплилося в тумані. А чи було воно взагалі?
11. Висип на шкірі був проявом нервового захворювання.

## UNIT 3 Law and Order

**Grammar review point:** Subjunctive and Conditionals

**Business writing:** Reports

**Listening and speaking:** Discussion and deliberations

**Developing Translation Skills:** Translation of scientific and technical texts. Translation of acronyms

### READING 1

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

1. Why do people need laws and regulations?
2. How does the Verkhovna Rada adopt laws?
3. What are the stages of adopting laws in Ukraine?
4. What are the differences between the British law-making process and your own in Ukraine?
5. What are the most serious criminal offences in countries around the world?
6. What is the difference between criminal and civil law?
7. What types of law courts are there in Ukraine?
8. What types of law court are there in Europe?
9. What titles within the legal profession can you name for both Ukraine and other countries?

#### **2. Discuss the following sayings or proverbs. Express your agreement or disagreement with these views. Find Ukrainian equivalents to them.**

1. An eye for an eye and a tooth for a tooth.
2. Judge not, lest you be judged.
3. Everyone deserves a second chance.
4. Justice is nothing unless it is tempered with mercy.
5. A fair exchange is no robbery.
6. A fault confessed is half redressed.

#### **3. Transcribe the following words, consulting a dictionary if necessary. Practice their pronunciation.**

Penitentiary, deterrence, incapacitation, rehabilitation, deviation, culprit, misdemeanour, unacceptable, aggregated, onus, vindication, overwhelming, negligence, endeavour, nuisance, inevitably, deliberately, penal, to prosecute, to occur, conduct n., tortious.

#### **4. Look through the following comments before reading the text.**

##### *Comments*

**1. John Rawls** (1921-2002) was an American philosopher, a professor of political philosophy at Harvard University and author of *A Theory of Justice* (1971), of *Political Liberalism*, *Justice as Fairness: A Restatement*, and *The Law of Peoples*. He is widely

considered one of the most important English – language political philosophers of the 20<sup>th</sup> century.

**2. Aggregated countries.** Whereas a federation is a formal political unit, such as America or Russia, countries may group together for political, economic or diplomatic reasons - об'єднання країн.

**3. Bobby on the beat.** A set phrase for a UK policeman who continually travels on foot around a geographical territory, equivalent to the US *Street Cop* or *Beat Cop*. “Bobby” is now an archaic nickname for a British policeman, little used in the past 50 years except in this set phrase. It comes from the politician who created the police force in the mid- 18<sup>th</sup> century, Sir Robert Peel, and for some years police were known as “peelers” or “bobbies”. Дільничний інспектор.

## 5. Read the following text.

### *Text 1: Law and Order*

As soon as groups of human beings form a society, there has to be social order. Many theorists regard the way that disputes are solved, conflicts are resolved and fairness in society is achieved, as being the most important of all the attributes of society. This in one word is **Justice**. **John Rawls** famously wrote: “Justice is the first virtue of social institutions, as truth is of systems of thought.”

Then it becomes complicated, as we need to set order and maintain order. That is when we need laws and their **enforcement**, since norms, accepted practices and trends are only the background to legislation, **policing** and **judicial** systems where problems are examined. In parallel, Human Rights issues exist and society also needs a **prison or penitentiary** system to correct unacceptable actions by individuals.

The job of social order and its systems of justice is ultimately four-fold: **deterrence**, **punishment**, **incapacitation** and **rehabilitation**. Deterrence is when society tries to prevent people or organizations from **deviating** in the first place from what is right. The task of punishment is to decide if and how to **reprimand** those who **transgress** and if decided necessary, make the **culprits** suffer for their crimes. This can take the form of imprisonment, fines or execution in some countries such as the USA. Incapacitation is to use some sort of sanctions to try to stop **transgressors** from repeating their offences. The most commonly used in the UK is the ASBO (“Anti-Social Behaviour Order”) when the offenders are told to report to police stations at times of the day when they may be likely to commit any further **misdemeanour**. And finally, rehabilitation is when social programmes are put in place to help or cure offenders who appear to be at risk of causing further problems to society in the future. Community Service is one such sanction.

The first obvious step is legislation. Governments at both a national and a local level issue laws to formally state what is right or wrong, acceptable or unacceptable. Although there are international courts such as the European Court of Justice, each nation publishes its own legislation, such as an Act of Parliament in England and Wales or a State Law in the USA. Scotland’s parliament may issue laws different to those in England while one State in the USA may have the death penalty while another have no capital punishment. But judicial systems rely on appeal as a right of **defendants** in most countries and then

even federations or **aggregated countries** may have a single ultimate court of appeal, such as the US Supreme Court.

A fundamental social principle of English-speaking countries is that you are innocent until proved guilty. This is why a British person may have no passport or even any formal identity document. The **onus** on law and law enforcement in those countries is on proving, with evidence, that a crime has been committed and that the defendant was the one that broke the law. This is generally clearer in criminal law, sometimes called penal law, because then strict legal definitions are used and with the help of **precedents**, in many countries, courts can apply relatively objective procedures to decide on guilt or **vindication**. This may be because it's believed that in imposing sanctions for the crime, society can achieve justice and a peaceable social order.

Lawyers are a vital part of the criminal justice system but they have no explicit interest in justice. They are employed to attempt to strictly have the law applied, irrespective of any subjective opinions. They are always there to both prosecute or defend, and even in cases where there is overwhelming evidence of a shocking crime and **affront** to society, there is never a shortage of lawyers willing to make money by taking on a difficult challenge. For example, when there is undeniable proof that someone has raped and killed a child, teams of lawyers will still use every last shred of evidence to try to have their client **acquitted**. The objective is the practice of law and not justice.

But then it becomes more subjective and more difficult in the context of Civil Law or when **Tort** occurs. This is when non-criminal actions happen and there are disputes between two parties that are not of significant public concern. A breach of duty, which is the tort itself, is examined in a court case and if the defendant is shown to have behaved in a tortious manner, then they are guilty.

The most important action in tort is **negligence**, when it can be shown that the duty to protect people's bodies, property or financial interests has not been met. Lawyers are more likely to develop their careers in this area, simply because there are so many more opportunities to win the metaphorical chess game. One of the most notorious cases of tort in recent years was the case of Stella Liebeck who managed to pour hot coffee from McDonald's into her lap and (initially) won 2.9 million USD in damages for burning herself.

There are legions of "ambulance-chasers" – lawyers who literally search for accident victims in the hope that somebody, somewhere, may be sued for negligence, often with the victim being urged to do so - on a "no-win, no-fee" basis.

Having originated in the USA, such lawyers have spread all over Europe.

This is where subjectivity comes to the fore, as who is to say that a bank has **infringed** its duty to serve a client's financial interests to their "**best endeavours**"?

Other torts include: those that specially protect land, such as **nuisance**, which is strict liability for neighbours who interfere with another's enjoyment of their property. **Trespass** allows owners to sue for deliberate access by others onto their land. There is a tort for **false imprisonment** when criminal investigation wrongly results in arrest and detention, and a tort for **defamation**, where someone makes an unsupportable factual allegation to damage the reputation of another – itself split into **slander** (oral) and **libel** (written).

It is a hugely difficult duty of every Government to make sure that legislation and judicial systems are fair, available to all citizens and result in justice that rights wrongs. Most violations of Human Rights are when these duties fail, but the rest are when Law Enforcement is improperly applied.

Instituting Law and Order is one thing, maintaining it is another. Societies need people to provide a physical and literal **deterrent** to crime or avoidance of duty, and so police forces are inevitably established. In English-speaking countries these are permanent and organized and managed as Civil Servants.

This is as opposed to some countries where they are an arm of the military, and sometime a temporary military force by one power faction, then called a “militia”. Police forces have strict organizations, highly detailed duties and rigid boundaries to their activities. Although some countries also have ‘secret police’ or ‘state police’ to undertake political or ideological responsibilities, most police are deliberately highly visible in order to **deter** as much as capture. In many European countries, cardboard cut-outs of police cars and traffic police are placed at the roadside to make drivers think, rather than to punish them.

The image of the “**bobby on the beat**” is one that reassures the majority of British people, who see someone acting to patrol and monitor, protect and serve, be there in case of need. Protecting the peace is not synonymous, or equivalent to, the enforcement of the law. Ordinary citizens live lives of voluntary respect for most laws. The threat of punishment or the fear of penalty does not **infuse** moral conduct. It is the values and beliefs of the individual and their respective community that produces law abiding citizens.

The Law, the Courts and the Police can often produce a no-win situation. When a murderer is jailed for a short period of time while a thief is jailed for life, justice is perhaps not being seen to be done, although the strict letter of the law is being applied. This is why the topic is a never-ending battle to find an optimum compromise between the responsibility of society to its members and the responsibility of those members to one another.

***6. Define whether the following statements are true or false, checking your general understanding of the text after the first reading.***

1. Many theorists consider law and order as the most important attribute of society.
2. People don't need prisons and penitentiary system.
3. The system of justice includes deterrence and punishment.
4. The task of punishment is to decide if and how to reprimand offenders.
5. Scotland's parliament may not adopt laws different to those in England.
6. A fundamental social principle of English-speaking countries is that you are innocent until proven guilty/
7. Lawyers can prosecute or defend in criminal and civil cases.
8. A breach of duty isn't examined in a court case.
9. Negligence isn't very important in tort.
10. A tort for defamation may split into slander and libel.
11. Cut-outs of police cars are placed at the roadside to punish drivers.

12. Ordinary citizens live lives of voluntary disrespect for most laws.

**7. Analyze and learn the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words.**

### **Vocabulary notes**

#### **1. Justice, n.**

1) judicial administration of law; maintenance of legal, social or moral principles by the exercise of authority or power - законність, e.g. However serious the crime, each accused person must be defended, in order that justice is balanced.

2) the administration of law or of legal processes; judicial proceedings – правосуддя, юстиція, e.g. We will do everything possible to see that those responsible are brought to justice.

3) the quality or fact of being just; the principle of just dealing or conduct; impartiality, fairness, the assignment of deserved reward or punishment – справедливість, e.g. I am glad that justice was done.

4) a title for a member of the Supreme Court in the USA – суддя Верховного Суду (в США). In the USA, each member of the Supreme Court is called a Justice, and these people are all professional lawyers. In the UK the word is only commonly used in the title *Justice of the Peace*, most often JP, (мировий суддя, магістрат), and JPs are lay persons, not professional lawyers, e.g. The Justice of the Peace was an experienced person but only trained in medicine.

*Comb.:* Chief Justice – голова Верховного Суду в США; Department of Justice (USA) – Департамент юстиції, to do justice to somebody - справедливо ставитися до когось.

#### **2. Enforcement, n.**

1) the forceful pressing of an argument, demand or hypothesis- примус, силування, тиск, нав'язування, e.g. It took him many years of argument, illustration and enforcement in order to prove his theory. The occasion seemed to require an enforcement of domestic discipline.

2) the process of compelling observance of a law or regulation – примусове здійснення/виконання (закону), виконання (судового вироку), e.g. enforcement officer, enforcement agency.

*Phrase:* to enforce the judgment – виконувати рішення суду в примусовому порядку.

*Comb.:* **law enforcement** – правозастосування, правоохоронна діяльність, забезпечення правопорядку, діяльність правоохоронних органів, правовий примус, e.g. The law enforcement body in Ireland is called the Garda.

#### **3. Police, v.**

1) control or regulate by means of police; provide or guard with police – контролювати, нести поліцейську службу, забезпечувати поліцейською охороною, e.g. To police the empty streets after dark was felt necessary.

2) maintain order in any jurisdiction, *fig.* maintain a watch, monitor –

підтримувати, забезпечувати порядок, спостерігати, відстежувати. e.g. The Navy is policing the sea lanes against pirates. e.g. They used the Internet to police currency rates hourly, in case there was a sudden change.

**Police, n.**

1) the people who work for an official organization whose job is to prevent crime, catch criminals and make sure that people obey the law (used in the plural form) – поліцейські, e.g. Several police were injured during the rioting.

2) the civil force of a state, responsible for maintaining public order, enforcing the law and detecting crime – поліція, поліцейська служба, e.g. I'm going to the police and I'm going to tell them everything.

*Comb.* military police – військова поліція, railway police – поліція на залізничному транспорті, transport police – транспортна поліція.

**4. Judicial, adj.**

1) pertaining to proceedings in a court of law, or to the administration of justice – судовий, законний, e.g. Administrative and judicial authority still rests with Justices of the Peace.

2) having the function of judgment; invested with authority to judge causes – судовий, e.g. Parliaments were originally judicial as well as legislative assemblies; in the UK the House of Lords is still the Supreme Court.

3) of a judge, proper to a judge – суддівський, e.g. The court's administrators decided to replace the judicial chair with something more impressive.

*Comb.* judicial murder – ухвалення смертного вироку невинному, судова помилка, judicial review – судовий нагляд, judicial record – протокол засідання суду, judicial abuse – судове зловживання.

**5. Prison, n.** A place in which a person is confined or held captive, literally or figuratively. Usually, a building or complex to which people are legally committed for custody, a jail – в'язниця, тюрма, e.g. Prison should be the last resort of the judicial process.

*Deriv.* prisoner – в'язень, арештований; to imprison – ув'язнювати, позбавляти волі, брати під варту; imprisonment – ув'язнення, утримання під вартою.

*Comb:* **false imprisonment** – незаконне позбавлення волі.

**6. Penitentiary, n.** A State or Federal prison in the USA – тюрма (в США). e.g. Joliet Prison near Chicago is one of the largest penitentiaries in the USA.

**Penitentiary, adj.** Pertaining to penance, administering or undergoing penance – витравний, пенітенціарний, e.g. A thorough penitentiary system is very important for the correction of unacceptable traits of criminals.

**7. Deter, v.** To set in place something that tries to avoid subsequent undesirable action – зупиняти, стримувати, утримувати від здійснення чогось, e.g. The headmaster tried to deter smoking by pupils by making it a serious offence if caught.

**Deterrence, n.** The action of deterring or preventing by fear – залякування, отримання, e.g. It goes without saying that deterrence is considered to be the critical objective of keeping law and order.

*Comb.:* deterrence of crime – запобігання злочину.



**Deterrent**, *n.* The factor which deters, an object that prevents further action – стримувальний, запобіжний чинник, засіб залякування, e.g. In the opinion of Russia, Britain should be prepared to give up her independent nuclear deterrent and stop the manufacture of nuclear weapons.

*Comb.:* deterrent sentence – суворе покарання, що має стримувальний ефект.

### **8. Punishment**, *n.*

1) the action or an instance of punishing; the fact of being punished; the infliction of a penalty for an offence – покарання, кара, стягнення, e.g. For the first offence, the punishment was five years in prison.

*Comb.:* capital punishment – найвища міра покарання, смертна кара, corporal punishment – тілесне покарання.

2) rough treatment; pain, damage or loss inflicted – суворе поводження, пошкодження, e.g. Fie looked stupid, like a boxer who is taking too much punishment.

**9. Incapacitation**, *n.* The state of disqualification or being incapacitated – позбавлення/обмеження прав, пораження в правах, неправоздатність, e.g. The judge decided that the best incapacitation for the football hooligan, now a repeat offender, was community service on Saturday afternoons.

**10. Rehabilitation**, *n.* Restoration of a criminal to some degree of normal life – реабілітація, виправлення/перевиховання (злочинця), e.g. She had long campaigned for the rehabilitation of criminals through a jobs scheme. The word may also be applied to the treatment of an injured or disabled person, when special therapy is used – відновлення працездатності, e.g. His rehabilitation after his stroke was slow but effective.

### **11. Deviate**, *v.*

1) turn out of the way, turn aside, swerve, diverge, differ (from) – відхилятися, ухилитися (від курсу), e.g. The summer weather hadn't deviated for four months.

2) cause to turn aside or swerve, deflect, change the direction of – змінювати напрям, порушувати стандарти, e.g. The plane had to deviate from its normal flight path.

**12. Reprimand**, *v.* Rebuke or censure sharply – оголошувати догану, накладати дисциплінарне стягнення, покарати, e.g. The military court reprimanded him for failing to do his duties.

**Reprimand**, *n.* A sharp rebuke or censure, esp. one give by a person or body in authority, as by a judge to an offender – догана, зауваження, дисциплінарне стягнення, e.g. A reprimand was given to the trespasser by the judge.

### **13. Transgress**, *v.*

1) break a law or command; trespass, offend – порушувати, переступати закон, e.g. The kidnapper transgressed the law and must be punished.

2) go beyond the bounds or limits prescribed by a law, command, etc.; violate, contravene – переходити межі. e.g. Orton's plays transgressed accepted social norms.

**Transgressor**, *n.* A person who transgresses, most often a sinner breaking a religious rule, but also may be a lawbreaker – правопорушник, грішник (рел.) e.g.

Microsoft decided that her use of pirate software made her a transgressor and she was reported to the police.

**14. Culprit, n.** A person who is guilty of an offence; a person responsible for a fault – *винуватий, винуватець, провинник*, e.g. We will find the culprit and he will tell us where he has planted the bomb.

*Syn.:*

Perpetrator – someone who does something morally wrong or illegal.

Offender – a person who transgresses moral or civil law.

Wrongdoer – someone who does wrong, especially morally or ethically.

Criminal – someone who is involved in illegal activities or has been proved guilty of a crime.

Villain – a bad person or criminal.

Thug – a violent man.

**15. Misdemeanour, n.** A mild infringement or offence. *Незначне правопорушення, провинна*, e.g. The teacher decided that the student's misdemeanour was serious enough to require sending the offender to the headteacher.

**16. Defendant, n.** A person or body sued or accused in a court of law – *підсудний, обвинувачуваний, відповідач, підзахисний*, e.g. The Supreme Court of Ukraine found the defendant not guilty.

**17. Onus, n.** A burden, responsibility, duty – *тягар, відповідальність, обов'язок*. *Law.* the obligation to prove an assertion or allegation, e.g. The onus should be on the card issuer to prove that the customer was at fault.

**18. Precedent, n.** A judicial decision which constitutes a source of law for subsequent cases of a similar kind – *судовий прецедент*, e.g. The “phishing” trial resulted in some new interpretations of the law that set precedents for the future.

**19. Vindication, n.** The action of vindicating a person or clearing of blame; justification by evidence or argument – *виправдання, відплата, кара, стягнення*, e.g. The vindication of Oscar Johnson in the court of appeal was discussed by everybody.

**20. Affront, n.** An instance of offence to one's self-respect or modesty – *публічна образа*, e.g. She looked indignant, as though she had received some secret personal affront.

**21. Acquit, v.** Clear from a charge, declare not guilty (of an offence) – *виправдовувати, виносити виправдувальний вирок*, e.g. The judge directed the jury to acquit Phillips of the murder.

**22. Tort, n.** A breach of a duty imposed by law which gives a right of action for damages – *цивільне правопорушення, делікт*, e.g. Even serious torts are not investigated by the Police.

**23. Negligence, n.** Lack of attention to what ought to be done; failure to take proper or necessary care of a thing or person; lack of necessary or reasonable care in doing something – *халатність, недбалість, необачність*, e.g. The accident was clearly caused by negligence.

**24. Endeavour, n.** Attempts to achieve an objective or result. Lawyers in both the US and the UK use a set phrase, “best endeavours”, to signify that all non-specified attempts to achieve or avoid non-desirable results have been made – *спроба, намагання*,

e.g. A condition of the contract was that both parties had to make best endeavours to avoid any theft of the goods in transit.

*Comb.:* to your best endeavours – в найкращий спосіб, найкращим чином.

**25. Infringe, v.** Break a law, violate (an oath, treaty) – порушувати, переступати закон, посягати на щось. e.g. The decision by the USA to ban the import of gas from Canada was immediately seen as infringing the trade treaty between the countries.

**26. Nuisance, n.**

1) injury, mental hurt, interference – незручність, перешкода, прикрість, неприємність, e.g. It's a nuisance having to get up so early on a Sunday morning.

2) something harmful or offensive to the public or a member of it and for which there is a legal remedy – порушення громадського порядку, e.g. The council decided to repair the drains, so as to remove the nuisance of the smell.

3) any person or thing causing annoyance, inconvenience or trouble – докучлива, набридлива людина тощо e.g. The pigeons were a nuisance, making a mess on the steps.

**27. Trespass, n.** An unlawful act deliberately committed against the person or property of another, esp. wrongful entry on a person's land or property – порушення володіння, e.g. The demonstrators marched onto the farmer's land in an act of mass trespass, in protest of the farmer's plans to knock down the listed building.

**28. Defamation, n.** The offence of bringing a person into undeserved disrepute by making false statements – наклеп, дискредитація, розповсюдження неправдивої інформації, e.g. The courts decided that the severe criticisms were unfair and constituted defamation.

**29. Slander, n.** Усний наклеп, образа, обмова. The oral defamation of a person or organization, traditionally contrasted with **libel** (письмовий наклеп, наклеп у пресі), an equivalent written defamation. In recent years, multimedia has mostly merged the distinction and courts are today more concerned with whether defamation (дифамація) has occurred, than with whether a slander or libel occurred, e.g. The attack on the opposition politician during a speech was seen as a clear case of slander.

**30. Infuse, v.**

1) instill (grace, life, spirit, etc.) into the mind, heart – спонукати, вселяти, зароджувати, зароняти (надію), e.g. An educational institution can infuse ideals and mould a personality.

2) brew natural ingredients in hot water so as to extract the soluble constituents – настоювати (трави), e.g. Instead of making tea, she decided to infuse a mixture of herbs and rosehips.

#### **8. Answer the following questions in relation to the text.**

1. What is meant by justice?
2. How is this different from enforcement of the law?
3. Why does society need prisons and a penitentiary system?
4. What is more important – crime prevention or punishment?
5. What different forms of punishment are used by courts around the world?
6. What forms of punishment do you find to be the strongest deterrent?
7. When is incapacitation used?

8. What is the main legislative document in Ukraine and the USA? Is there such a document in England and Wales?
9. What international courts can you name?
10. What is the fundamental social principle of law?
11. What does the onus of law mean?
12. Why are lawyers so important in the criminal justice system?
13. When does tort occur?
14. What is negligence?
15. When does false imprisonment occur?
16. What is the structure of UK police force?
17. What do you understand by “bobby on the beat”? What would be an American equivalent to this expression?
18. What are the main duties of the British police?
19. Why is the topic of “Law and Order” a never-ending battle?

**9. 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. Give a short precis of the text.**

Finally – Check just how well you really do know legal terminology by making sure you fully understand this joke, using a dictionary if necessary.

Q. How many lawyers does it take to change a light bulb?

A: Twenty-eight:

2 to argue

1 to get a continuance

2 to object

3 to research precedents and legislative history 2 to stipulate

1 to depose

1 to write interrogatories 1 to move for costs

1 to order a secretary to change the bulb, and

14 to bill for professional services.

## VOCABULARY PRACTICE 1

**10. Find synonyms to the following words and word combinations. Consult a dictionary of synonyms if necessary.**

Dispute, to regard, ordinary, in parallel, transgressor, offence, to commit, to be at risk, obvious, vital, evidence, negligence, to urge, violation, deliberately, to infuse.

**11. Give antonyms to the following words and expressions from the text.**

An order, virtue, complicated, to break the law, law abiding, deliberately, inevitable, guilty, false, objective (adj.).

**12. Give the best Ukrainian equivalents for the following words and expressions from the text.**

Justice, to set and maintain order, law enforcement, judicial system, penitentiary system, false imprisonment, deterrence, capital punishment, incapacitation, rehabilitation, to prevent people from deviating, to reprimand, to transgress, to cure offenders, to suffer for crimes, fines, execution, Anti- Social Behaviour Order (ASBO), a defendant, to commit a misdemeanour, to issue laws, the European Court of Justice, death penalty, aggregated countries, to be proved guilty, the onus of law, criminal (penal) law, precedent, to decide on vindication, to impose sanctions for the crime, evidence of a crime, affront to society, undeniable proof, to acquit, tort, a breach of duty, ambulance-chasers, to be sued for negligence, to infringe duty, best endeavour, nuisance, trespass, defamation, slander, libel, cut-outs of police cars, bobby on the beat, to infuse moral conduct, law abiding citizens, to be jailed, to find an optimum compromise.

***13. Translate the following sentences into Ukrainian paying especial attention to the translation of the law-related terminology.***

1. Acts of terrorism must not escape justice. 2. The photo doesn't do her justice. 3. The killers will be brought to justice. 4. Nowadays the problem of law enforcement is considered to be one of the most burning. 5. The courts demanded that Social Services act immediately to enforce the judgement. 6. Did you report the robbery to the police? 7. The agency was set up to police the nuclear power industry. 8. The Supreme Court of Ukraine is the highest judicial body of general jurisdiction in this country. 9. The robbers were sentenced to 5 years' imprisonment. 10. The burglars were re-arrested only a week after their release from prison. 11. The North Carolina state penitentiary is one of the biggest federal prisons in the USA. 12. The small fines for this type of crime don't act as much of a deterrent. 13. The pick-pocket got a six-year jail sentence, a harsh punishment for the first offence. 14. The court decided to impose a sentence of capital punishment on the terrorist. 15. Incapacitation of the offender was approved by the district court. 16. The rehabilitation of mentally ill patients usually takes a long period of time and demands great effort. 17. There must be no deviation from the standard court procedure. 18. A very severe reprimand was given to the sales manager by the Company head. 19. In my opinion, the books by this author transgress the accepted moral norms of society. 20. He was beaten up by a gang of young thugs. 21. Who is the villain in the latest novel by O. Marynina? 22. The new law will ensure that habitual criminals receive tougher punishment than first-time offenders. 23. The police have described this man as a violent and dangerous criminal. 24. The police finally managed to catch the culprit. 25. The district court decided that the defendant was innocent. 26. A wife's income is no longer aggregated with that of her husband in the UK for tax purposes. 27. The onus is on the prosecution to provide proof of guilt in a free country. 28. Elected officials must obey the law. 29. In Sweden it is against the law to hit a child. 30. They were fully convinced that they were performing their duties within the letter of the law. 31. In Ukraine, the case of the General Prosecutor against the President set a legal precedent. 32. The charges are false; we are sure we will be vindicated in court. 33. All the defendants were acquitted in court. 34. The restaurant owner will be dealt with in the civil court for his alleged negligence, an obvious example of tort. 35. The bridge's architect was sued for criminal negligence. 36. The infringement of human rights in Ukraine was discussed at the

European Court of Justice. 37. Stop making a nuisance of yourself! 38. She was arrested for trespassing on government property.

**14. Give English equivalents to the following Ukrainian words and expressions using the vocabulary of the text.**

Правосуддя, встановлювати та підтримувати порядок, правозастосування, голова Верховного Суду в США, справедливо ставитися до когось, розгляд у судовому порядку, підтримання порядку за допомогою поліції, поліція на залізничному транспорті, судова система, виправна система, ухвалення смертного вироку невинному, ув'язнювати, незаконне позбавлення волі, тюрма, отримання, страта, тілесне покарання, обмеження правоздатності, відхилення, правопорушник, накладати дисциплінарне стягнення, обвинувачуваний, зловмисник, злочинець, головоріз, негідник, здійснити правопорушення, Європейський суд з прав людини, об'єднані країни, тягар доказу, Кримінальний кодекс, судові прецеденти, дотримуватися закону, притягати когось до суду, законодавець, законослухняні громадяни, кримінальне право, публічна образа, виправдовувати когось, цивільне правопорушення, незаперечний доказ, цивільне право, необачність; юрист, що веде справи потерпілих у транспортних аваріях; порушувати закон, переслідувати у судовому порядку, найкращі намагання, порушення громадського порядку, розповсюдження неправдивої інформації, усна обмова, письмовий наклеп, порушення громадянських прав, неминуче/невідпорно, свідомо, муляжі поліцейських машин, вселяти/зароняти, знайти компромісний варіант.

**15. Fill in the gaps with an appropriate word from the following list: culprit, perpetrator, offender, wrongdoer, criminal, villain, thug, outlaw.**

1. The police have described the man as a violent and dangerous .... 2. Community Service is used as a punishment for ... of less serious offences. 3. The police finally managed to catch .... 4. In my opinion, the main character of this play seems to be a real .... 5. Last week he was beaten up by gang of several young .... 6. The ... made a mistake and deserved the blame for breaking the new vase. 7. .... of racially motivated violence must be punished. 8. Outside the Nottingham castle you can see a statue of Robin Hood, one of England's most infamous ...

**16. Match the English word in the first column with its Ukrainian translation.**

- |                    |                               |
|--------------------|-------------------------------|
| a) felony          | 1) вбивство                   |
| b) misdemeanour    | 2) згвалтування               |
| c) murder          | 3) тяжкий кримінальний злочин |
| d) manslaughter    | 4) підпал                     |
| e) rape            | 5) незначне правопорушення    |
| f) assault         | 6) крадіжка                   |
| g) arson           | 7) шантаж                     |
| h) burglary        | 8) обмова, усний наклеп       |
| i) theft / robbery | 9) нічна крадіжка зі зломом   |
| j) slander         | 10) ненавмисне вбивство       |

- |                          |   |
|--------------------------|---|
| k) blackmail             | 11) напад, погроза фізичною силою       |
| l) abuse of power        | 12) викрадання людей                    |
| m) perjury               | 13) розтрата, привласнення чужого майна |
| n) mugging               | 14) шахрайство                          |
| o) shoplifting           | 15) крадіжка зі зломом                  |
| p) bribery               | 16) хабарництво                         |
| q) kidnapping            | 17) лжесвідчення                        |
| r) embezzlement          | 18) крадіжка у магазині                 |
| s) fraud                 | 19) хуліганство, вуличний грабіж        |
| t) breaking and entering | 20) зловживання владою                  |

**17. Read, translate and retell the following texts about court systems in Great Britain and the USA.**

### **THE COURT SYSTEM OF ENGLAND AND WALES**

The most common type of law court in England and Wales is the magistrates' court. There are 700 magistrates' courts and about 30,000 magistrates.

More serious criminal cases go to the Crown Court which has 90 branches in different towns and cities. Civil cases (for example, divorce or bankruptcy cases) are dealt with in County courts.

Appeals are heard by higher courts. For example, appeals from magistrates' courts are heard in the Crown Court, unless they are appeals on points of law. The highest court of appeal in England and Wales is the House of Lords. Scotland has its own High Court in Edinburgh which hears all appeals from Scottish courts, referring only to Scottish Law. Certain cases may be referred to the European Court of Justice in Luxembourg. In addition, individuals have made the British Government change its practices in a number of areas as a result of petitions to the European Court of Human Rights.

The legal system also includes juvenile courts which deal with offenders under eighteen and coroners' courts which investigate violent, sudden or unnatural deaths. There are administrative tribunals which make quick, cheap and fair decisions with much less formality. Tribunals deal with professional standards, disputes between individuals and disputes between individuals and government departments (for example, over taxation).

### **THE SYSTEM OF COURTS IN THE UNITED STATES**

In the United States the judiciary (which is a collective term for courts and judges) is divided into the national (federal) and the state judiciary. Each is independent of the other with the exception that the US Supreme Court may, under special circumstances involving federal questions, review a state court decision.

The State Courts are set up in a system that looks like the system of Federal courts, with the Supreme Court at the top, which meets in the Supreme Court Building in Washington, D.C. The figures over the entrance represent the national, although often notional, ideas of law and liberty. Above the main entrance appear the words "Equal Justice Under Law".

The US Supreme Court is the highest tribunal in the United States. It includes a Chief Justice and eight Associate Justices. They are all appointed by the President and approved by the Senate.

The Supreme Court is in session from October to June. One of the most important duties of the justices is to decide whether laws passed by the Congress agree with the Constitution. The justices do this by interpreting the laws of Congress and the provisions of the Constitution.

If the Supreme Court decides that the Constitution does not give Congress the power to pass a certain law, the court declares the law to be unconstitutional.

Such a law can no longer be enforced by the President and his executive officers. Besides the US Supreme Court, there are various district courts and courts of appeals. They have somewhat less political importance, since their principal duty is to settle cases where no constitutional question is at stake. These courts handle both civil and criminal cases. Each state has at least one district court; a few have as many as four. Each court has from one to 24 federal judges, depending on the volume of business. All judges are appointed for life by the President, or until they choose to resign.

**18. Complete the following sentences by translating the words and expressions in brackets. Use the following as prompts: the Crown Court, tribunals, appeals, penalty, first instance(trial), prosecutions, a convicted offender, Juvenile, sentence, criminal offences, Court of Appeal, a jury, presided, financial redress, litigation.**

1. There are two courts of (першої інстанції) and two courts of (апеляцій) for criminal proceedings in England, Wales and Northern Ireland. 2. A collective term for courts and judges is the (судова система). 3. More serious offences go to the (суд Корони). 4. Magistrates' Courts have limited powers of (покарання). 5. Magistrates' Courts may commit (засуджений правопорушник) to the Crown Court. 6. Approximately 95 % of all (судові переслідування) are dealt with in the Magistrates' Court. 7. (У справах неповнолітніх) courts try most charges against children and young persons under the age of 18 years. 8. The Crown Court is the senior court of trial for (кримінальні справи). 9. The Crown Court may hear (апеляції) against conviction and/or (винести вирок) for some offences dealt with at the Magistrates' Court. 10. The highest court of appeal in England and Wales is (Палата лордів). 11. Appeals are heard by (апеляційними судами). 12. Civil proceedings consist of (тяжба) about property, family matters and actions to obtain (фінансове відшкодування) for damage to property and personal injury. 13. County Courts are (очолювати) over by a single Judge. 14. Some cases before the High Court of Justice may be heard before a (суд присяжних). 15. Less serious criminal cases start in the (магістратському суді). 16. (Арбітражні суди) deal with professional standards, disputes between individuals and disputes between individuals and government departments. 17. Civil cases are dealt with in (обласних судах Великої Британії).

**19. Read and translate the following texts about prosecution in Great Britain.**

#### **THE CROWN PROSECUTION SERVICE AND PROCESS**



The prosecution of offenders in England and Wales is the responsibility of the Crown Prosecution Service. It was set up in 1986 to prosecute criminal cases resulting from police investigations. The Head of the CPS is the Director of Public Prosecutions (DPP). The CPS handles over 2 million cases every year and employs about 6,000 staff. Over 2,000 of these staff are barristers or solicitors. The staff are located in 98 offices throughout England and Wales.

Before 1986 the police investigated crimes, charged suspects and then took cases to court, sometimes using their own or a local lawyer. This changed under the Prosecution of Offenders Act 1985 which created the CPS and separated the investigation stage from the prosecution stage. Now the CPS makes the decision whether to continue a case and bring to court.

After the Police have investigated a crime and passed the papers to the CPS, one of the lawyers – called a Crown Prosecutor – carefully reviews the papers to decide whether or not to go ahead with the case. The prosecutor’s decision is based on the two tests set out in the Code for Crown Prosecutors.

The code is a booklet which sets out the general principles which prosecutors must apply when they decide whether to continue a case. The two tests set out in the Code are as follows:

Is there enough evidence?

Is it “in the public interest” for a prosecution to take place?

A case has to pass both these tests before the CPS can start or continue a prosecution. To examine a case, the prosecutor reviews it to see if there is enough evidence to provide a “realistic prospect of conviction”. If there is not, and the police say there is no more evidence or none will become available in the nearest future, the case will be stopped there. However, the police can be asked to look at the case again, if more evidence becomes available at a later date.

If the prosecutor thinks that there is enough evidence to start or continue a prosecution, he or she will then consider whether a prosecution is needed in the public interest. This means that the prosecutor must think carefully about all the factors for and against a prosecution, and assess in each case whether a prosecution should go ahead. Some of the public interest factors which are taken into account are set out in the Code for Crown Prosecutors.

For example, a prosecution is likely to be needed if:

- a weapon was used or violence was threatened during an offence;
- the motive for the offence was any form of discrimination;
- the offence was committed against a person serving the public such as a police officer.

Crown Prosecutors must always think very carefully about the interests of the victim of the crime. This is an important factor when prosecutors decide where the public interest lies.

### **PRESENTING CASES IN COURT**

If the prosecutor thinks that there is enough evidence and that a prosecution is needed in the public interest, the case is then presented in the magistrates’ court.

The CPS lawyer must present the facts to the court fairly.

Criminal cases are divided into the following three types of offence.

- “Summary only” offences (such as minor motoring offences and disorderly behaviour) are less serious and can only be heard in the magistrates’ court.

- “Either way” offences are more serious and can be heard in either the magistrates’ court or before a judge and jury in the Crown Court. These include all cases of theft and some categories of assault. The magistrates decide whether the case should be heard in the Crown Court. But sometimes when the magistrates say they will hear a case, the defendant can choose to be dealt with in the Crown Court.

- “Indictable only” offences (such as murder or rape) are the most serious and must always be heard in the Crown Court which has more sentencing powers.

If a defendant is found not guilty, he or she cannot be prosecuted for the same offence. This applies to all types of case.

Every criminal case begins in the magistrates’ court. But when cases go on to the Crown Court, the CPS instructs a barrister or a specially-qualified solicitor so that he or she can present the prosecution for the CPS.

The powers of police and the procedures which must be followed by them are laid down in Codes of Practice under the Police and Criminal Evidence Act 1984. These codes cover the powers to stop and search persons or vehicles; the searching of premises and seizure of property; detention, treatment and questioning by police; identification of suspects; and recording of interviews with suspects.

## **20. Read the following sentences and decide if they are true or false:**

1. The Police investigate crimes and have the responsibility to prosecute.
2. The investigation stage is separate from the prosecution stage.
3. The Police decide whether to continue a case and bring it to court.
4. If the prosecutor thinks that there is enough evidence, she sends the suspect to trial.
5. The prosecution will go ahead if a weapon was used.
6. If the offence was committed against a person serving the public, the prosecutor doesn’t take it into account.
7. Crown Prosecutors must always think carefully about the interest of the suspects.
8. Magistrates try a person accused of murder.
9. The most serious crimes such as murder and armed robbery are called “summary only” offences.
10. “Summary only” offences are tried by magistrates.
11. “Indictable only” offences must always be heard in the Crown Court.
12. “Either way” offences include minor motoring offences and disorderly behaviour.
13. Every criminal case begins in the magistrates’ court.
14. The powers of police include prosecuting and sentencing.

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

1. What is the responsibility of the Crown Prosecution Service?
2. Who makes the decision whether to continue a case and bring it to court?

3. What are the two tests set out in the Code for Crown Prosecutors?
4. What factors are taken into account for a prosecution?
5. When is the case presented in the magistrates' court?
6. What "summary only" offences do you know?
7. Where may "either way" offences be tried?
8. What are some of the most serious offences?
9. Where do all criminal cases start?
10. Does the Crown Court have more sentencing powers than the magistrates court?

**22. Fill in the gaps according to the previous texts:**

1. The Crown Prosecution Service carries responsibility for... of offenders. 2. The CPS... over 2 million cases every year. 3. There are 2.000... and... employed by the CPS. 4. The Police investigates a... and passes the papers to the... 5. A Crown... decides whether or not to go ahead with the case. 6. If there is not enough..., the case will be stopped there. 7. Some of the public interest factors are... when deciding to prosecute. 8. Crown Prosecutors think very carefully about the interests of the... of the crime. 9. "Summary only" offences include minor motoring... and disorderly.... 10. "Either way" offences include all cases of... and some categories of... 11. "Either way" offences may be tried in either the... or in the Crown Court. 12. "Indictable only" offences must always be heard in the.... 13. All... cases start in the magistrates' courts. 14. The powers of police cover: the searching of... and... of property; identification of... detention, treatment and questioning.

**23. Find words and expressions in the text which mean:**

1. "The lawyer who has the right to speak and argue as an advocate in higher law courts". 2. "Anything that gives reason for believing something that makes clear or proves something". 3. "Violent and sudden attack". 4. "The lawyer who prepares legal documents, e.g. wills, sale of land or buildings, advises clients on legal matters and speaks on their behalf in lower courts". 5. "Taking possession of property, etc. by law". 6. "Unlawful killing of a human being on рифове". 7. "Commit the crime of forcing sexual intercourse on an unwilling person".

**24. Complete the following text by translating the words and expressions in brackets.**

The police were investigating a series of (крадіжки) in the Westhampton area. A man and a woman were (під підозрою) of the crimes, but there was not enough (доказ) to (арештувати) them. Then one night during a burglary the (потерпілі) woke up while the (злочинці) were still in the house. They found the (грабіжники) in the sitting-room stealing the TV and DVD player. The burglars escaped through the window leaving behind a black bag containing all their equipment covered in (відбитки пальців). The next day Samuel and Felicity Jones were (заарештовані) by Westhampton police and were charged with the crime of (навмисна крадіжка зі зламуванням). The Jones were (засуджені) to two years' (тюремне ув'язнення).

**25. Match the following terms in the left-hand column with their definitions in the right-hand column. Give Ukrainian equivalents to them.**

- |                  |   |
|------------------|---|
| a) robber        | 1) a person who steals things secretly, usually without violence                          |
| b) thief         | 2) a person who breaks into a building by using force                                     |
| c) burglar       | 3) a soldier who runs away from the army  |
| d) house-breaker | 4) a person who enters a building during the hours of darkness in order to steal          |
| e) shop-lifter   |   |
| f) bigamist      | 5) a person who makes false money or signatures   |
| g) deserter      | 6) a person who betrays his or her country to another state                               |
| h) traitor       | 7) a person who steals from the shops   |
| i) forger        | 8) a person who steals something from a person or place, especially by violence or threat |
| j) hijacker      |   |
| k) smuggler      | 9) a person who marries illegally, being married already                                  |
| l) spy           | 10) a person who gets secret information from another country                             |
| m) kidnapper     | 11) a person who takes control of a plane by force and makes the pilot change course      |
| n) arsonist      |   |
| o) stowaway      | 12) someone who brings goods into a country illegally without paying a tax                |
| p) drug dealer   |   |
| q) accomplice    | 13) someone who takes away people by force and demands money for their return             |
| r) gangster      |   |
|                  | 14) a person who buys and sells drugs illegally   |
|                  | 15) a person who sets fire to property illegally  |
|                  | 16) a person who helps a criminal in a criminal act                                       |
|                  | 17) someone who hides on a ship or plane to get a free journey                            |
|                  | 18) a member of a criminal group  |

**26. Define the kinds of crime which were committed in each case described below. Use the following words as prompts: drug smuggling, hijacking, pick pocketing, assault, armed robbery, shop-lifting, kidnapping, mugging, murder, drunken driving, fraud, arson, theft, parking offence.**

1. They broke the window of his car and stole the SatNav system.
2. They sold paintings that they knew weren't genuine masterpieces.
3. They illegally carried drugs into another country.
4. They held a pistol at the pilot's head and he had to do what they said.
5. They set fire to the shop.
6. They took some things off the shelves and left the shop without paying for them.
7. They took away the rich man's son and asked for a lot of money for the boy's return.
8. They hit the man on the head as he was walking along the street and stole all his money and credit cards.
9. They took her purse out of her handbag in the crowded bus.
10. They murdered a man during a robbery.
11. They drove a car under the influence of drink.
12. They stole £ 1,000 from a bank by threatening someone with a gun.

13. They hurt a boy in a fight in a nightclub.
14. They parked a car in a no-parking zone.

**27. Read, translate into Ukrainian the following text about legal professions.**

**Solicitors and Barristers**

England is almost unique in having two different kinds of lawyers, with separate roles in the legal system. The two kinds of lawyers are solicitors and barristers. If a person has a legal problem, they will go and see a solicitor. Almost every town will have at least one. In fact there are at least 50,000 solicitors in Britain, and the number is increasing rapidly.

Many problems are dealt with exclusively by a solicitor. For instance, solicitors deal with relatively minor crimes and matrimonial matters, when needed, in Magistrates' Courts, the lowest Courts. They prepare the case and the evidence, and will generally present a case in Court.

In a civil action they can speak in the County Court, when the case is such as one of divorce or debts recovery. Tradition demands that in the County Court, a solicitor wears a black gown over their street clothes. A solicitor also deals with matters outside Court. They may act for the purchaser of a real estate property, a process known as "conveyancing", although many specialists without formal legal training compete for such business. Solicitors may write legal letters to attempt pre-trial settlements to be made, when legal arguments outside Court take place. If a computer program is insufficiently detailed to enable a will to be written, then a solicitor may construct a complex will (at a price!).

To qualify as a solicitor, a young man or woman, usually a Law graduate, joins a solicitor as a "clerk" and works for them while studying part time for the "Law Society" exams. Interestingly enough, it is not absolutely necessary to have a university degree. When all the necessary exams have been passed, an aspirant may then "practice", which means that cases may proceed under the control of the newly-qualified solicitor..

Barristers are effectively a lawyer one level higher than a solicitor. By being more expert in the interpretation of the Law, barristers are called on to advise on especially difficult issues. The barrister is also an expert in advocacy, the art of presenting cases to a Court. Indeed, anyone needing representation in a higher court should use a barrister, with one or two exceptions.

Barristers are rather remote figures. If you need one, for instance, you never see them without your solicitor being with you. Barristers do not have public offices but are located in what are known as 'chambers', a high percentage of which are in London.

They all belong to institutions called

Inns of Court, which are ancient organizations rather like exclusive clubs. In many ways the remoteness they have and, the job they do, are medieval in conception.

To qualify as a barrister you have to take the examinations of the Bar Council. These are different from solicitors' examinations. There are over 5,000 barristers in England. Only barristers can become judges in English Court higher than a Magistrates' Court. Barristers are also part of the legal system in South Africa and New South Wales (Australia).

**28. Retell the following text by answering the questions below:**

- 1) What is almost unique about the English legal system?
- 2) What kind of problems does a solicitor deal with?
- 3) How do you qualify as a solicitor?
- 4) What are barristers especial experts in?
- 5) When must you have a barrister?
- 6) What reasons are there for saying a barrister is rather remote?

**29. Complete the following text by translating the words and expressions in brackets.**

Most criminal trials take place in a (магістратському суді). Magistrates listen to all the (показання свідків) and decide whether the person accused of the crime is (винен) or not. If the defendant is found guilty, the magistrates usually decide on the (вирок). The magistrates are normally three Justices of the Peace chosen from the community. In court there will also be a solicitor who argues for (обвинувачуваний).

The more serious cases are dealt with in the (суд Корони) in front of a judge. A (суд присяжних) of twelve men and women who are ordinary members of the public decide whether the defendant is guilty or not. The (суддя) will decide on a sentence. Judges and other (юристи) who speak in Crown Courts wear black gowns and wigs. In Crown Courts there are two (адвокати) instead of solicitors, one arguing for the prosecution and the other for the defendant.

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

**Subject Vocabulary**

Law enforcement, judicial system, penitentiary system, military police, police station, railway police, judicial murder, judicial proceedings, false imprisonment, deterrence, deterrent, capital punishment, corporal punishment, incapacitation, rehabilitation, execution, Anti-Social Behaviour Order, a defendant, the European Court of justice, death penalty, the onus on law, criminal (penal) law, law of civil procedure, precedent, affront to society, undeniable proof, best endeavour, cut-outs of police cars, bobby on the beat, law abiding citizens, the Bar Council, advocacy

to set and maintain order, to deviate, to enforce the judgement, to reprimand, to transgress, to cure offenders, to suffer for crimes, fines, to commit misdemeanour, to issue laws, to be proved guilty, to decide on vindication, to impose sanctions for the crime, to acquit, to be sued for negligence, to infringe duty, to trespass, to be jailed

culprit, perpetrator, offender, wrongdoer, criminal, villain, thug, outlaw, robber, thief, pick-pocket, burglar, shop-lifter, bigamist, deserter, traitor, forger, hijacker, smuggler, spy, kidnapper, drug dealer, terrorist, arsonist, accomplice, stowaway, murderer, gangster, a transgressor, a lawbreaker

drug smuggling, hijacking, pick-pocketing, assault, armed robbery, shop-lifting, kidnapping, mugging, murder, drunken driving, fraud, arson, theft, parking offence, felony, misdemeanour, man-slaughter, burglary, slander, libel, defamation, abuse of power, embezzlement, perjury, bribery, tort, a breach of duty, nuisance

a lawyer, Chief justice, a magistrate, a solicitor, a barrister, a juror, a judge, a coroner, jury, an attorney, a prosecutor, a clerk of the court, an ambulance-chaser  
the Magistrates' Court, the Crown Court, the Court of Appeal, district court, the Supreme Court of Ukraine.

**31. Reinforce your knowledge of the vocabulary of the Section by quickly giving English equivalents to the following words and expressions.**

Правосуддя, правозастосування, голова Верховного Суду в США, розгляд у судовому порядку, судова система, виправна система, ухвалення смертного вироку невинному, незаконне позбавлення волі, виправний заклад, запобігання злочину, страта, тілесне покарання, обмеження правоздатності, відхилення, апеляційний суд, Верховний Суд, районний суд, Європейський суд з прав людини, тягар доказу, Кримінальний кодекс, судові прецеденти, законодавець, законослухняні громадяни, кримінальне право, виправдання, підсудний, порушення прав, найкращі намагання, порушення громадського порядку, порушення громадянських прав, муляжі поліцейських машин, правопорушник, підозрюваний, засуджений, обвинувачуваний, незаперечний доказ, цивільне право, колегія адвокатів, судовий захист, тяжба, фінансове відшкодування, арбітражний суд;

встановлювати та підтримувати порядок, порушувати закон, накладати дисциплінарне стягнення, здійснити правопорушення, звинувачувати у судовому порядку, дотримуватися закону, звертатися до суду, притягати когось до суду, виправдовувати когось, бути ув'язненим, бути засудженим;

зłodій, грабіжник, кишеньковий зłodій, нічний зłodій, магазинний зłodій, двошлюбник, злочинець, дезертир, зрадник, угонщик літаків, підробник грошей, контрабандист, шпигун, викрадач людей, наркоділець, терорист, підпалювач, співучасник злочину, безбілетний пасажир, вбивця, гангстер;

хуліганство, порушення правил паркування, керування транспортним засобом у нетверезому стані, нетяжкі злочини, злочини середньої тяжкості, особливо тяжкі злочини, цивільне правопорушення, розповсюдження неправдивої інформації, усна обмова, письмовий наклеп, шантаж, зловживання владою, хабарництво, розтрата, лжесвідчення, ненавмисне вбивство, напад, згвалтування;

юрист, магістрат, суддя, прокурор, адвокат, помічник адвоката, член суду присяжних, слідчий у справах про вбивство у Великій Британії; юрист, що веде справи потерпілих у транспортних аваріях.

**32. Translate the following sentences into English using active vocabulary.**

Голова Верховного Суду США зробив усе від нього залежне, щоб забезпечити об'єктивний та неупереджений розгляд кримінальної справи щодо контрабанди наркотиків. 2. Вбивство, ненавмисне вбивство та згвалтування належать до особливо тяжких злочинів. 3. До основних обов'язків поліції у Великій Британії належить захист життя та власності громадян, запобігання злочину та розшук злочинців. 4. Ухвалення смертного вироку невинному – це дуже серйозна суддівська помилка, яку не повинен допускати кваліфікований суддя. 5. Шевченківський районний суд виніс вирок підсудному про термін ув'язнення на 5

років, хоча в апеляційному суді було доведено, що це незаконне позбавлення волі. 6. Виправним установам у США приділяється належна увага, адже вони добре фінансуються урядом. 7. Запобігання злочину, покарання, обмеження правоздатності, реабілітація колишніх злочинців – це важливі чинники правової системи будь-якої країни. 8. Відповідно до Кримінального та Цивільного кодексів України існують різні види покарань: штраф, дисциплінарне стягнення, ув'язнення, умовне покарання. 9. Обмеження правоздатності або дієздатності громадянина може набрати чинності тільки після ухвали суду. 10. Цілком зрозуміло, що реабілітація колишніх злочинців після їх звільнення вимагає неабияких зусиль від них самих та допомоги з боку правоохоронних органів. 11. Командир військової частини може оголошувати догану, накладати дисциплінарне стягнення на порушників військового статуту без розгляду таких справ на засіданні військового суду. 12. Терористи порушили закон, і вони повинні понести суворе покарання відповідно до Кримінального кодексу України. 13. Злочинця, що скоїв пограбування банку з використанням зброї, було затримано міліцією на місці злочину. 14. Верховний Суд України після розгляду справи визнав підсудного невинним, скасував рішення обласного суду, і тому він був звільнений з під варти у залі суду. 15. Тягар доказу – це дуже важливий аргумент для прокурора у ході розслідування кримінальних справ та підготовки матеріалів до суду. 16. Злочинці та правопорушники знаходять багато способів, як не дотримуватися виконання законів та ухилятися від покарання. 17. Європейський суд з прав людини, розглянувши судову справу “Петренко проти України”, оскаржив рішення обласного суду, задовольнив позовні вимоги заявника та виправдав підсудного. 18. Нетяжкі злочини та злочини середньої тяжкості розглядаються на засіданні магістратського суду відповідно до чинного законодавства Великої Британії. 19. За розповсюдження неправдивої інформації - усну обмову або письмовий наклеп – громадян України може бути притягнуто до кримінальної відповідальності. 20. Порушення прав громадян України змушує їх звертатися до Європейського суду з прав людини.

### **GRAMMAR REVIEW POINT:**

#### **Subjunctive Mood and Conditionals**

**1. Choose from these verbs to complete the sentences, using each verb once only: catch, fail like, know, win, understand.**

1. If the police ... him, he would spend at least five years in prison. 2. If they ... to reach their target, the order will be lost. 3. If I ... how to contact Mike, I'd get in touch with him today. 4. If she ... the next four races, she would be world champion. 5. If I... how it worked, I'd explain it to you. 6. If you ... his first film, I'm sure you'd enjoy this one, too.

**2. Underline the correct phrase. If either is possible, underline them both.**

1. Unless it had been / if it hadn't been for my friends, I wouldn't have got the job. 2. You'll be really sorry unless you take / if you don't take the opportunity. 3. Unless we cut / If we don't cut resource use and waste, we face a decline in the quality of our lives.



4. The workers have threatened to go on strike unless they are given /if they're not given a pay rise. 5. Unless we hear from you / If we don't hear from you we'll expect you around 12.30. 6. I must get on with my work - unless you want / if you don't want to help me. 7. The club will have to close unless we can attract / if we can't attract more members. 8. He wouldn't have failed his exams unless he had / if he hadn't been ill. 9. What will you do unless you go / if you don't go away for the weekend?

**3. Read the sentences and say how the problems of Yulia's day could/might have been avoided, as in the example.**

Example: If Yulia hadn't forgotten to set the alarm on her mobile phone, she wouldn't have overslept.

Yulia left her mobile phone in her jacket and so forgot to set the alarm function. She overslept. She left her briefcase at home and had to return to get it. She was listening to her iPod and didn't hear the bus approach and had to look for a taxi. She couldn't find a taxi, so she walked all the way to the office. It was raining and she's forgotten her umbrella, so got very wet. She was two hours late and her clients were upset.

**4. Put the verbs in brackets into the correct tense.**

1. A: Did you know that Abigail was coming to town? B: No, I didn't. If I ... (**know**), I... (**tell**) you. 2. A: Will you call me when you arrive in Toronto? B: If I... (**not/ arrive**) too late, I... (**call**) you. 3. A: I have been having a lot of headaches lately. B: If I ... (**be**) you, I... (**have**) my eyes checked. Maybe you need glasses. 4. A: Dad, will you drive me to school today? B: Provided that you ... (**be**) ready by 8:00, I ... (**drive**) you. 5. A: Excuse me, can you please tell me where the TGI Friday's Restaurant is? B: If you ... (**take**) a left turn at the next set of lights, you ... (**see**) it on your right. 6. A: I'd like a ticket for the film, please. B: Unless you ... (**be**) 18 years old or older, I ... (**not/let**) you into the cinema. 7. A: Sarah and I are going to Venezuela next month. B: Aren't you lucky! When you ... (**go**) there ... (**not/miss**) Angel Falls. It's the highest waterfall in the world. 8. A: It's unfortunate that Joshua couldn't come to my party. B: I know. If he ... (**finish**) work earlier, he ... (**come**). 9. A: Mum, can we visit the zoo this afternoon? B: So long as you ... (**eat**) all your lunch, we ... (**visit**) the zoo. 10. A: Why are you so late? B: I'm sorry. If there ... (**not/be**) so much traffic on the road, I ... (**not/be**) so late. 11. A: Mum, I can't find my favourite jeans. B: If you ... (**put**) them away when you took them off last night, you ... (**know**) where to find them now. 12. A: I don't know where to find the information I need for my project. B: If I... (**be**) you, I... (**go**) to Wikipedia and get bibliographical references so that you know where to start searching in the library.

**5. Put the verbs in brackets into the correct tense.**

1. A: If only your mother ... (**stop**) yelling. B: I'll ask her to be quiet. 2. A: I wish Justin ... (**listen**) to my advice. B: You should try talking to him again. 3. A: I wish you ... (**pay**) more attention to your teacher's instructions yesterday. B: But I did. 4. A: If only we ... (**attend**) the performance of "Die Fledermaus" yesterday. B: We could go on Saturday if you like. 5. A: I wish I ... (**know**) how to cook. B: Don't worry, I'll teach you. 6. A: If only you ... (**be**) here! B: Don't worry, I'll be there tomorrow. 7. A: Will Harry

be going with you to Moldova? B: He wishes he ... **(come)**, but unfortunately he's very busy at the moment. 8. A: If only people ... **(not/throw)** their rubbish in the streets. B: Fortunately, the town council is setting up an anti-litter campaign next month. 9. A: I wish he ... **(explain)** exactly what he wants me to do every day. B: Why don't you ask him to be more clear? 10. A: I wish you ... **(help)** me with the housework more often. B: I'm sorry. I'll try to do so from now on. 11. A: I wish they ... **(study)** more. Their exams start soon. B: Don't worry. I'm sure everything will be fine. 12. A: If only I... **(not/forget)** to post that letter. B: Never mind. You can post it tomorrow instead.

**6. Translate the following sentences into English. Pay attention to using conditionals.**

1. Чому ви не звернулися до свого адвоката минулого тижня? Він міг би надати вам вичерпну консультацію. 2. Якщо виникне така потреба, вам доведеться ще раз зустрітися з помічником адвоката. Шкода, що ви не зайшли до адвокатської контори вчора. 3. “Якщо ви побачите судмедексперта, візьміть у нього всі необхідні документи для розгляду їх на засіданні суду,” - сказав районний прокурор своєму помічникові. 4. Якби картини не були такі відомі, було б набагато легше для крадіїв продати їх. 5. На вашому місці я б звернувся до магістрату, адже розгляд цієї цивільної справи входить до його компетенції. 6. Якби у міліції було достатньо доказів, вони б негайно заарештували всіх підозрюваних у скоєнні тяжкого злочину - озброєного пограбування. 7. Якщо засуджені до тюремного ув'язнення злочинці поведуться добре, вони можуть бути звільнені достроково. 8. Якби магазинний крадій не був таким жадібним, його б не затримав охоронець супермаркету. 9. Шкода, що королівський прокурор виніс занадто суворий вирок для цього підробника грошей. 10. Якби зібрані поліцією докази були більш вагомими, районному судді було б легше розглядати кримінальну справу щодо контрабанди наркотиків. 11. Якщо злочин скоєно проти офіцера поліції, він розглядається як особливо тяжкий вид злочину. 12. Якщо прокурор вважає, що недостатньо доказів, щоб розпочати процес звинувачення на судовому засідінні, в такому випадку кримінальна справа припиняється або відправляється на додаткове розслідування. 13. Якщо за рішенням суду підзахисний вважається невинним, він не може бути звинуваченим повторно за цей самий злочин. 14. Шкода, що поліцейським не вдалося затримати злодіїв-зломщиків на місці скоєння злочину. 15. Якщо злочини кваліфікуються як нетяжкі, наприклад, порушення правил паркування, в такому випадку справи можуть розглядатися у Магістратському суді. 16. Шкода, що угонщикам літака в Іспанії вдалося уникнути покарання. 17. Якби тільки судмедексперта могли зняти відбитки пальців грабіжників! 18. Якби тільки міліція затримала цього викрадача дітей! Адже він дуже небезпечний. 19. Тільки б йому вдалося знайти досвідченого адвоката! 20. Якщо звинувачуваний не погоджується з рішенням районного суду, справа може розглядатися в обласному або апеляційному суді. 21. Якби тільки завтра відбулося засідання суду у справах неповнолітніх! Адже Чарльзу довелося спеціально їхати з Ковентрі до Манчестера.

## *Test your knowledge of English*

Someone who in the UK is “**banged up**” is:

- a. beaten up b. in a car accident c. put in a jail cell d. making a lot of noise

If a British policeman catches you “**bang to rights**”. You are?

- a. in the act of committing an offence b. playing your car stereo too loudly  
c. not looking while crossing the road d. made unconscious

An American cop **gives you the Miranda**. You get:

- a. a hangover b. a blind date for the evening c. the warning when arrested d. a soft drink

When you’re visiting the UK and someone tries to “**blag**” you, they?

- a. write about you on the internet b. insult you c. compliment you d. try to obtain something by deception

An American “**grifter**” is a:

- a. hard worker b. confidence trickster or swindler c. construction worker d. bartender

## **READING 2**

### *Analytical reading and translation comments*

#### **1. Read the abstract about the author. Answer the following questions:**

1. Have you read anything by Ian Rankin? Have you seen any of the TV films about John Rebus based on Ian Rankin’s books? Do either of the Scottish actors John Hannah or Ken Stott (who play Rebus in the movies) look like the character as portrayed in this book?

2. What other British or American crime fiction writers do you know?

3. What particular books by them have you read?

4. Last year you read a text by Minette Walters. Do you remember the title of the book from which it was taken? What topic was it used for?

5. Did that text by M. Walters intrigue you enough to read her novels?

6. What basic differences have you noticed in American and British crime fiction?

7. What reasons might the authors of this textbook have in selecting this particular writer? Is it only connected to the topic of this lesson?

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

Grandeur, pandemonium, anonymous, the Hydra, ethereal, adulteress, itinerant, paedophile, acne, to burgeon, to deign, exhibitionist, petty, inexorable, innocuous, allotment, pervert, Job.

3. Analyze the following comments without looking at the text, then read the excerpt from *Knots and Crosses* by Ian Rankin. Answer the following questions, checking your general understanding of the text and the comments.

1. Where do the events take place in each bit of the excerpt?
2. Who is the principal protagonist of the novel and how senior is he?
3. Are police officers in Great Britain civilian or military, or paramilitary?
4. Where is this excerpt taken from? The beginning, the middle, or the end of the novel? Describe how you reach your point of view.
5. How many plotlines can you trace so far?
6. What is the case investigated by the police? Why is it so high-profile?
7. What important background information do we learn about John Rebus? Do you think it will be somehow related to the plot of the story and why?

### Comments

1. **Knots and Crosses.** The title is a word play on the children's game "noughts and crosses", which translates as "хрестики-нулики". The Americans call this game "tic-tac-toe" or "hugs and kisses". The title of the book itself may be translated as *Хрестики – вузлики*.

2. **(Police) officer.** In this context, an "officer" is someone who holds an office as a civil servant. It is not used as a designation of rank. *Співробітник (поліції)*.

3. **Detective Sergeant, Chief Inspector, Detective Chief Superintendent and Police Constable** are the four ranks of police mentioned specifically in the text. The complete list is below, reading from left to right as the seniority decreases. *Сержант поліції, старший інспектор поліції, головний суперінтендант поліції та констебль*.

4. **The Incident Room** is a focal point designated as the centre of enquiries related to a specific crime or series of related crimes. It may be an area of an open plan office, a separate room or whole building for extremely serious problems. *Центр розслідування певної справи*.

5. **The Inquiry Room** is a room set aside for interviews or interrogations. *Кімната для допитів*.

6. **A para.** A abbreviation for a paratrooper, a foot soldier who is dropped into a battle by parachute. *Десантник*.

7. **SAS.** The Special Air Services. *Повітряний спецназ*.

8. **A Special Assignments Group** is a team of the **SAS** allocated a particular duty. *Група для виконання певного завдання*.

9. **The MO files.** *Modus Operandi* is a Classical Latin phrase meaning 'method of operation'. This is the pattern of behaviour often used by one or more criminals. *Почерк злочинця*.

10. **Job.** This is a biblical character, who patiently accepts punishment. *бібл. Іов*.

11. **Outwith.** A Scottish dialect word meaning 'outside of, beyond.'

12. **The Lord Provost** is the head of a Scottish municipal corporation or burgh. Now used only as a courtesy title. *Лорд-провост, мер міста (в Шотландії)*.

## ***Text 2: Knots & Crosses***

By Ian Rankin

**Ian Rankin** (born 1960 in Fife, Scotland) is one of the best-selling crime writers of the United Kingdom, and one of the world's foremost writers in the genre. Rankin is best known for his Inspector Rebus novels, which are mostly set in Edinburgh. He was educated at Edinburgh University. Ian Rankin made history in 2002 when he received his OBE (Order of the British Empire) in the City Chambers in Edinburgh from the Lord Provost and not from the Queen at Buckingham Palace in London.

On the steps of the Great London Police Station in Edinburgh, John Rebus lit his last legitimate cigarette of the day before pushing open the imposing door and stepping inside.

The station was old, its floor dark and marbled. It had about it the fading grandeur of a dead aristocracy. It had character.

Rebus waved to the duty sergeant, who was tearing old pictures from the notice-board and pinning up new ones in their place. He climbed the great curving staircase to his office. Campbell was just leaving.

"Hello, John."

McGregor Campbell, a **Detective Sergeant** like Rebus, was donning coat and hat.

"What's the word, Mac? Is it going to be a busy night?" Rebus began checking the messages on his desk.

"I don't know about that, John, but I can tell you that it's been **pandemonium** in here today. There's a letter there for you from **the man himself**."

"Oh yes?" Rebus seemed preoccupied with another letter which he had just opened.

"Yes, John. Brace yourself. I think you're going to be transferred to that abduction case. Good luck to you. Well, I'm off to the pub. I want to catch the boxing on the BBC. I should be in time." Campbell checked his watch. "Yes, plenty of time. Is anything wrong, John?"

Rebus waved the now empty envelope at him.

"Who brought this in, Mac?"

*"I haven't the faintest, John. What is it?"*

"Another **crank** letter."

"Oh yes?" Campbell **sidled over** to Rebus's shoulder. He examined the typed note. "Looks like the same bloke, doesn't it?"

"Clever of you to notice that, Mac, seeing as it's the exact same message".

"What about the string?"

"Oh, it's here too." Rebus lifted a small piece of string from his desk. There was a simple knot tied in its middle.

"Queer bloody business". Campbell walked to the doorway. "See you tomorrow, John."

"Yes, yes, see you, Mac." Rebus paused until his friend had made his exit. "Oh, Mac!"

Campbell came back into the doorway.

"Yes?"

"Maxwell won the big fight," said Rebus, smiling.

"God, you're a bastard, Rebus."

Greeting his teeth, Campbell stalked out of the station.

“One of the **old school**,” Rebus said to himself. “Now, what possible enemies could I have?”

He studies the letter again, then checked the envelope. It was blank, save for his own name, unevenly typed. The note had been handed in, just like the other one. It was a queer bloody business right enough.

He walked back downstairs and headed for the desk.

“Jimmy?”

“Yes, John”.

“Have you seen this?” He showed the envelope to the desk sergeant.

“That?” The sergeant wrinkled not only his brow but, it seemed to Rebus, his whole face. Only forty years in the force could do that to a man, forty years of questions and puzzles and **crosses to bear**.

“It must have been put through the door, John. I found it myself on the floor just there.” He pointed vaguely in the direction of the station’s front door. “Is anything up?”

“Oh no, it’s nothing really. Thanks, Jimmy”.

But Rebus knew that he would be **niggled** all night by the arrival of this note, only days after he had received the first anonymous message. He studied the two letters at his desk. The work of an old typewriter, probably portable. The letter S about a millimetre higher than the other letters. The paper cheap, no watermark. The piece of string, tied in the middle, cut with a sharp knife or scissors. The message. The same typewritten message:

THERE ARE CLUES EVERY WHERE.

Fair enough; perhaps there were. It was the work of a crank, a kind of practical joke. But why him? It made no sense. Then the phone rang.

“Detective Sergeant Rebus?”

“Speaking”.

“Rebus, it’s **Chief Inspector** Anderson here. Have you received my note?”

Anderson. Bloody Anderson. That was all he needed. From one crank to another.

“Yes, sir,” said Rebus, holding the receiver under his chin tearing open the letter on his desk.

“Good. Can you be here in twenty minutes? The briefing will be in the Waverly Road **Incident Room**”.

“I’ll be there, sir”.

The phone went dead on Rebus as he read. It was true then, it was official. He was being transferred to an abduction case. God, what a life. He pushed the messages, envelopes and string into his jacket pocket, looking around the office in frustration. Who was kidding who? It would take him an act of God to get him to Waverly Road inside of half an hour. And when was he supposed to get round to finishing all his work? He had three cases coming to court and another dozen or so crying out for some paperwork before his memory of them faded entirely. That would be nice, actually, nice to just **erase** the lot of them. **Wipe-out**. He closed his eyes. He opened them again. The paperwork was still there, large as life. Useless. Always incomplete. No sooner had he finished with a case that another two or three appeared in its place. What was the name of that creature?

The Hydra, was it? That was what he was fighting. Every time he cut off a head, more popped into his in-tray. Coming back from a holiday was a nightmare.

And now they were giving him rocks to push up hills as well.

He looked to the ceiling.

“With God’s grace,” he whispered. Then he headed out to his car.

“Gentlemen, and, of course, ladies, thank you for being so quick to gather here. This will remain the centre of operations during the inquiry. Now, as you all know...”

**Detective Chief Superintendent** Wallace froze in mid-speech as **the Inquiry Room** door pushed itself open abruptly and John Rebus, all eyes turned towards him, entered the room. He looked about in embarrassment, smiled a hopeful but wasted apology towards the senior **officer**, and sat himself down on a chair nearest to the door.

“As I was saying”, continued the superintendent.

Rebus, rubbing at his forehead, studied the roomful of officers. He knew what the **old boy** would be saying, and right now the last thing he needed was a **pep-talk** of the old school. The room was packed. Many of them looked tired, as if they ’d been on the case for a while. The fresher, more attentive faces belonged to the **new boys**, some of them brought in from stations outwith the city. Two or three had notebooks and pencils at the ready, almost as if they were back in the school classroom. And at the front of the group, legs crossed, sat two women, peering up at Wallace, who was in full flight now, parading before the blackboard like some Shakespearean hero in a bad school play.

“Two deaths, then. Yes, deaths I’m afraid.” The room shivered expectantly. “The body of Samantha Adams, aged eleven, was found on a piece of waste ground **adjacent** to Haymarket Station at six o’clock this evening, and that of Mary Andrews at six-thirty on an **allotment** in the Oxfgangs district. There are officers at both locations, and at the end of this briefing more of you will be selected to join them.”

Rebus was noticing that the usual **pecking-order** was in play: inspectors near the front of the room, sergeants and the rest to the back. Even in the midst of murder, there is a pecking-order. The British Disease. And he was at the bottom of the pile, because he had arrived late. Another black mark against him on someone’s mental sheet.

He had always been one of the top men while he had been in the Army. He had been a **Para**. He had trained for **the SAS** and come out top of his class. He had been chosen for a **crack Special Assignments group**. He had his medal and his **commendations**. It had been a good time, and yet it had been the worst of times, too, a time of stress and deprivation, of deceit and brutality. And when he had left, the police had been reluctant to take him. He understood now that it was something to do with the pressure applied by the Army to get him the job that he wanted. Some people resented that, and they had thrown down banana skins ever since for him to slide on. But he had sidestepped their traps, had performed the job, and had **grudgingly** been given his commendations here also. But there was precious little promotion, and that had caused him to **say a few things out of line**, a few things that were always to be held against him. And then he had **cuffed** an unruly bastard one night in the cells. God forgive him, he had simply lost his head for a minute. There has been more trouble over that. Ah, but it was not a nice world this, not a nice world at all. It was an Old Testament land he found himself in, a land of barbarity and **retribution**.

“We will, of course, have more information for you to work on come tomorrow, after the **post-mortems**. But for the moment **I** think that will do. I’m going to hand you over to Chief Inspector Anderson, who will assign you to your tasks for the present.”

Rebus noticed that Jack Morton had nodded off in the corner and, if left unattended, would begin snoring soon. Rebus smiled, but the smile was short-lived, killed by a voice at the front of the room, the voice of Anderson. This was all Rebus needed. Anderson, the man at the centre of his out-of-line remarks. It felt for one sickening moment like predestination. Anderson was in charge. Anderson was **doling out** their tasks. Rebus reminded himself to stop praying. Perhaps if he stopped praying, God would take the hint and stop being such a bastard to one of his few believers on this near-godforsaken planet. “Gemmill and Hartley will be assigned to **door-to-door**”.

Well, thank God he’d not been landed with that one. There was only one thing worse than door-to-door...

“And for an initial check on **the MO files**, Detective Sergeants Morton and Rebus.”  
... and that was it.

Thank you, God, oh, thank you. That’s just what I wanted to do with my evening: read through the case histories of all the bloody **perverts** and **sex-offenders** in east central Scotland. You must really hate my guts. Am I **Job** or something? Is that it?

But there was no **ethereal** voice to be heard, no voice at all save that of the satanic, **leering** Anderson, whose fingers slowly turned the pages of the **roster**, his lips moist and full, his wife a known adulteress and his son – of all things - an itinerant poet. Rebus heaped curse after curse upon the shoulders of that **priggish**, stick-thin superior officer, then kicked Jack Morton’s leg and brought him snorting and **chaffing** into consciousness.

One of those nights.

\* \* \*

“One of those nights”, said Jack Morton.

The two men sat in silence for twenty minutes, **flicking** through the facts and fantasies of rapists, exhibitionists, pederasts, paedophiles, and **procurers**. Rebus felt his mouth filling with silt. It was as if he saw himself there, time after time after time, the self that **lurked** behind his everyday consciousness. His Mister Hyde by Robert Louis Stevenson, Edinburgh-born. He felt ashamed of his occasional erection: Doubtless Jack Morton had one too. It came with the territory, as did the revulsion, the loathing and the fascination.

Around them the station **whirled** in the business of the night. Men in **shirtsleeves** walked purposefully past their open door, the door of their assigned office, cut off from everyone else so that no one would be contaminated by their thoughts. Rebus paused for a moment to **reflect** that his own office back in Great London Road was in need of much of this equipment: the modem desk (**unwobbly**, with drawers that could be opened easily), the filing-cabinets (ditto), the drinks-dispenser just outside.

There were **carpets** even, rather than his own liver-red linoleum with its curled, dangerous edges. It was a palatable environment this in which to track down the odd pervert or killer.

“What exactly are we looking for, Jack?”



Morton snorted, threw down a slender brown file, looked at Rebus, shrugged his shoulders, and lit a cigarette.

“Garbage”, he said, picking up another folder, and whether or not it was meant as an answer Rebus was never to know.

“Detective Sergeant Rebus?”

A young **constable**, acne on his throat, cleanly-shaven, stood at the open door.

“Yes”.

“Message from the Chief, sir”.

He handed Rebus a folded piece of blue notepaper.

“Good news?” asked Morton.

“Oh, the best news, Jack, the very best news. Our boss sends us the following fraternal message: “Any **leads** from the files?” End of message”.

“Will there be any reply, sir?” asked the constable.

Rebus crumpled the note and tosses it into a new aluminium bin.

“Yes, son, there will be”, he said, “but I very much doubt whether you’d want to deliver it”.

Jack Morton, wiping ash from his tie, laughed.

**4. Study the following Vocabulary Notes, and then go through the text again. Translate it, paying especial attention to highlighted words and expressions.**

### **Vocabulary notes**

**1. Pandemonium, n.** Utter confusion, uproar, chaos – сум’яття, скандал, стовпотворіння, буча, справжнє пекло, e.g. Pandemonium broke out as they ran into the street, shouting.

*Syn.:* chaos – utter confusion, turmoil – a state of agitation or disturbance, riot – an unlawful gathering using violence, confusion – uncertainty, commotion – a noisy gathering in a state of confusion, disorder – a general term to describe lack of order.

**2. The man himself.** The boss, either literally or sarcastically. Sometimes abbreviated to just “himself”, especially in Ireland, where this expression is frequently used. Сам (тут – “начальник”), e.g. Go and tell Himself that the report’s ready.

**3. I haven’t the faintest.** A shortened form of saying “I haven’t the faintest clue (or idea)/I am bewildered.” Не маю жодної уяви.

**4. Crank, adj.** A commonly used colloquial term from the word’s meaning as ‘twisted’ or ‘bent’ – in this case providing abnormal pleasure from malicious behavior. Ненормальний, ексцентричний, e.g. Police officers are trained to recognize and ignore crank (telephone) calls.

**5. Sidle, v.** Move or go sideways, especially in an unobtrusive or timid manner – просуватися/підходити бочком або крадькома, e.g. The junior officer sidled up to his Chief Inspector during a break in the presentation.

**6. Old school.** In this case, meaning from a traditional institution, but more often used as a generic term to mean “traditional”, *перен.* Стара школа, стара гвардія, e.g. His old-school ideas were amusing to his granddaughter.

**7. Crosses to bear.** Problems, literally ‘weights to carry for a holy cause’. Хрест, який доводиться нести, e.g. She found her failure to graduate from university a difficult cross to bear throughout her career.

**8. Niggle, v.**

1) nag, cause slight but persistent annoyance, discomfort, or anxiety, complain, especially in a petty or trifling way – мучити, дратувати, чіплятися, e.g. I may niggle at some of their mistakes.

2) annoy, irritate, complain at, especially in a petty or trifling way – дратувати, e.g. Nothing niggles me more than cutting myself shaving.

**9. Erase, v.**

1) to rub out or obliterate something that is written, drawn or engraved, remove from in this way – стирати, підчищати, e.g. She used PhotoShop to erase her former boyfriend from the digital photo on her computer.

2) remove all traces of something from one’s memory or mind – *перен.* згладжувати, стирати/викреслювати (з пам’яті), e.g. I did my best to erase that night’s horror from my mind.

**10. Wipe-out, n.** Annihilation or destruction. Originally a surfing term: frequently when a wave breaks and the sea becomes flat but also at any time that a surfer falls off or is knocked off his surfboard. Знищення, стирання, e.g. The events of the previous week led to a wipe-out of several years of his career progress.

**11. Old boy.** A word play in this case – merely a positive description of a man, but could mean a school graduate, e.g. “Hello, old boy. How’s life treating you?” **New boy.** In this case a newcomer, but could mean literally the newest intake at a school. Новачок, e.g. The rookie was coming to terms with his role as the new boy on the team.

**12. Pep-talk, n.** A motivational talk. Накачка, e.g. The Managing Director gave a pep-talk to motivate the staff.

**13. Adjacent, adj.** Lying near to, adjoining. Суміжний, прилеглий, сусідній, e.g. There is a sushi restaurant adjacent to Bessarabka Market.

**14. Allotment, n.**

1) a share or portion of land assigned to a particular person or appropriated to a special purpose, especially a small portion of public land let out for cultivation – земельна ділянка, відведена під щось. e.g. He found it an immense source of satisfaction to grow marrows on his allotment.

2) the action of allotting or assigning as a share, apportionment, proceeds – розподіл, призначення, e.g. The thieves each received almost one million pounds as their allotment.

**15. Pecking-order.** Hierarchy. This comes from any organized society or group where the alpha eats before the beta, and so on – as in pigeons, wolves and people. Ієрархія, субординація, підлеглість, e.g. Chickens attack any other member of the flock that tries to eat before them if they are deemed lower in the pecking-order. With her promotion she was raised significantly in the pecking-order of her team.

**16. Crack group, colloq.** A specially-selected group of the best – відбірна/найкрутіша група/команда, e.g. The task force was comprised of a crack team hand-picked by the President. Cracking good – very good, the best. e.g. “This is cracking

good cheese, Grommit”.

**17. Commendation**, *n.* The action of commending, approval, recommendation – відзнака, подяка, похвала, схвалення, рекомендація, e.g. The officer received a commendation for her bravery during the terrorist siege.

**18. Grudgingly**, *adv.* In a grudging manner, with reluctance – неохоче, скупю, незадоволено. e.g. “Deceased” was the word most of the cops on the case had used – and grudgingly at that. (I. Rankin)

**Grudge**, *v.* Be unwilling to give, grant or allow (something) – жалкувати, шкодувати, e.g. He never grudged the time spent in showing his wares to non-buyers.

**19. Say a few things out of line**. To speak without authorization or just offensively. Говорити нахабні/неприпустимі речі, висловлюватися не за чином.

**20. Cuff**, *v.* To strike, especially with the open hand - дати ляпаса, e.g. He was used to the way his grandfather would cuff him whenever he swore.

**21. Retribution**, *n.* Return of a crime, injury, sin; punishment, vengeance; also supposed recompense in another life for one’s good or bad deeds in this world – відплата, віддяка, кара, помста, e.g. She hoped his retribution was to be reincarnation as a cockroach.

*Comb.*: divine retribution – кара небесна, a day of retribution – судний день.

**22. Post-mortem**, *n.* An examination of the body performed after death especially in order to determine the cause of death, an autopsy – розтин трупа, автопсія, e.g. No question that it was cyanide: the post-mortem established that.

**23. Dole out**, *phr.* Give out in small quantities, deal out sparingly – скупю видавати, видавати малими порціями, цідити по чайній ложці, e.g. At each meal he carefully doled out the food.

**24. Door-to-door**, *n., adj., adv.* The need to knock on all the doors in a neighbourhood in order to ask everyone if they may have relevant information to an enquiry. Also used in the context of salespeople. Опитування сусідів, e.g. After losing her job, she went selling books door-to-door to earn commission.

**25. Pervert**, *n.* A sexually twisted person. Збоченець. e.g. Lurking in the shadows by the sex shop, he looked every inch a pervert.

**26. Sex-offender**, *n.* A person guilty of a sex offence – особа, що скоїла статевий злочин, e.g. The local council was asked to keep a register of sex-offenders resident in its area.

**27. Ethereal**, *adj.*

1) heavenly, celestial – неземний, небесний, божественний, e.g. There was ethereal music playing quietly in the background.

2) resembling a spirit, impalpable, of unearthly delicacy and refinement – легкий, повітряний, неземний, безтілесний, нематеріальний, витончений, делікатний, e.g. People said how ethereal she’d grown to look, how spiritual. It was the smallest and the most ethereal bird.

**28. Flick**, *v.*

1) move or go quick with smart movements or vibrations, especially riffle or look rapidly through a book – блимати, мерехтити, проблискувати, дрижчати, тремтіти, тут: гортати сторінки, e.g. The porch lights flicked on and off. He flicked through the

notebook he always carried.

2) make a light stroke or movement (with a whip etc.) – злегка вдарити, клацнути (пальцем, батоном, вмикачем), шмагнути, стьобнути, e.g. Horse flick their tails to drive flies off. He flicked the TV on.

3) strike or propel lightly with something flexible – хльоскати, змахувати (пил, крихти), e.g. We were flicking each other with our towels. She flicked the remainders of dinner off the table with a tea towel.

**29. Leer, v.** Look sideways, gaze with a sly, malign, or lascivious expression – дивитися скося (хитро, злісно, хтиво), e.g. The woman was leered at by some men who looked her body up and down.

**30. Roster, n.** A list or plan showing the rotation of duties or leave for individuals or groups in any organisation, originally a military force – розклад (нарядів, вартувань), e.g. The police sergeant posted the duty roster for next week on the notice board.

**31. Priggish, adj.** Self-righteously correct, moralistic – самовдоволений, педантичний, e.g. Her priggish attitude to life continually irritated her colleagues.

**32. Chafe, v.** To physically irritate by repeated contact. Подразнювати, натирати, дратувати. The stiff collar of his new shirt was chafing and making him feel uncomfortable.

**33. Procurer, n.** A person who obtains something, especially one who obtains women for prostitution, a pimp – постачальник, звідник, сутенер, e.g. He loudly protested when the police officer decided he was a procurer and arrested him.

**Procurement, n.** The business process of purchasing, more often used to imply a large scale, volume or value. Постачання, e.g. The Foreign Minister was deeply involved in the nation's Arms Procurement policy.

**34. Lurk, v.**

1) be hidden, lie in ambush, conceal oneself – ховатися, причаїтися (в засідці), критися, схоронитися, e.g. Something was behind the oak tree, hidden, lurking. Scorpions lurk under loose stones.

2) escape notice, exist unobserved – залишатися непоміченим, e.g. Behind the imposing façade of former imperial splendour lurked defeat, poverty and fear.

**35. Whirl, v.**

1) move or cause to move in a circle or curve, especially rapidly or with force – крутити(ся), кружляти, закрутити, e.g. On the skating rink everybody was whirling round in vivid colours. When the wind rose my hat was whirled from my head.

2) revolve rapidly, spin round – обертатися, вертїтися, крутитися, e.g. He saw the snow whirling down in large flakes.

3) drive or travel fast (as if) in a wheeled vehicle, move along swiftly, rush, or sweep along – проноситися, нестися, летїти, мчати щосили, відвозити, відносити (вітром), e.g. I found myself being whirled through the suburbs in a huge limousine.

4) turn quickly to face in another direction – обернутися, e.g. She whirled quickly and stormed out of the room.

5) seem to spin round, be confused – бути в сум'ятті, крутитися в голові, e.g. So much had happened so quickly and it was all whirling around in her head.

**36. In shirtsleeves.** Wearing a shirt without a jacket, informally dressed. В одних

сорочках, e.g. As the evening wore on, all the uniformed constables took off their jackets and worked in shirtsleeves.

**37. Reflect, v.**

1) of a body or surface: send back (light, heat, sound etc.) – відбивати (тепло, звук, світло), e.g. The light of the moon reflected from the frozen snow.

2) of a mirror or other smooth or polished surface: give back or show an image (of a person or thing), mirror – віддзеркалювати(ся), давати відображення, e.g. She could see her own face twice reflected in his eyes.

3) *fig.* reproduce or display like a mirror – відображати, зображувати, e.g. An elected Government is expected to reflect the wishes of the electorate.

4) of an action, circumstance, etc.: cast or bring (dishonour, credit) on somebody – відбиватися (на репутації), кидати тінь, викликати підозри, шкодити (репутації), e.g. Her unfounded accusations reflected badly on her credibility.

5) consider, remind yourself, turn your thoughts back to something, say on reflection, utter as a spoken thought – подумати, нагадати собі, міркувати, розмірковувати, e.g. In the afternoons he used to reflect on Roman ruins or admire a village church. “It all sounds a bit crazy”, Yossarian reflected.

*Syn* (5): to consider – give mental attention, think over; to ponder – weigh mentally, consider carefully; to meditate – to lose yourself in your thoughts; to contemplate – view mentally, consider in a particular aspect; to brood – meditate especially moodily or resentfully.

**38. Unwobbly, adj.** Stable, non-shaky. Not a generally accepted word, used by I. Rankin for stylistic purposes. Такий, що не хитається, стабільний.

**Wobble, v.**

1) proceed unsteadily, sway from side to side – іти хитаючись, гойдатися, e.g. My new acquaintance, drunk, wobbled out of the lobby.

2) shake, quiver, vibrate or cause to do so – хитатися, дрижати, тремтіти (про голос, звук), e.g. The table wobbles where one leg is too short. Her knees wobbled as she was still weak. His belly wobbled as he ran for the bus.

*Syn.*: shake – tremble with physical infirmity or disease, cold, emotion, grasp and move (a person) to and fro; tremble – shake involuntary with a slight rapid motion; quiver – (of flesh) tremble, vibrate; rock – move gently to and fro; teeter – rock as if to overbalance or collapse, walk with difficulty but about to fall; totter – move unsteadily but continuing, swing up and down; sway – move slowly and rhythmically backwards and forwards; waver – show doubt, sway to and fro; quaver – (of a voice) vibrate, see-saw – move in a see-saw motion, *fig.* vary or swing rapidly.

**39. Carpet, n.** Being a false friend of a translator, the word means rather “ковролін” which represents wall-to-wall carpeting, whereas the word “килим” should be translated in most cases as “a rug”, e.g. They decided to replace the carpet in the lounge with parquet and a couple of strategically – placed rugs.

**40. Lead, n.**

1) direction given by going in front, example, precedent – керівництво, ініціатива, приклад, e.g. While everyone was undecided, she took the lead to the relief of all.

2) a guiding indication, a clue to the solution of something – ключ (до розгадки

чогось), натяк, зачіпка, e.g. The police haven't a single lead.

3) the front or leading place; the position or function of leading, leadership – перше місце (в змаганні), першість, місце спереду, місце лідера, перевага, e.g. The black racehorse took the lead. Your candidate has a slight lead.

4) a cord, a strap (for leading a dog) – прив'язь, повід, поводок, e.g. It was a local bye-law that all dogs in the park had to be kept on a lead.

5) the first and often the most important item in a newspaper or media item – перше і наважливіше повідомлення, передова стаття, e.g. The editor decided to give the story, about the prisoner's escape, the lead at literally the last moment.

6) the principal part in a play, a person who plays it – головна роль, виконавець головної ролі. e.g. She refused to act in the play unless she was given the lead.

*Comb.:* lead story – передова стаття, lead time - період освоєння нової продукції.

### **5. Answer the following question to the text, checking your deeper understanding of it.**

1. Does John Rebus strike you as a highly effective and intelligent detective? Explain your viewpoint.

2. Describe the career of John Rebus in the police. Did he achieve a lot? Which of his personal characteristics helped or did not help him in this? What specific idioms were used by the author to describe John's career?

3. Describe John's attitude to his colleagues, superiors, and subordinates? How does it characterise him? Prove your viewpoint with quotations from the text.

4. Does the author like his main protagonist or not? Prove it.

5. What do you think the crank who wrote the letter meant by "There are clues everywhere?" Did Rebus have any idea about what was happening?

6. What is called the "British disease"? Explain your general understanding of it and how this "disease" worked at the meeting in the Inquiry Room? Is the author critic or approving of it?

7. What specific information do we learn about police work in Scotland? Their hierarchy, routines etc?

8. Why does John Rebus in his inner speech often remember God? Is it because he is very religious? Explain the rhetorical question "Am I Job or something?" in the inner monologue of John Rebus.

9. What in your opinion did Jack Morton call "Garbage" when doing the fde work?

10. What are the other characters described in this excerpt? Are they equally important to the plot? Which of them are in secondary roles and which are brief appearances?

11. What specific tasks were Morton and Rebus assigned to? Was it a good option from their viewpoint? What is the author's attitude to this aspect of detective work?

12. How do you envisage an Edinburgh police station? Compare it to your perception of a Kyiv militia station.

### **6. Comment on the quotations about the main protagonist of the novel by J. Kingston Pierce, a crime fiction editor of January Magazine, and A. Haponiev, one of the authors of this textbook. Do you agree with them? Can we judge based on the given**

**excerpt? How do these quotes refer to the famous saying that “to err is human”?**

Do you think the main character is positive or negative and why? Many people feel empathy towards John Rebus. Give your reasons why. Do you yourself like the main character?

“What makes Rankin’s Rebus tales so appealing is their distinctly unappealing main protagonist. John Rebus is cynical, antisocial and full of barely repressed anger, a policeman who harbours animosities and makes terrible blunders out of impatience. Yet he is also an attentive observer and a relentless investigator who eventually manages to restore order to the frequent disorder that rules Edinburgh’s medieval-flavoured streets.”  
(J. Kingston Pierce)

“John Rebus is flawed and sometimes weak and lazy. He may be right more by luck than as the result of deductive logic. His inspired hunches may be wrong often as not, unlike so many heroes in fiction who may have a series of blinding flashes of inspiration as the plot develops and may never once be wrong throughout the story.”  
(A. Haponiev)

**7. Give a short précis of the excerpt and present it in class.**

**8. What genre does this text belong to? When answering the question consider the following two quotes:**

“When the first Rebus novel, *Knots & Crosses*, was published [in 1987] and it went onto the Mystery shelves in bookstores, I was appalled! I thought, here I am doing a Ph.D., and I’m going to be a professor of English... and *I’ve written a whodunit*. ... I used to go into bookstores and I’d take [copies of] my book off the Crime Fiction shelves and put them in with Scottish Fiction.”

(Ian Rankin)

“Ian Rankin has used the platform of “detective fiction” to write about people and society, more so than the deductive process of solving crimes. Rebus may sometimes drink too much in a pub instead of doing his job, but in doing so he meets a wide range of characters, often incidental to the plot. An old lady or a student that Rebus may come across become more important than some detail of a gun or forensic science, beloved of many other authors. The reader may finish an Ian Rankin book without having learnt much new about criminal investigation, but will have been involved in sociological and psychological drama in today’s Britain. Students of the English Language can only be enriched by better understanding not only the words, but the culture they were used in.”

(Alex Haponiev)

**9. Analyze the author’s style, using the following points as prompts.**

1. The prevailing form of the text is: narration, description, dialogue, flashback?
2. Comment on the title of the book. Is there a stylistic device in it?
3. Comment on the main protagonist’s name. Is the choice accidental? What is the general term for this sort of names? How do we usually translate such names?
4. Is Ian Rankin a highly technical writer or not? Do you think that is good or bad? Give examples of police-related terminology.
5. An author may be a wordsmith or a storyteller or a combination of the two. Give your opinion as to the blend evident in Ian Rankin’s style.

6. Being linguists, explain why the author's language feels so rich and colourful. Give examples. Consider the following:

- a) stylistic devices.
- b) colloquial speech, but not much slang.
- c) a good ear for mannerisms of different people.

7. Comment on the use of syntactic stylistic devices in the text. What purpose do they serve?

**10. Analyze the use of metaphor, epithet, simile and personification in the following sentences. Are there any trite ones? Translate the sentences into elegant Ukrainian in writing, paying especial attention to the translation of stylistic devices.**

1. "The station was old, its floor dark and marbled. It had about it the fading grandeur of a dead aristocracy. It had character."

2. "The phone went dead on Rebus as he read".

3. "Detective Chief Superintendent Wallace froze in mid-speech ..."

4. "At the front of the group ... sat two women, peering up at Wallace, who was in full flight now, parading before the blackboard like some Shakespearian hero in a bad school play."

5. "Rebus was noticing that the usual pecking-order was in play..."

6. "Some people resented that, and they had thrown down banana skins ever since for him to slide on. But he had sidestepped their traps, had performed the job, and had grudgingly been given commendations here also."

7. "Rebus heaped curse after curse upon the shoulders of that priggish, stick-thin superior officer ... "

8. "Rebus felt his mouth filling with silt. "

9. "Around them the station whirled in the business of the night".

10. "Men in shirtsleeves walked purposefully past their open door, the door of their assigned office, cut off from everyone else so that no one would be contaminated by their thoughts."

11. "It was a very palatable environment this, in which to track down the odd pervert or killer."

**11. Additionally, find the examples of hyperbole, allusion, epithet and simile in the sentences below. Translate them into elegant Ukrainian in writing. What is similar in most cases of allusion?**

1. .. I can tell you that it's been pandemonium in here today."

2. "Only forty years in the force could do that to a man, forty years of questions and puzzles and crosses to bear".

3. "It would take him an act of God to get him to Waverley Road inside of half an hour".

4. "He had three cases coming to court and another dozen or so crying out for some paper work before the memory of them faded entirely .... The paper work was still there, large as life. Useless. Always incomplete. No sooner had he finished with a case than another two or three appeared in its place. What was the name of that creature? The



Hydra, was it? That was what he was fighting. Every time he cut off a head, more popped into his in-tray”.

5. “And now they were giving him rocks to pushup hills as well.”

6. “But it was not a nice world this, not a niceworld at all. It was an Old Testament land that he found himself in, a land of barbarity and retribution.”

7. “But there was no ethereal voice to be heard, no voice at all save that satanic, leering Anderson....”

8. “It was as if he saw himself there, time after time after time, the self that lurked behind his everyday consciousness. His Mister Hyde by Louis Stevenson, Edinburgh-born.”

**12. Find the instances of irony in the text.**

**13. An Edinburgh author and highly-noted predecessor of Rankin’s who also wrote books generally classified as “detective” fiction is Sir Arthur Conan Doyle. Compare and contrast their styles.**

## VOCABULARY PRACTICE 2

**14. Translate the following words and expressions, as they were used in the text. Select from the words below those that are colloquial.**

An imposing door, a legitimate cigarette, fading grandeur, marbled floor, to don coat and hat, pandemonium, to sidle, a bloke, to stalk out of the room.

save for, to wrinkle your brow, inside of half an hour, to erase, to parade, a crank, queer bloody business, blank, a portable typewriter, a clue, a practical joke, water-marks, to smile an apology, embarrassment, a pep-talk, waste ground, adjacent, pecking order, commendation, to resent, a retribution, an itinerant poet, priggish, to snort, to chaff, to flick, silt, revulsion, loathing, fascination, to whirl, in shirtsleeves, to contaminate, fraternal, inexorable, to peer at somebody, an old boy, stress and deprivation, deceit and brutality, an unruly bastard, come tomorrow, to be left unattended, to nod off, a short-lived smile, a sickening moment, predestination, stick-thin inspector, palatable environment.

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

1. He took a last drag on the cigarette and *flicked* the butt on to the roadway. 2. As she picked up the phone, there was only heavy breathing. Another *crank* call. 3. Her body language as she *sidled up* to her brother clearly showed that she wanted a favour doing. 4. Its substantial grounds - including an *adjacent* golf course – gave plenty of privacy. 5. The council’s plan to allow a building development on the pensioners’ *allotments* caused an uproar. 6. He read a book about the social *pecking order* in the ancient Roman world. 7. As she left for work, she had a *niggling* feeling that she’d forgotten something. 8. Towards the end of the evening *the niggle* of her bruised knee began to really worry her. 9. The Tartar-Mongol hordes *erased* much of Rus. 10. He decided *to erase* his worries

and entered the meeting with an optimistic air. 11. Even the best surfers suffer *a wipeout* regularly. 12. That was a *cracking good* performance. 13. The star student received a public *commendation* from the principal. 14. After his stroke, his expression all too often seemed *to leer*. 15. Having been *priggish* for so many years, suddenly he became downright outrageous. 16. He realised just how much weight he'd put on when his thighs began *to chaff* while he went for a stroll. 17. Some families seem *to hold a grudge* for years. 18. The lioness gave an almighty *cuff* to her cub who was chewing her tail. 19. The USA has a foreign policy of *retribution* for any alleged terrorist action. 20. After all the care and affection they'd *doled out* on her, she needed to rebel. 21. In the summer heat, wearing a suit was too difficult and all the men in the office were *in their shirtsleeves*.

**16. Give synonyms for the following set expressions and idioms from the text and translate them into Ukrainian. Use the following expressions in the sentences of your own.**

To grit your teeth, to be in full flight, to say things out of line, to go dead on somebody (про телефон), to hand somebody over to somebody, to be in charge, to brace yourself, to be off, to come with the territory, to be in play, a pecking order, to come out top of your class, a black mark on someone's mental sheet, to throw down banana skins, to sidestep traps, to hold things against somebody, to be landed with something, to heap curse after curse on someone, to bring somebody into consciousness, the memory faded.

**17. Find the best Ukrainian equivalents for the following police-related terminology from the text:**

A centre of operations, an inquiry room, a senior officer, a Chief Inspector, a Detective Inspector, cases coming to court, to be in the cells, an inquiry, a duty sergeant, a superintendent, a post-mortem, an abduction case, to assign tasks, to dole out tasks, a door-to-door, a case history, a pervert, a sex-offender, a roster, evidence, a rapist, an exhibitionist, a pederast, a paedophile, to track down a killer, a constable, a lead, police stations outwith the city (*dial.*), to move somebody to a case, to be transferred to a case.

**18. Translate the following Ukrainian expressions using the vocabulary of the text:**

Черговий сержант	Тримати олівець наготові	Відповідати
Пришпилити малюнки на дошку	за щось	
Що нового?/ Що чути?	Ще та нічка	
Це лист від самого боса	Набратися відваги/зібратися з духом	
Щось трапилось?	Розпушити пір'я	
Хто кого розігрує?	Підставляти підніжки	
Отримати завдання	Сипати прокляття на чийось голову	
Відстежувати злочинця	Говорити нахабні речі	
Чорна цятка на репутації	Представники старої школи	
Бути визнаним найкращим	Зазирнути через плече	
Втратити контроль над собою	Летіти на всіх парах	
Обходити пастки	Бути частиною професії	
Дати ляпаса	Пригадувати комусь щось, мати проти	

**19. Find in the text words and expressions, including idiomatic ones, synonymous to the following:**

Destiny, to be in control, to give out tasks, to hate, travelling, informal hierarchy, a land parcel, to rub down, the elite group, reluctantly, to strike, heavenly, strange, smug, extremely thin, mesmerism.

**20. Give antonyms to the following words and expressions from the text:**

Unwobbly, palatable, fascination, imposing, to be preoccupied, revulsion, to contaminate, ethereal, reluctant.

**21. Form adjectives using the suffix *-ful* from the italicised words. Rewrite each sentence to use this word. Analyze different ways of how to translate these.**

1. When John Rebus entered being late, the *room* was full of officers. 2. She poured her cough medicine into a *spoon*. 3. His dazzlingly yellow shirt was as much as the *eye* could take. 4. Oliver Twist was given a small *bowl* of gruel. 5. When offered a sweet, Grace filled her *mouth*. 6. Her new dress was a *wonder*. 7. She was furious and filled his *ear* with a barrage of complaints. 8. He had some *hope* that there was still a piece of chocolate cake left. 9. Do you think that this biscuit tin could be of *use*? 10. Ruby was the only one who felt that the old bandura was a thing of *beauty*. 11. He found it extremely difficult to take the unruly child in *hand*. 12. He was carrying around with him a whole *bag* of problems.

**22. Insert the right word in the following sentences from the following list of synonyms: *pandemonium, chaos, confusion, disorder, turmoil, riot, commotion.***

1. The cops wore ... gear and laughed among themselves, swapping stories from previous engagements. (I. Rankin) 2. The ..., however, provided useful cover for James Corbyn to make his move. (I. Rankin) 3. ... theory often uses a butterfly's wings as an example. 4. After the death of his mother his emotions were in .... 5. There was some ... at the check-in desk that was soon put right. 6. The ... in his digestive system often gave him heartburn during the night. 7. When the stack of 500-hriven notes was blown out of the window, there was ... in the street below.

**23. Choose the best equivalent for the Ukrainian words in brackets from the following row of synonyms: *to reflect, to consider, to ponder, to meditate, to contemplate, to brood.***

1. Nothing except sit and (думати невесело), sinking beers and making an exit to the comer shop for an oven-ready dinner. 2. Having begun to learn to (займатися медитацією), he took up yoga. 3. He thought there was nothing better than to (споглядати) the universe on a full stomach. 4. He found it almost impossible to (весь час думати з жалем) over his stolen mobile phone. 5. She took a copy of the report home with her so that she could (розмірковувати) on it at leisure. 6. The alchemist sat at his bench, (зважувати) the array of substances before him. 7. She promised to (розглянути) all the options equally. 8. It wasn't easy to (розмірковувати) on such a complex set of thoughts.

**24. Fill in the correct preposition, if any is needed in the italicised phrasal verb. Translate the sentences into Ukrainian.**

1. She sidled ... from me and I didn't notice that she had left. 2. I opened the door and the cat sidled .... 3. A man sidled ... to me and offered to sell me some jewels. 4. Many celebrities hate how people continually sidle ... to them and ask how to break into show business. 5. They decided to head ... in the morning. 6. The police team were told to stalk... the drug dealer, waiting for the next deal. 7. After such a traumatic experience, his memories of the events were wiped .... 8. The cut... period for the quarter's sales figure was the last Monday in June. 9. The homosexual decided to come ... and make his sexuality public. 10. The young constable calmly asked the youth to hand ... the knife. 11. She stood in the queue of the cafeteria while the bored assistants doled ... unappetizing dishes. 12. The detective was furious to be landed ... what seemed to be a simple traffic offence. 13. While in the waiting room, she flicked ... an old magazine. 14. In disgust, she flicked ... the beetle that had just landed on her shoulder. 15. The secretary flicked ... the intercom to announce the visitor. 16. The pimp lurked ... the casino, hoping for some suddenly wealthy customers. 17. It was extremely difficult to track ... the missing car – a popular model in a popular colour.

**25. Translate the following Ukrainian sentences, paying especial attention to italicised words. Use the following row of synonyms: to wobble, shake, tremble, quiver, rock, totter, teeter, sway, quaver, see-saw, waver.**

1. Плине білий човник, хвилечка *колише*, хвилечка *гойдає*. (Л. Українка) 2. Тихі вітри *коливали* дзвоники, і вони дзвеніли і розливали в небі райські мотиви. (І. Нечуй-Левицький) 3. Дивлюсь – бреде він із школи сердитий, на товаришів ніякої уваги не звертає, *теліпає* сумкою з книжками. (О. Донченко) 4. Поміж другими й старий дяк *теліпає* головою. (П. Мирний) 5. Крім шуму бурі, що *термосила* могутніми кронами дуба, не чути було нічого. (І. Франко) 6. Земля і гори *здригалися* від вибухання бомб і снарядів. (В. Кучер) 7. Шура відчула, що вона перемерзла до кісток - все тіло на ній *теліпалося*. (О. Гончар) 8. Килина співала, поглядаючи на дівчат, і ставало їй добре, голос у неї *тремтів* від хвилювання. 9. Хо *трясе* бородою, сповняючи хату холодним вітром. (М. Коцюбинський) 10. Вже кілька днів його *трясла* малярія. (О. Гончар) 11. Обома руками він *теліпав* свого помічника, як грушу. (І. Франко) 12. Груба Берчиха *гойдала* дитину в колисці і плела панчохи. (М. Коцюбинський) 13. Високо в небі над Києвом *полощеться* знамено. (І. Цюпа) 14. Довго він *терся там 'явся*, поки зважився сказати про своє лихо. (П. Мирний) 15. Тепер Соломія *вагалась*, у якому напрямку йти. 16. Ватажок банди вдавав, що *тремтить*, але його згряя вже посунула назад. 17. *Потиснути* руку в цій ситуації було правильно. 18. Діти аж *тремтіли* від холоду. 19. Остап сидів незадоволений, *хитаючи* головою. 20. Холодець *колихався* в тарілці, поки Надійка несла його до столу. 21. Незнайомець *спотикаючись* пройшов кімнатою і впав. 22. Літня жінка ледь *плелася* вулицею, хитаючись з боку в бік. 23. Колеса мотоцикла почали *гуляти*, і водій не справився з управлінням.

**26. Replace the italicised words with their synonyms from the text. Choose from the following: lead, flick, lurk, whirl, reflect.**

1. On the second day of the investigation, there was a call to the incident room that turned out to be a significant *clue*. 2. The inspector *leafed through* the pages of the file. 3. Her head *was in a spin* as she kissed her new boyfriend goodbye. 4. The rottweiler slipped its *leash* and chased off after the fox. 5. After such a long day it was a pleasant opportunity to *took back* on the amazing events. 6. The local knew how to *guide* the tourists efficiently around the castle. 7. The defender *kicked* the ball delicately up the pitch to the striker. 8. The shirts *rolled around* in the washing machine at great speed. 9. She was appointed to *head* the investigation. 10. *The first item* in the news summary in the evening was about the capture of the infamous burglar. 11. The group of youths *hung around suspiciously* in the car park. 12. The traffic policemen stood *concealed* in the bushes. 13. He *spun round* suddenly as he heard footsteps behind him. 14. The newspapers announced that she was to be *the prima donna* in the new ballet. 15. He took *the initiative* and stood up to speak. 16. The essay *depicted* the anger of its author. 17. Rebus *looked quickly* through the interviews and background features. 18. After the 4-0 victory the South Yorkshire Police football team took *their place at the top* of the league table.

**27. Give as many Ukrainian equivalents, forming rows of synonyms, to the English words below. Use a dictionary of synonyms of the Ukrainian language.**

Crank, niggle, erase, reflect, whirl, wobble, lurk, priggish, flick, fascination.

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

1. В лавах ворога сталося замішання. (П. Панч) 2. “Сам” прислав мені сьогодні аж два листи електронною поштою. 3. “Вибачте”, – пробурмотів я і нишком забрався з кімнати. 4. “Де поділася справа, що лежала зранку на столі?” – “Не маю жодної уяви”. 5. Цей хрест тобі, можливо, доведеться нести все життя. 6. Думка про жінку, що проходила свідком у карній справі, та справжні мотиви злочину крутилася в голові слідчого вже не перший день. 7. Події тієї страшної ночі, коли сталося вбивство, було не так просто викреслити з пам’яті. 8. Деякі дрібнички, пов’язані з гостем, дратували хазяїна хижі дедалі більше. 9. Забудовники поклали око на суміжну земельну ділянку, яка звільнилася після зносу старих будівель. 10. Вчені спостерігали за тваринами не так довго, але, хто в зраї старший, а хто підлеглий, вже було зрозуміло. 11. Твої малюнки просто супер. 12. Неохоче свідок таки визнав, що бачив злочинця, хоч і побіжно. 13. Результати автопсії були підшиті до справи ще вчора. 14. Було очевидно деякі 'з засуджених не вірили в плату за гріхи та судний день. 15. Опитування сусідів доручили молодому оперативнику з відділу убивств. 16. До збоченців в місцях ув’язнення особливо негативне ставлення. 17. Та не жалій вже тих грошей, які витратив вчора не подумавши. 18. Поділ мерехтів сузір’ям дрібних вогників. (Ю. Смолич) 19. Між деревами гарно вирізьблювалися летючі постаті коней, блискала зброя, мальовничо промаював дорогий одяг. (П. Загребельний) 20. Ваша поведінка просто неприпустима: я мушу доповісти про все начальству. 21. Вся слідча група була

відзначена після розкриття гучного вбивства. 22. Я просто ненавиджу цю злісну та хитру посмішку, що ніколи не сповзає з його обличчя. 23. Не було ніякого сумніву, що на нашому горищі, в старих сітках переховувався шпигун. (Ю. Збанацький) 24. Знову повторюю: перекладів без жертв не буває. “Точно!” За цим словом приховується небезпека буквальності, або, як кажуть у нас, буквалізму. (М. Рильський) 25. Вітряк кружляв і кружляв, і здавалося, він ніколи не зупиниться. 26. Терпіти не можу цього самовдоволеного та зарозумілого Василя. 27. Покручуючи на вказівному пальці ключі, Петро з апатичним виглядом рушив на корівник. (М. Тарновський). 28. Головну роль у фільмі виконала мало відома широкій публіці акторка. 29. Сильний порив вітру поніс пожовкле листя. 30. Думки все крутилися в голові, а викласти їх на папері ніяк не виходило. 31. Долівка в наметі була встелена дорогими турецькими килимами. (І. Нечуй-Левицький) 32. Мова – і в дійових осіб, і всього викладу – в художньому творі повинна також точно відтворювати час і місце дії. (Ю. Смолич) 33. На хвилину задумалася хазяйка і про свою нещасливу долю. 34. Жодної зачіпки: з чого починати слідчі дії, було на початку зовсім незрозуміло.

**29. Enrich your vocabulary of police-related terminology by finding Ukrainian equivalents to italicised words and expressions in the following sentences from crime fiction. Define which of them are formal or neutral and which are conversational.**

1. The duty sergeant sighed as she was faced with another pile of *statements* and *formal statements* about the day's *petty crime*. 2. Some of the most noteworthy arrests were not exactly *conducted along "correct procedural lines"*. 3. Nowadays, Morton did not concern himself with headlines and *high-profile arrests*. 4. That rape was a *premeditated act*, committed by a bachelor of fifty. 5. He wrote to his wife all through his *incarceration*. 6. The judge took a more serious view as the defendant was a *repeat offender with a long record*. 7. Aged twenty, he'd been *locked away* on a fixed ten-year *stretch* for a vicious rape. 8. *Prints* of their shoes had been taken, for purposes of elimination, along with hair *samples*. 9. Ten minutes in a *cop-shop* and I'll know more about you than your own mother. 10. Under Scots law, two *pathologists* were needed to *corroborate* the result. 11. Some of the detectives would ask them to replicate the TV shows' most far-fetched *forensic techniques*. 12. *CID (Criminal Investigation Department)* leaks like a sieve. 13. The Merc had pulled to an abrupt stop beside one of the *Scene of Crime* vans. 14. He was under threat of being demoted from a senior detective to a simple *bobby on the beat*.

**30. Translate the following text about the British Police in English. Compare your translation with the original text. Comment on the differences and translation transformations that were applied.**

Британський поліцейський – добре відома фігура для будь-кого, хто хоч раз відвідав Велику Британію або дивився британське кіно. Поліцейських можна побачити в містах та містечках, де вони підтримують закон та порядок, по двох обходячи свою дільницю або об'їжджаючи її в спеціальних поліцейських автомобілях. Проте далеко не всі знають, що поліція в Британії побудована зовсім

не так, як у більшості інших країн, де існує національна поліція, контрольована центральним урядом. У Великій Британії немає національної структури, а є лише 52 обласні структури відповідно до адміністративного поділу країни.

У більшості країн поліцейські носять зброю. Для Британії це дуже незвична ситуація. Поліцейські, виконуючи свої щоденні обов'язки, як правило, не мають при собі вогнепальної зброї, хоча, звичайно, існують спеціальні підрозділи поліції, навчені застосовувати її в разі потреби. Їх викликають поліцейські в ситуаціях, коли така зброя була використана, наприклад, при зіткненні з терористами, в разі озброєних пограбувань тощо. Постійно носять зброю лише ті, що охороняють політиків і дипломатів та патрулюють аеропорти.

Всі співробітники поліції повинні показати певний рівень успішності в школі та коледжі, а також пройти спеціальну підготовку. Як і в армії, в поліції є декілька рангів для співробітників: головний констебль, заступник головного констебля, старший суперінтендант, старший інспектор, інспектор, сержант та констебль. Жінки складають приблизно 10 відсотків всіх працівників поліції. Кожна поліцейська структура має свій відділ кримінального розшуку. Його співробітники є слідчими і форму не носять.

Обов'язки поліцейської служби включають патрулювання найбільших аеропортів. Проте поліція не несе відповідальності за функціонування в'язниць, імміграцію, митні та акцизні операції. До обов'язків поліції входять:

- 1) охорона життя і власності громадян;
- 2) попередження злочинності та розшук злочинців;
- 3) збереження громадського спокою.

Ці принципи були прийняті до виконання всіма підрозділами поліції у Великій Британії.

У 1990 році Асоціація керівників поліцейської служби визначила мету своєї діяльності наступним чином:

“Метою діяльності поліції є захищати закон, запобігати злочинам, віддавати під суд тих, хто порушує закон, охороняти спокій королеви, захищати суспільство, допомагати громадськості та заспокоювати громадян. Ми повинні бути співчутливими, ввічливими і терплячими. Ми повинні діяти професійно, бути спокійними та стриманими перед лицем насильства і вдаватися тільки до тих дій, які є необхідними для виконання законних обов'язків. Ми повинні намагатися зменшувати страхи населення та відображати його пріоритети у своїх діях. Ми повинні реагувати на обґрунтовану критику та бути гнучкими до змін.”

### **31. Broaden your vocabulary on penal systems by reading the following text.**

#### **Present-day Penal Institutions**

Modern prisons are quite diverse, but it is possible to make some generalisations about them. In all but minimum-security prisons, the task of maintaining physical custody of the prisoners is usually given the highest priority and is likely to dominate all other concerns.

Barred cells and locked doors, periodic checking of cells, searches for contraband and detailed regulation of inmates' movements about the prison are all undertaken to prevent escapes.

In order to try to prevent any instances of theft, drug and alcohol use, violent assaults, rapes and other types of prison crime, the inmates are subjected to rules governing every aspect of life; these do much to give the social structure of the prison its authoritarian character.

The need to maintain security within prisons has prompted many countries to separate their penal institutions into categories of maximum, medium, and minimum security. Convicted offenders are assigned to a particular category on the basis of the seriousness or violent nature of their offence, the length of their sentence, their likelihood of escape and other considerations. Within a prison, the inmates are often classified into several categories and housed in corresponding cellblocks according to the security risk posed by each individual. Younger offenders are usually held in separate penal institutions that provide a stronger emphasis on treatment and correction.

Prisons generally succeed in the twin purposes of isolating the criminal from society and punishing him for his crime, but the higher goal of rehabilitation is not as easily attained. An offender's time in prison is usually reduced as a reward for good behaviour and conscientious performance at work. The privilege of receiving visits from family members and friends from the outside world exists in almost all penal systems.

**32. Find in the text above the English equivalents for the following words and expressions. Then translate the above text into Ukrainian.**

позбавлення особи волі за законом/утримання під вартою	скоротити термін ув'язнення
тюремна камера	тюрма з максимальною ізоляцією
ув'язнений	тюрма з мінімальною ізоляцією ув'язнених
напад з використанням насилля	тюрма з середнім ступенем ізоляції
злочин із застосуванням сили	втеча з тюрми
термін ув'язнення	тюремний корпус
перевиховання/реабілітація	карально-виправна установа
	засуджений злочинець

**33. Match the following English penal terms with their Ukrainian equivalents.**

a) penal system	1) "промислова" тюрма
b) prison breach	2) утікач з тюрми
c) closed prison	3) відбувати термін ув'язнення
d) prison industry centre	4) перевиховання або навчання ув'язнених
e) open prison	5) випустити на поруки
f) prison bars	6) втеча з-під варти/з тюрми
g) jailbreaker	7) тюремна камера
h) prison education	8) тюремні ґрати
i) prison lawyer	9) тюремний термін
j) prison term	10) тюремний юрист
k) prison cell	11) пенітенціарна система



- |  |   |
|--|---|
| l) to do your time (in prison)               | 12) тюрма закритого типу                        |
| m) prison camp (AmE)                         | 13) малолітній злочинець                        |
| n) probation/ community rehabilitation order | 14) тюрма відкритого типу (яка не охороняється) |
| o) prison warden (AngloE)                    | 15) наглядач                                    |
| p) to let out on bail                        | 16) умовне засудження                           |
| q) juvenile offender                         | 17) виправно-трудова колонія                    |

**34. Give rows of English synonyms, both formal and conversational, which you have learnt, to translate the following police terms:**

поліцейський  
 злочинець  
 насильник  
 ув'язнити  
 ув'язнений  
 термін ув'язнення  
 поліцейська дільниця  
 судмедексперт  
 перевиховання злочинця  
 втеча з тюрми  
 тюремна камера.

**35. Revise your knowledge of the vocabulary of the lesson by quickly giving Ukrainian equivalents to the following words and expressions**

### **Subject vocabulary**

Pandemonium, a wipe-out, an allotment, pecking-order, a crack group, commendation, retribution, a post-mortem, a door-to-door, a pervert, a sex-offender, a roster, a procurer, a lead, grandeur, a bloke, embarrassment, a pep-talk, silt, revulsion, loathing, deprivation, predestination, an inquiry, a police officer, a duty sergeant, an abduction, a case history, a rapist, a police station, a petty crime, incarceration, a repeat offender, a record, prints, samples, a cop-shop, a pathologist, a scene of crime, bobbies on the beat, a sentence, a penal institution, an inmate, a convicted criminal, a cell block, rehabilitation, breach of prison, prison breaker, a prison warden, a probation order, a prison keeper

To sidle, to niggle, to erase, to grudge, to cuff, to dole out, to flick, to leer, to chaff, to lurk, to whirl, to reflect, to wobble, to parade, to snort, to chaff, to track down, to move to a case, to come out top of something, to be landed with something, to be in custody, to lock somebody away, to reduce time in prison, to serve (do) one's time in prison, to let out on bail, grudgingly

Crank, adjacent, cracking good, ethereal, priggish, imposing, fading, legitimate, queer, blank, itinerant, inexorable, unruly, short-lived, sickening, stick-thin, palatable, premeditated, forensic, penal, barred CID (Criminal Investigation Department), MO

(Modus Operandi), DS (Déetective Sergeant), SC (Déetective Constable), DI (Déetective Inspector), SOCO (Scene of Crime Officer)

### **36. Reinforce your knowledge of the Ukrainien équivalents to the following words and expressions:**

Хаос, швидка усмішка, згасла велич, ділянка, ієрархія, нагорода, відплата, розтин тіла, опитування сусідів, збоченець, сексуальний злочинець, пустир, розклад нарядів, сутенер, зачіпка, велич, збентеження, карно-виправна установа, накачка, мул, відраза, нестатки, доля, розслідування, працівник поліції, портативна друкарська машинка, розіграш, водяні знаки, черговий сержант, викрадення, карна справа (папка або файл), насильник, поліцейський відділок, дрібний злочин, ув'язнення, рецидивіст, злочини, вчинені суб'єктом, відбитки, зразки, патологоанатом, місце злочину, дільничні інспектори, термін ув'язнення, карально-виправна установа, ув'язнений, засуджений, тюремний корпус, перевиховання злочинця, втеча з в'язниці, утікач, камера, умовне покарання, тюремний наглядач, строго за процедурою, спланований злочин, гучний арешт, криміналістичні методи.

Накинути пальто і капелюх, підходити крадькома, наморщити лоба, чіплятися (про думки), стирати, винувато посміхатися, жалкувати, кружляти, дати ляпаса, видавати дрібними порціями, недобре посміхатися, злегка вдарити, пильно дивитися, обурюватися, подразнювати, причаїтися, куняти, розмірковувати, колихатися, крокувати, хропти, вистежити, перекинути когось на іншу справу, оголосити переможцем, отримати якесь завдання, бути під вартою, ув'язнити, скоротити термін покарання, відбувати термін покарання, випустити на поруки, неохоче, за винятком, за півгодини.

Ненормальний, прилеглий, дуже гарний, неземний, самовдоволений, хиткий, вражаючий, законний, дивний, пустий, мандрівний, неблаганний, буйний, мимолітний, огидний, тонкий як палка, приємний на смак, запланований, за ґратами.

### **37. Translate the following text into English.**

У вересні Евеліна показувала мені містечко і все, що в ньому слід знаходити з першого разу: вокзал, пошту, банк. Про в'язницю не йшлося, але вийшло само собою. Я звернув увагу на довгий бетонний мур висотою зо три метри. На ньому було кілька дуже цікавих малюнків – людські профілі, птахи. Виявилось, що це роботи Пепперштейна. Евеліна сказала, що всередині їх більше, але побачити складно, бо всередині в'язниці.

Я відповів, що охоче виступлю в ній із читанням. Мене справді туди потягло: побачити, що це таке – швейцарські зеки. Та й роботи Пепперштейна подивитися, якщо вже вони там. Евеліна була в захваті від ідеї: «Вас так цікавить ця тема? Чому?!». Я відповів, що мене цікавить тема свободи. І несвободи, відповідно, теж...

Наприкінці жовтня вона подзвонила з радісною звісткою, що начальник в'язниці налаштований дуже зацікавлено. Тож на початку листопада я потрапив до нього на оглядини. Це був перший начальник тюрми в моєму житті. І якби я в

загальних рисах не знав, як вони виглядають у нормальних країнах, наприклад, у нас, то міг би скласти для себе вельми помилкове враження про цю посаду. Швейцарський начальник виявився уважним і худорлявим, в окулярах, джинсах і светрі, з сережкою у вусі й тонким обличчям молодого Германа Гессе. «У нашій країні ви були б офіцером», – сказав я замість привітання. Тоді він не цілком доречно відповів, що він філолог-германіст за освітою.

Наскільки я зрозумів із його скупих пояснень під час тієї зустрічі, пенітенціарна система Швейцарії перебуває поза структурою міністерства внутрішніх справ. Іншими словами – в'язницями займаються цивільні.

«ЕІа перший погляд, у нас тут начебто все м'якше та людяніше, – казав він. – Але тюрма є тюрма. І люди тут так само нещасні». Він ще б сказав «як і на волі»! Хіба я тягнув його за язик?

Ми з'ясували, про що мені йдеться. Я повторив свою тезу про свободу і її протилежність. Він запропонував мені два виступи – перший для персоналу, другий для в'язнів. При цьому перший він міг мені гарантувати, а щодо другого мав порадитися з в'язнями. Він так і сказав - «мушу порадитися з в'язнями». Якщо серед них будуть зацікавлені, то все гаразд. Я погодився, що слухати літературне читання з примусу – це останнє діло. «До речі, хто тут у вас сидить?» – запитав я. Він відповів вичерпно: «На цей момент убивць немає. Є кілька гвалтівників». Я запитав, чи є іноземці. Він сказав, що, як завжди, багато. «З вашої країни теж», – додав він. «Українці? – уточнив я. – У вас на цей момент сидять українці?». Він почав згадувати і сказав: «Ні, зараз немає. Кілька росіян».

На прощання він подарував мені альбом Пепперштейна з його в'язничними роботами. «Тут багато гарних думок про свободу і несвободу», – сказав він при цьому.

У другій половині листопада я отримав від нього мейл щодо моїх виступів...

12 грудня... він подзвонив... «У мене втеча, – сказав він. – Я мушу все скасувати». Подякувавши за звістку, я побажав йому доброї ночі. Сподіваюся, він не сприйняв це як знущання.

Назавтра газета сповістила: вони розігнули ґрати і з настанням темряви перелізли на дах в'язниці, а з нього стрибнули вниз, на вулицю. Тобто на волю. В її багатообіцяючу темряву.

Тепер їх шукають. їх усе ще шукають – 33-річного македонця і 43-річного серба. їх усе ще шукають – хоч насправді вони ж як на долоні в цій малесенькій країні, переповненій камерами стеження і дуже підозріливими людьми. Куди їм подітися? А головне – начальник має рацію: це тільки здається, що світ назовні м'якший і людяніший. Начальник завжди має рацію.

(Ю. Андрухович, “Дзеркало тижня”, 23 грудня 2006 р.)

## Neologisms

*Find as many English synonyms and Ukrainian equivalents for these neologisms from new editions of dictionaries as you can.*

**Glasgow kiss, n., AngloEng slang**

a head-butt

**bung**, *n.*, *criminals' slang*

a bribe

**identity theft**

the dishonest acquisition of personal information in order to perpetrate fraud, typically by obtaining credit, loans, etc., in someone else's name

**twoc**, *n.*, *AngloEng slang (orig. police)*, acronym from "raking without owner's consent"

the offence of taking a car without the owner's consent, esp. for the purpose of joy-riding, car theft

**domestic**, *n.*, orig. and chiefly *police slang*

a domestic disturbance, *spec.* one meriting police intervention; a (violent) quarrel between members of the same household, esp. between husband and wife

## LISTENING AND SPEAKING

### *Discussions and Deliberations*

A **panel discussion** is a common form of presenting views from a number of people simultaneously on current affairs programmes - radio, TV or podcast. One of the meanings of the word 'panel' is: *a team of people asked to discuss and analyze issues – often a group of experts - for a broadcast programme.*

Sometimes the word '**deliberation**' is used in American English to signify such a debate, but it is more commonly used in contemporary Anglo English to mean *thinking about and coming to a conclusion* rather than talking and presenting views.

**1. Look through the following questions before listening to the recording of a CNN panel discussion with Ed Smart as an interviewer. Do not read the transcript at this point. Answer the questions below after the first listening:**

1. Is this a whole discussion or an excerpt? What are the indicators?
2. Where are the participants in the discussion located? In the CNN studio or not?
3. What is the topic they are discussing?
4. Who are these people and how are they linked together?
5. Give your assessment of the overall stylistic nature of the discussion.

### **Transcript 4: CNN Larry King live**

*Interview with Ed Smart, Diane Sawyer; Panel Discussion  
Aired August 28, 2002 - 21:00 ET*

LARRY KING, HOST: Tonight a bizarre twist in the Elizabeth Smart kidnapping case. Potential suspect Richard Ricci, the ex-con turned handyman, fights for life after emergency brain surgery.

What does this mean to the search for Elizabeth? Her anguished father, Ed Smart, will speak out.

Plus another kidnapping. Armed gunmen snatch Nicholas Farber from his father's home earlier today. Police are treating it as a stranger abduction; want to question the boy's mother.

Then, will it be death or life in prison for the man convicted in the kidnap murder of 7-year-old Danielle van Dam? The penalty phase in the trial of David Westerfield is underway. We'll hear from Marc Klaas, who lost his daughter Polly to a brutal crime. Court TV's Nancy Grace, herself a former prosecutor, defense attorney Jan Ronis and others. With a powerful story combining heartbreaking grief and the gift of new life, Diane Sawyer of ABC News. They're all next on LARRY KING LIVE. Jury consultant jo-Ellan Dimitrius will also be joining us later as well, but we begin now with Bob Doyle, the sheriff-elect of Riverside County. He's coming to us from Palm Desert, as is Ted Garcia, covering the Farber kidnapping for KTLA TV. In San Francisco is Marc Klaas, the founder of the Klaas Kids Foundation. In New York is Nancy Grace, the anchor for "Trial Heat" on Court TV. And in San Diego is Jan Ronis, the criminal defense attorney who did commentary on the van Dam trial for Court TV. Sheriff-elect Doyle, you want to get us up to date on the Michael Farber story. What happened and where are we at now?

SHERIFF-ELECT BOB DOYLE, RIVERSIDE COUNTY, CALIFORNIA: Well, Larry, it's a pleasure to be here with you this evening. About 2:00 a.m. this morning, as you know, we had an abduction. Nicholas Farber, a 9-year-old taken from his home where he was staying with his father. And two men kicked down the door at gunpoint, went in, beat up the father and took Nicholas from the house and left in a white SUV-type vehicle. And we've been looking for that vehicle all day. In addition, we've developed some new leads and we are looking for at this time, a gray vehicle, a GMAC three-quarter ton pickup with a crew cab. The license on that is a Colorado paper license, Henry 121 or H12197.

KING: How does that come into the picture?

DOYLE: It is a witness vehicle at the point. It is not a suspect vehicle. We're looking for the people in that vehicle in order to question them. It is affiliated with the mother. It is not her vehicle. And earlier today we made a plea to Debra Rose, the mother of Nicholas, to please contact us. We need to talk to her.

KING: Is she considered - are they divorced?

DOYLE: Yes, sir, they are.

KING: And was there a custody fight of some kind? Was the boy in the custody of his father?

DOYLE: Well, apparently at this point in time the boy was in the custody of the father. They are divorced and it is unclear in the divorce papers just who had physical custody.

KING: Is the suspicion - it would sound the way it's going, that the mother somehow hired people to do this? Is that the suspicion?

DOYLE: Well, Larry, that would be a leap at this point. We're checking all leads. At this point we just need to talk to the mother. Because she is the mother of Nicholas. She could have valuable information for us. And so, you know, we're checking enormous amount of leads at this time. This is certainly one of them.

KING: She's not at home anywhere? You can't find her?

DOYLE: No, we cannot locate her. She is not at her home in Colorado Springs, Colorado.

KING: Ted Garcia, why is it called a stranger abduction? Why is that the – is that a certainty?

TED GARCIA, KTLA: Well, I think because the sheriff is basically saying that nobody is a suspect at this point, so he's saying that we want to talk to the mom. She may have some information. But they're not labeling her as a suspect yet. So if it's not a family member or somebody they're familiar with, they haven't named, then we can only assume this is a stranger abduction, even though everything seems to point to the fact that whoever took Nicholas probably knew him very well or knew his family.

KING: Marc Klaas from afar in San Francisco, what's your read on this sketchy information to begin with?

MARC KLAAS, DAUGHTER POLLY ABDUCTED & MURDERED IN 1993: Well, I don't think that whoever physically came in and took this little boy knew the family very well or the father would have been able to recognize him. Certainly the boy would have been able to recognize him as well. So I think that's where the stranger part of it comes from. Larry, in every case that I've ever been involved in or that I'm aware of, whenever a child is taken at gunpoint, both parents immediately contact law enforcement whether they are – whether they're estranged, whether they hate each other, whatever their personal relationship, they want law enforcement to go out and bring the kid back. I think the fact that the mother hasn't done this is extremely telling. She certainly can't say that she's unaware, because people in Saudi Arabia are aware of this little boy. In many respects, cable news has become America's national Amber Alert.

KING: Well put. Nancy Grace, do you buy that same suspicion? This looks a little weird, if the mother doesn't come forward?

NANCY GRACE, COURT TV/ANCHOR: Well, to me it looks very obvious. It's now been since 2:00 a.m...

KING: In the morning.

GRACE: Yes. And the other thing is this. Even if she had not – even if she's been living in a cave, Larry, and she hasn't seen any of these appeals on the media, the worldwide media, you'd think she would have tried to talk to her son at this point, nearly 24 hours have passed. She's disappeared. Her car was parked in front of her home. She wasn't there. The vehicle had a Colorado tag. She's in Colorado, affiliated with the vehicle. And there were TROs, temporary restraining orders, out against both parties. There's bad blood. Clearly, in my mind, the mother's linked.

KING: Jan Ronis, though, does that give you the hope that this boy is probably alive?

JAN RONIS, DEFENSE ATTORNEY: Right, Larry.

I think the suspicion you expressed to the sheriff certainly isn't the leap of credulity that he expressed in rejecting that. And I think all indicators are perhaps this was in retribution for the custody battle that was going on, and hopefully this young boy will be found alive. It seems to me like this was a job that perhaps the mother undertook to regain custody of the child. Ill advised but nevertheless that's what it looks like.

KING: Ted Garcia, as a man covering, doesn't it look that way to you right now?

GARCIA: I can tell you it looks very suspicious. A lot of the reporters, people out here are saying it just seems to be too much of a coincidence that the witness vehicle that they're looking for has Colorado license plates. The boy had lived in Colorado with his

mother. She currently lives there but nobody can find her. So it really seems to me that there is something definitely that connects these kidnapers to the family or to the little boy. And one of them, we are told, had a stocking mask on, so even if he did go to the door, maybe nobody recognized this guy. But it just seems like a coincidence.

KING: Sheriff Bob Doyle, the sheriff-elect of Palm Desert, does this starting to sound like – I know you said it is a leap. But is this starting to be a case where if it looks like a duck and acts like a duck, it is probably a duck?

DOYLE: Well, Larry, it's certainly a lot of strong information that points in that direction. But in law enforcement, we have to keep an open mind and pursue all leads. And we're doing that. But certainly, you know, this is a strong lead. There is a lot of coincidence here that certainly would, you know, lead you to believe that the mother is involved in some way. Our main concern at this point is to get Nicholas back safely, to locate the people that have him and make sure that he is safe.

KING: What does the father think?

DOYLE: Well, he's had a very busy day. He was traumatized. He was beat about the body and the head. He was released from the hospital earlier today. He's been in constant contact with our investigators and is assisting in the investigation.

KING: Thank you, Sheriff Doyle. Thank you, Ted Garcia. Marc Klaas, Nancy Grace and Jan Ronis will be joining us in a couple of minutes when we talk about other items, and they'll be joined by Jo- Elian Dimitrius, and we'll also be joined by Steve Fiorina of KGTV in San Diego. When we come back we'll talk with Ed Smart, whose daughter Elizabeth is still missing as we approach three months. Don't go away.

(COMMERCIAL BREAK)

**2. Listen to the same recording for the second time and answer the following questions:**

1. How many stories were announced to be covered in this CNN programme? Which of them was covered in this particular excerpt?
2. Who in particular was talking about this kidnapping? Who are they? Where are they being broadcast from?
3. Is this the first coverage of the story? How do you know?
4. Why is the crime called a "stranger abduction"? Who in this discussion gives clues to the understanding of a "stranger abduction"?
5. Who described the crime and how? Was it violent?
6. What is the name of the kidnapped boy?
7. What leads were mentioned in the discussion?
8. What was the particular reason why they thought that the mother was involved? Who expressed that particular point of view?
9. What is the bottom-line conclusion of the participants as to whether the kidnapped child is still alive?

**3. Listen to the recording for the third time at the same time:**

- a) writing down the names and titles of people participating in the panel discussion.
- b) writing down all words and expressions that come under the topic of law enforcement.

Compare your list with the words and expressions below. Which of them were used in the discussions and which not?

Burglar, thief, prisoner, ex-con, perpetrator, suspect, victim, accomplice, prosecutor, jury, defense attorney, hijacker, terrorist, murderer, police enquiry, a lead, a clue, confession, a plea, to be indicted, to be arrested, to have custody, investigation, sergeant, constable, police officer, sheriff-elect, court injunction, temporary restraining orders.

**4. Give the British titles for the following American ones used in this talk:**

sheriff-elect

defense attorney

criminal defense attorney

**5. Explain the meaning of the American saying “if it looks like a duck and acts like a duck, it probably is a duck” in the context of the particular events discussed by this panel?**

**6. To check your grasp of the details of the conversation after the three listenings, fill in the blanks in the following sentences or continue them according to the audio text.**

1. Potential suspect Richard Ricci, the ex-con turned handyman, fights for life .... 2. Police are treating it as a ..., want to question the boy’s mother. 3. The ... phase in the trial of David Westerfield, the man convicted in the kidnap murder of 7-year-old Danielle van Dam, is underway. 4. In New York is Nancy Grace, ... for “Trial Heat” on Court TV. 5. Nicholas Farber, a 9-year-old taken from his home where he was staying with his father. And two men ... went in, beat up the father and took Nicholas from the house and left in a white ... type vehicle. 6. It is a ... vehicle at the point. It is not a ... vehicle. 7. They are divorced and it is unclear in the divorce papers just who had .... 8. And I think all indicators are perhaps this was in retribution for the ... that was going on, and hopefully this young boy will be found .... 9. What does the father think? – Well, he’s had a very busy day. He was .... 10. When ... we’ll talk with Ed Smart, whose daughter Elizabeth is still missing as we approach three months. Don’t go away.

**7. Do you know what an Amber Alert is? Can you judge from the context what it might be?**

**8. What are your predictions on how the story of Nicholas Farber may end up? Give your reasons for thinking so. Check whether your prediction is true by looking for the end of the story in the Keys.**

**9. Fill out the following table on recognizing the speakers’ intentions. Use the following as hints. If there is no appropriate word in the list give your own:**

The speaker’s intention: interest, instruct, disgust, inform, frighten...

The tone: matter-of-fact, serious, compassionate, angry, amused, ironic, depressed...



Participant in panel discussion	The speaker's intention	His/her tone
Larry King		
Bob Doyle		
Ted Garcia		
Marc Klaas		
Nancy Grace		

**10. Comment on the different attitudes of Bob Doyle and Marc Klaas to the issue of the child's mother's possible involvement in the crime. What were the attitudes of the other participants in the panel to this issue?**

**11. Imagine you are writing a Hollywood screenplay to include these events. What other characters and events would you add to make the story more exciting?**

**12. Problem-solving activities.**

Imagine you're on a tour of London. You find yourself lost in this strange city because you accidentally strayed behind the group. While you are gazing around somebody snatches your bag, which contains your money, passport and mobile phone. Decide on your plan of action to handle the situation. Work in pairs and then present in class your preferred plan, while the rest of the group note the similarities and differences of the suggested ways of action. Work out the best solution after having listened to each pair.

**13. Role play.**

Imagine you are in a court room where the abductor of the boy described in the CNN panel discussions above, stands trial. It turns out that he is somebody allegedly hired by the boy's mother. Decide who from the class will play the role of:

- a) the defendant.
- b) the accomplice.
- c) the judge.
- d) the criminal defense attorney.
- e) the prosecutor.
- f) witnesses.

The rest of the class is the jury and the public.

**Prepare a scenario showing what you think would happen next and present it in class.**

**When working on your roles use the following vocabulary:**

- |   |                                    |
|---|------------------------------------|
| Your honour   | New evidence                       |
| Will the court please rise                                      | Evidence to be heard               |
| The State of... versus Mr.... /The State is pressing charges... | You may not ask leading questions. |
| May we now hear from the prosecution...                         | Subpoena                           |
|   | The case for the prosecution       |

May we now hear from the defence...	Witness box
The defendant is charged with...	The trial will be subject to due process.
The jurisdiction of the court...	Objection!
To post bail...	Objection overruled.
The witness is yours.	Objection sustained.
Cross examination Hearsay...	Please swear in the witness.
Call the next witness.	Mitigating circumstances.
I rule this is inadmissible evidence.	Please tell the court...
Доказ не приймається.	The defendant is acquitted/found guilty...
Circumstantial evidence How do you plead?	The case is dismissed...
May I examine the affidavit?	And how did you obtain that information?
Please stick to the facts.	I hand the witness over to the...
Are you prepared to repeat that allegation in this court of law?	The defence rests.
Is there any doubt in your mind...?	Order in court!
	I promise to tell the truth, the whole truth, and nothing but the truth.

***To facilitate your understanding of those courtroom expressions that you might not know study the following Ukrainian equivalents:***

Ваша честь	Новий доказ /нове свідчення
Встати, суд іде	Засідання буде проведене відповідно до процедури
Штат... звинувачує...	Вислухати свідчення
Слово надається захисту	Не задавайте навідних запитань.
Можете допитати свідка	Заперечення приймається.
Слово надається обвинуваченню	Виклик до суду (документ)
Підсудний звинувачується в...	Звинувачення
Юрисдикція цього суду...	Місце свідка (в залі суду)
Внести заставу	Заперечення
Перехресний допит	Заперечення відхилене.
Свідчення з чужих слів	Заперечення прийняте.
Викликати наступного свідка	Приведіть свідка до присяги.
Непрямий/побічний доказ	Пом'якшувальні обставини
Ви визнаєте себе винним?	Розкажіть суду...
Можна ознайомитися з письмовими свідченнями?	Підсудного виправдано / визнано винним...
Дотримуйтесь фактів.	Справу припинено...
Чи є у вас щодо цього будь-які сумніви?	Як ви отримали цю інформацію?
Чи готові ви повторити це звинувачення в залі суду?	Передаю свідка...
Захист закінчив.	Захист закінчив.
Дотримуйтесь порядку!	Обіцяю говорити правду, тільки правду і нічого, крім правди.

**14. Debates. Split into three groups and choose one of the motions for debates from each pair given below. Decide on and note down all the possible arguments in favour of the chosen motion, including defences against points that might be brought up by the opposition. Think of how you're going to present the material.**

a) Prisons should be abolished.

More prisons should be built.

b) Women are too emotional in nature to be judges.

Women understand people better than men and so make better judges.

c) Capital punishment must be abolished.

Without capital punishment the system of law and order is ineffective.

d) Women should not be part of the police force.

Women are as efficient as men as police officers.

d) The possession of marijuana should be illegal.

Marijuana should be completely legalized.

Before starting the debate the following issues must be outlined: the duration of the debate, what the chairperson does, how participants indicate they want to speak, how long they may do so, how far interruptions are to be tolerated. At the end, the voting takes place and the results of the vote are announced.

**15. A. Project work on a publicity campaign. The motto of the campaign is: Help the police!**

You are aiming at an audience of the general public. Imagine you have no budgetary, resources or facilities constraints.

Plan a publicity campaign, consisting of a series of measures, to convince the public to help the police. Write them down in the form of bullet points.

Give your most attractive ideas 10 minutes after the task is set. Then continue to plan your campaign in detail. Display your bullet points on the blackboard.

**B. Role-play for the Help the Police! Campaign** which is headed by a committee. The committee itself consists of representatives of different sections of the community.

Assign specific roles to group members, which may include, but are not limited to the following:

a) the Chairperson, a senior social worker, whose task is to achieve effectiveness throughout the campaign.

b) a deputy Chairperson, from the education sector, focusing on clarifying and recording ideas.

c) the treasurer who wants to keep down expenses, as public funds are being used.

d) a police officer representing the County Constabulary.

e) a local Councillor (an elected member of the public who is one of those making decisions in Local Government) who is skeptical of the role of the police.

f) a local who is a strong supporter of the police.

g) an ex-convict, now working in the Local Authority Prisoner Rehabilitation Unit, today a very righteous person.

h) the Chairperson of a Neighborhood Watch group in the area (an informal association of citizens in a small area who agree to watch each other's properties).

- i) a Public relations specialist from the County Constabulary.
- Enact one of the measures on your campaign list in class.

**16. Round-table discussion. Discuss one the topics from those given below after having assigned specific roles to members of the group:**

- g) the chairperson.
- h) the secretary.
- i) an expert on policework in Europe and America,
- j) a Ukrainian senior police officer.
- k) a Ukrainian liaison officer.
- l) a guest from the UK.

Topics for the round table:

- 1) Police and the general public. Understanding or antagonism?
- 2) The most common crimes in this country and abroad.
- 3) Police work in the UK, compared and contrasted to Ukrainian militia methodology.
- 4) The interaction between journalists and the police in criminal investigation in the UK and Ukraine.
- 5) The role of women in the police force in Ukraine, the UK and the USA.

### **Strange but true!**

**Cows have regional accents like humans, language specialists have suggested.**

They decided to examine the issue after dairy farmers noticed their cows had slightly different moos, depending on which herd they came from. John Wells, Professor of Phonetics at the University of London, said regional twangs had been heard before in birds.

The farmers in Somerset who noticed the phenomenon said it may have been the result of the close bond between them and their animals. Farmer Lloyd Green, from Glastonbury, said: "I spend a lot of time with my ones and they definitely moo with a Somerset drawl. I've spoken to the other farmers in the West Country group and they have noticed a similar development in their own herds. It works the same as with dogs – the closer a farmer's bond is with his animals, the easier it is for them to pick up his accent."

Prof Wells felt the accents could result from their contemporaries. He said: "This phenomenon is well attested in birds. You find distinct chirping accents in the same species around the country. This could also be true of cows. In small populations such as herds you would encounter identifiable dialectical variations which are most affected by the immediate peer group."

Dr Jeanine Treffers-Daller, reader in linguistics at the University of the West of England in Bristol, agreed that the accent could be influenced by relatives. She said: "When we are learning to speak, we adopt a local variety of language spoken by our parents, so the same could be said about the variation in the West Country cow moo."

## **BUSINESS WRITING**

### **Reports**

A **report** is a document of any length that tells the reader the history of a subject and then usually also states the present situation. Within a business context, the main purpose of a report is to communicate ideas and information to your reader(s) so that they can extract specific material quickly and accurately.

#### **Identify your Readers/ Users**

The first thing you will need to do is to consider your readers and their potential requirements. You'll need to find out:

- Why is the report needed? (What are the real issues? How did they arise?)
- Who is going to use it?
- What are they hoping to get out of it?

#### **Collect information thoroughly:**

- Consult: colleagues, stakeholders.
- Read previous reports, surveys, publications.

In order to ensure that your final report is concise, you will need to select only directly relevant material.

#### **Draw up an outline structure**

Read your notes.

Pull related ideas together (just as you would for an essay).

- What headings/ Subheadings emerge?
- Put these headings/ subheadings into a logical order.
- Finally don't start writing until you have drawn some conclusions from your

work.

Some people like to write their conclusions first because they find that this gives them a clear sense of direction and may also indicate where more evidence may be required.

#### **Structuring Reports**

The usual structure for a report is:

- Title page.
- Summary/ abstract.
- Acknowledgments.
- List of contents.
- Introduction and terms of reference.
- Methodology.
- Work done and findings (body).
- Conclusions and recommendations.
- References.
- Appendices.

**Title Page** The title page's appearance should get the attention of the reader and its layout plays an important role in this. You should provide the following:

- A clear concise title that indicates the subject matter exactly.
- Author's name and their Course or Department.

- Date of completion.

**The summary** (See also Textbook Year 3, Lesson 3) The summary is prepared last and is the *most influential* section of the whole report. It is sometimes the only part a busy manager will read. The summary should therefore be self-contained and self-explanatory. It is placed at the beginning of the report and is usually about one page long. The summary should state:

- the problem
- essential evidence
- conclusions
- recommendations

**Acknowledgments** Any significant help received should be acknowledged in this section.

**Contents list** The contents list is simply a list of the various sections in the report together with their associated page numbers. The most helpful reports have sections with succinct but meaningful headings.

**Introduction & terms of reference** The introduction aims to set the scene for the report and to describe what was known at the start of the project. It should aim to be brief, concise and address issues such as:

- Why the report has been written.
- The general problem under investigation.
- The importance of this problem to the individual or to the company.
- Definitions of uncommon terms/ symbols.

**Discussion and analysis of results** This is the core of your report. The results should be explained in terms of theory and, where possible, compared with the findings of others. This is the section in which arguments are made which form the route from the original question to the conclusions. You should aim to answer the following questions:

- What were the main results?
- What are the implications of the data I've presented?
- What conclusions can be drawn?
- What recommendations for changing future practice can be made?

**Conclusions** Your conclusion should be a short section which suggests the answer(s) to the questions posed in your introduction. Your conclusion should:

- Very briefly summarise discussions/results in main body.
- Assess the implications of evidence already presented.

There should be no arguments or new evidence presented in your conclusions - these should all occur in the discussion. A reader should be able to pick up your report and grasp the most significant points by reading only the summary and the conclusions.

**Recommendations** Recommendation should be clear and given without discussion. Recommendations should:

- Present one of more possible courses of action to be taken.
- Expand on the recommendations given in summary. Recommendations may be subjective since, in certain jobs (e.g. solicitor, surveyor, financial adviser, business analyst), your professional credibility may be on the line.

**References** Most academic work is not carried out in isolation but builds upon the ideas and efforts of other people.

### **General advice on writing your report**

You should start writing your report when you have drawn some conclusions from your work.

Write your conclusions first - until your conclusions have been written down there is nothing to be reported. A report written in this way will have a clear sense of direction because the remainder of the report will aim to justify your conclusions. In general terms:

- The introduction poses the question.
- The conclusion is a suggested answer.
- The remainder of the report is a route of evidence and arguments along which the reader will travel as they journey from the introduction to your conclusion and recommendations.

Finally, your aim is to convince the reader that your conclusions are valid.

### ***1. Read the following text. Then answer the questions below the text.***

As a deputy chairperson of the *Help the Police!* campaign you were asked to write a report on the results of the campaign centred on the Warwickshire Constabulary that concluded the previous week with a charity Dinner and Dance. The report is to be presented to the authorities in charge of the police force operation, which in the UK is called the Home Office. A decision will then be made whether to repeat the campaign in other counties or metropolitan areas. The report is to outline the basic objectives that were set originally, the actual results achieved and the analysis of any perceived failures. Recommendations as to modification of the campaign also need to be made. You personally felt that the key objective was the improvement of the perception of the image of the police in urban areas, while many of your fellow members of the committee felt that it was more important to get members of the community at all levels involved in the issues facing enforcement of the law. The councillors represented different political parties and were more concerned about scoring political points than the campaign itself.

1. What was your role in the campaign and in writing the report?
2. What particular report do you have to write?
3. Who is the target reader? How formal does your writing need to be?
4. What is the purpose of your report?
5. What might be the most appropriate section headings?
6. What relevant information might be included in each section?
7. How did the local councillors differ in their participation?
8. How would you tackle the differences between your opinions and those of others on the committee?
9. What social groups would you select in order to demonstrate that your report reflects “all levels of the community”?
10. How much would you describe the campaign and how much possible modifications and recommendations for change?

**2. In the phrases below fill in the missing word from the following list: to, of, in, with, by, on, all, was, agreed, given, felt, range, key, favour, scale, terms, main.**

Lead...	Focused...
Wide...of	All... all
In ... of	The ... issues
Members... the public	Unanimously ...
It was ...	... objectives
The ... of	In ... of
In ... cases	... the whole
It... believed	Thought should be ...

**3. Read the text below which may serve as a concise model of a report described in Ex. 1. Fill in the gaps with the appropriate phrases from the exercise above.**

To: Private Secretary to the Minister, the Home Office

From: "Help the Police" Campaign Assessment Committee

Subject: Report on the pilot "Help the Police" implementation in the Warwickshire Constabulary area

Date: 19 May 2008

#### **Purpose**

The two ... were to build a more positive image of policing and increase community participation in law enforcement activities. All activities and events should ... quantifiable results.

#### **Events**

A ... events and activities was piloted during the campaign. School visits were made by police officers and demonstrations of techniques including police dog and police horse utilisation were held both at schools and at shows. The ... such demonstrations was modified at each venue in ... of access, safety and feasibility, although in many instances, reductions were then made in ... of budget economies. Participation took place at seven Town and County Shows and Fairs as exhibitors. Local radio was contacted and in ..., eleven local FM stations, interviews took place to promote the campaign. Local press articles were offered and accepted in six paid and eight free-circulation newspapers, focused on ordinary ... being involved in campaign activities. Programme inclusions in both regional television area news magazines were made with especial interest by BBC West Midlands. The culmination of the campaign was a charity Dinner and Dance.

#### **Community reaction**

..., reaction was positive although two PTA (Parent Teacher Association) made public statements about "brainwashing children". In schools the police dog and police horse demonstrations were universally popular. Most press, radio and TV coverage was about the participation at the various Town and County Show.

#### **Issues**

The committee felt that the main issues to be addressed in the future were as follow. Leaflets on various areas of activity and cooperation were in very short supply at most venues as the budgets for printed material, stickers and badges were ... to have been grossly inadequate. Police officers were in almost all cases willing to participate in their



spare time at the various events, but local authority involvement was grudging and often inadequate to provide help, especially during the Shows. The only member of the Constabulary staff allocated full-time to the campaign was the PR person. This was ... inadequate during most events as too much reliance was placed on goodwill by police officers. It was ... by a majority of the committee members that “hijacking” of goodwill by political parties was a threat at some of the Shows.

### **Recommendations and conclusion**

.... the campaign was a success and it was unanimously ... that such campaigns should be rolled out across the country. There should be at least three Constabulary staff assigned full-time to each campaign to provide support and continuity between events. The budgets for printed material – namely leaflets, stickers and badges - should be increased at least fourfold and provision made for such items as printed balloons and special prizes for competitions. There should be careful thought... to how donations could be accepted at each event and to which charities all funds received should be donated. It was strongly ... by the committee that funds should be collected for highly specific projects such as Youth Centres and Community association activities.

#### **4. State whether the following sentences are true or false.**

1. The report is written in a formal style. 2. The report begins and ends like a letter. 3. The report states the reason for writing at the very beginning. 4. The report consists of sections with headings. 5. It has paragraphs which start with a topic sentence. 6. It presents the information in short sentences without linking devices. 7. The report is written in an impersonal style. 8. It contains passive structures. 9. The report is written in a chatty, informal style. 10. It contains language which is suitable for the Home Office.

#### **5. Match the two halves to make complete sentences.**

It appears clear that the most serious issue...	to be addressed urgently
It has been suggested that matters could be helped...	is improving the profile of the police
The majority of people are...	is to roll-out the project to other counties
One suggestion which has been put forward...	if there was greater police presence on the streets
This problem needs...	is the young people on the large housing estates
A critical area of the community to address...	against the suggestion

#### **6. Write your own sentences that might be used in reports beginning with the phrases below.**

1. In recent years... 2. The situation appears to be ... 3. We wholeheartedly support... 4. As far as ... is concerned... 5. In the next calendar year, we intend to ..... 6. We would recommend that... 7. This could mean that in the future, ... 8. If it could be made to ... 9. It would improve the situation immediately if... 10. We are in agreement that it might ...

#### **7. Read the paragraph below and replace the phrases in bold with their more formal equivalents from the following list: certain circumstances, for high-quality community**

*relations, a minority of, generally supportive, major source of concern, younger segments of society, presence, immediate attention, displaying non-positive attitudes, of the initiative, significant resources, alarming increase, cooperate openly, more conducive.*

Other than **a few times** (1) when **some** (2) schoolchildren were **pretty cynical** (3) about **police being around** (4), it was clear that most were **rather happy** (5) **with the whole thing** (6). The **shocking rise** (7) in vandalism on the Hillfields Estate was a **heavy theme** (8) that needed **to be dealt with** (9) and **a lot of effort** (10) was put into getting the **youth** (11) to **work with** (12) the police to make the area **a better place** (13) **to live in** (14).

**8. Write a formal paragraph that might be part of a report on juvenile delinquency. Use the Ukrainian text below as a basis for your writing.**

У Великій Британії найпоширенішими злочинами у віковій категорії від 16 до 19 років є викрадання автомобілів та порушення правил дорожнього руху. У середньому кожного дня викрадається три автомобілі злочинцями, молодшими від 20 років. Крім того, мирові суди (Magistrate courts) щоденно розглядають до 200 справ щодо порушень правил безпеки дорожнього руху, зокрема, щодо створення аварійних ситуацій та водіння автомобіля за відсутності посвідчення водія. Серед підсудних більшу частину становлять саме неповнолітні. Єдиним способом запобігання таким злочинам є суворе покарання порушників, що повинно мати стримуючий вплив на інших представників цієї вікової категорії.

**9. Answer the following questions:**

- What kind of report might the sections above have been taken from?
- What other sections might such a report contain?
- What purpose might such a report serve?
- What would a similar report say about your country?

**10. Write a concise report on one of the following subjects:**

- The legalization of cannabis across Europe.
- The expansion of the social worker structure dealing with teenagers in Kyiv.
- Internship for translators working with police delegations from Europe.
- Conditions for inmates of Ukrainian prisons.
- The role of Interpol in Ukraine.

**11. Write an essay on one of the topics given below. Keep in mind the following difference between reports and essays: The structure of a report should be apparent through your use of numbered headings and subheadings. The structure of an essay should be evident through the line of argument in its contents and, for this reason, essays do not usually use headings.**

- The importance of methodology versus inspiration in police investigation.
- John Rebus compared to other characters in crime fiction.
- The issue of serial killers in contemporary fiction and contemporary life.

## PREPARING FOR INTERNATIONAL TESTS

*Insert the correct option in the space in each sentence.*

1. The ... are still holding twelve people hostage on the plane.  
a. bandits b. guerrillas c. hijackers d. kidnappers
2. He was charged with a(n)... of currency regulations.  
a. break b. breach c. disrespect d. observance
3. "Thieves will be ...".  
a. liable b. lifted c. persecuted d. prosecuted
4. The conspirators were plotting the ... of the government.  
a. catastrophe b. disaster c. demolition d. overthrow
5. The police caught the thief....  
a. in black and white b. in the red c. red-handed d. true blue
6. He was arrested for trying to pass ... notes at the bank.  
a. camouflaged b. counterfeit c. fake d. fraudulent
7. The spy ... the desk in an attempt to find the secret documents.  
a. invaded b. kidnapped c. looted d. ransacked
8. Luckily my wallet was handed in to the police with its contents ....  
a. contained b. intact c. missing d. preserved
9. The intruder was badly ... by the guard dog in the palace garden.  
a. damaged b. eaten c. mauled d. violated
10. The case against Mr. Wood was ... for lack of evidence.  
a. discarded b. dismissed c. refused d. resigned
11. It is a criminal offence to ... the facts.  
a. express b. oppress c. repress d. suppress
12. The suspect is ... to have been in the neighbourhood at the time of the crime.  
a. accused b. affirmed c. alleged d. announced
13. His legal training enables him to put his case ... very convincingly.  
a. down b. out c. over d. up

*Correct if necessary the parts of the sentence in bold choosing from the options below.*

15. Hours of searching laid ahead of us.  
laid  
have lain  
lay  
has  
lay  
lie
16. By the time we get to the beach, the rain will stop.  
will stop  
shall stop  
will has stopped  
shall have stopped  
will have stopped

17. If Oliver would not have missed the deadline, the textbook publication would have been on time.
- would not have missed
  - should have not missed
  - wouldn't have missed
  - had not missed
  - would have not missed
18. We spent Saturday afternoon wandering aimless in the art gallery.
- wandering aimless
  - wandering aimlessly
  - wandering without purpose
  - wandering in an aimless manner
  - wandering almost aimlessly
19. Only after I went home did I remember my reading glasses.
- went home
  - had went home
  - had gone home
  - gone home
  - should go home
20. The TV guide lay open at the page for UT-1.
- lay open
  - laid open
  - lied open
  - lain open
  - was laid open
21. By this time next year Harry will begin classes at the University of Birmingham.
- will begin classes
  - will have begun classes
  - has began classes
  - should begin classes
  - should have begun classes
22. After comparing my electric fan heater with the one on sale, I decided that mine was the most efficient.
- was the most efficient.
  - should be the most efficient.
  - was the more efficient.
  - was, by far the most efficient.
  - should be considered the most efficient.
23. I would have liked to have gone swimming yesterday.
- to have gone swimming
  - to go swimming
  - to had gone swimming
  - to go to swim
  - to of gone swimming

24. I wish I read the textbook before I tried to write the essay.

read the textbook

would read the textbook

should of read the textbook

could have read the textbook

had read the textbook

## DEVELOPING TRANSLATION SKILLS

### *(I) Translation of scientific and technical texts*

Scientific and technical translation is aimed at presenting an accurate target language (TL) version of the original in compliance with the TL style of science and technology writing which is vital for the credibility of the text in question and makes it acceptable to the specialist reader.

The predominance of the referential function is a great challenge for the translator who must identify the situation described in the original with sufficient understanding of the subject matter. According to the London Institute of Linguistics, to be a scientific and technical translator you should have:

- a broad knowledge of the subject-matter of the text to be translated.
- a well-developed imagination that enables the translator to visualize the equipment or process being described.
- intelligence, to be able to fill in any missing links in the original text.
- a sense of discrimination, to be able to choose the most suitable equivalent term from the literature of the field or from dictionaries.
- the ability to use your own language with clarity, conciseness and precision and
- practical experience in translating from related fields.

In short, to be a scientific and/or technical translator you must be simultaneously a scientist (or engineer), a linguist and a writer.

The act of scientific and technical translation is guided by certain strategies accounting for the structural differences between the two languages concerned (English being analytically structured, Ukrainian – synthetically) and functional (stylistic) ones. Structural discrepancies may be of qualitative nature (allomorphic features available in one language but missing in the other – articles, Gerund, Continuous and Perfect tenses etc.) and of quantitative nature (Passive forms of the verbs have much higher frequency value in English scientific/technical texts than in Ukrainian).

Scientific texts are known to fall into scientific proper and popular scientific categories. English popular scientific/technical texts often contain common colloquial elements which are usually rendered with the help of common literary or neutral Ukrainian counterparts (to submit a skeleton argument - стисло викласти доказ). Another stylistic peculiarity of the English scientific/technical texts is the use of metaphoric terms which are conveyed either through Ukrainian metaphoric correspondences (*code tree* – *кодове дерево*, *bucket* – *ковш (екскаватора)*), or neutral analogues and descriptions (*faces of the cube* – *грані куба*, *coffin* – *контейнер для транспортування радіоактивних речовин*).

The major challenge facing translators at present is terminology standardization and dissemination in the sphere of science and technology. A special problem when translating scientific/technical texts is that terms do not always correspond in English and Ukrainian and there are several possibilities for their rendering. Other pitfalls include polysemy and homonymy of terms and the need for their contextual disambiguation (*frame* – рама, кістяк; каркас, остов, конструкція, споруда; будова, тіло, фігура, система; структура; станина; кадр (фільму)), author's coinages (“*meta-analytic technique* – метааналітичний підхід), translator's false friends (*anonymous* – невідомий, *figure* – цифра, малюнок, *manuscript* -рукопис), paronyms (*credible* – мовірний, *creditable* – надійний, *elemental* – стихійний, *elementary* – елементарний), acronyms (*BTU, British Thermal Unit or Board of Trade Unit* – БТО, Британська теплова одиниця), etc.

The above structural and functional discrepancies also stipulate the choice of strategy in reproducing grammatical forms and constructions in scientific-technical texts. Of special interest here are the peculiarities of rendering English nouns where singulars and plurals do not coincide with their Ukrainian counterparts. For instance, handling plural forms of English nouns whose Ukrainian equivalents have only singular forms, the translators usually resort to addition of another noun which may be used in plural e.g. *The graphs of Figures 2-3 present some important applications of PPFs* – *Графіки 2-3 ілюструють деякі важливі напрямки застосування МВМ.*

When conveying the meaning of definite and indefinite articles, translators may apply syntactic methods of rendering. One such method is **permutation**, resulting in the target sentence word order changing: *A historical outlook is often essential in sociological research* – *У соціологічних дослідженнях часто має важливе значення історична перспектива.* A second is the morphological / lexico-grammatical means which leads to the replacement of English articles by Ukrainian pronouns, numerals, adjectives, particles etc. *Researchers have now demonstrated the feasibility of the approach* – *Але нещодавно дослідники продемонстрували можливість реалізації цього підходу.*

English scientific and technical texts abound in imperative forms of verbs which are rendered either with the help of Ukrainian word-combination «слід» + infinitive or impersonal verb ending in -ся. e.g.: *Assemble the pipes in the following order.* *Труби монтуються в такому порядку.*

When dealing with two-, three- and multi-componential noun clusters, translators usually opt for a) combined renomination, namely permutation of the components and compression/decompression, e.g.: *site frequency* – частота відвідування сайту; b) transcoding e.g. *piezoelectric effect* – п'єзоелектричний ефект; c) descriptive rendering *bandwidth-hungry! high-definition television system* – система телебачення високої роздільної здатності, що потребує широкої смуги частоти.

Replacement is one of the most frequently used transformations at the syntactical level when active forms of the SL verbs are substituted for corresponding passive forms in the TL and vice versa, e.g.: *Each new technological breakthrough has seen a corresponding increase in the number of...* – *Кожний технологічний стрибок супроводжувався відповідним зростанням кількості...*

Scientific and technical use of language manifests itself in logical and argumentative progression. This may entail adherence to items that are conventionally used. The above imposes certain restrictions on the translator's choice, boosting their awareness of transformation relevance. Thus translators should be very careful with the tools and techniques they resort to, namely insertion, substitution, or permutation, since these are the most frequent culprits distorting the pragmatics of translation.

**1. a) Translate the sentences into Ukrainian; b) use the terms in italics as prompts to define the relevant branch of science or technology; c) make a lists of polysemantic terms and comment on the way of their rendering.**

1. An *insulator* is a *substance* which contains no free electrons. 2. *Gene* expression is significant because it is the process by which a gene's *DNA sequence* is converted into the *proteins* which ultimately determine the manifestations of disease. 3. *Communal families*, made up of groups of related or unrelated people, have long existed in isolated instances. 4. The term *lexical valency* denotes the potential capacity of words to occur with other words. 5. *The Golden Mean*, represented by the Greek letter phi, is one of the mysterious natural numbers, like e or pi, that seem to arise out of the basic structure of our cosmos. 6. *Silicon* is very important to the *metabolism* of plants, particularly many grasses, and *silicic acid* forms the basis of the striking array of protective shells of microscopic diatoms. 7. With the advance of technology, the number of unit operations increases, but of continuing importance are *distillation, crystallization, dissolution, filtration, and extraction*. 8. The *Skimmer* is a hollow plastic or metal tank with a threaded joint on its bottom connected to a water supply point pipe. 9. An *electric current* will flow if there is a continuous path of conductors. 10. The effectiveness of a *pesticide* as well as the hazard of harmful *residues* depend largely on how long the *pesticide* remains in the soil. 11. *Adolescents* may often view their parents as having little capacity to guide them in their *adjustment* to the larger world. 12. Several theories are postulated for the biological *aetiology* of *phobic disorders*, most focusing on the deregulation of *endogenous biogenic amines*. 13. Common applications for Wi-Fi include Internet and VoIP phone access, gaming, and network connectively for *consumer electronics* such as televisions, DVD players, and digital cameras. 14. Production *drilling* is to be carried out for first 10 years, which is going to necessitate annual drilling of up to 5 production wells. 15. Nida's theory shifts attention away from the debate of "*literal versus free*" towards the effects of different translation strategies by distinguishing *formal equivalence*' (meaning the closest possible match of form and content between the ST and the TT), and *'dynamic equivalence*' (which is the principle of equivalence of effect on TT reader).

**2. Comment on the lexico-grammatical and stylistic challenges of the sentences below and translate them into Ukrainian.**

1. It is the reciprocal of the resistivity, which is defined as the resistance between opposite faces of a cube of the material. 2. With their matrix arrangement of cells, lack of a single, primary set of electron beams and slower response speeds than cathode-ray tubes, flat-panel displays cannot use the raster technique. 3. Computers require different levels of expertise. 4. These chemicals are thought to have produced detectable "holes"

in the ozone layer at both poles, and thinning everywhere. 5. This property makes laser light very easy to control precisely. 6. We believe that it can have an unsavoury influence on science policy-makers who are looking for excuses to cut back on expensive “pure” science. 6. A hypersensitivity to rejection, perhaps related to serotonergic dysfunction, is present. 7. Many applications of the theory have been made. 8. There are still difficulties to overcome before the method can be generally used. 9. The research was set up with a number of definite hypotheses in view. 10. The wireless keyboard operational distance depends on signal transmission characteristics and varies from several metres up to tens of metres for travelling devices, such as Bluetooth keyboards. 11. Let’s pause to discuss the crucial role played by amino acids in the functional structure of life. 12. This controversy is unlikely ever to be fully resolved. 13. The preponderance of evidence is such that we might be tempted to argue the universality of the process. 14. Each type depends on the signal transfer model. 15. Return the blocking solution to its container and wash thoroughly four times with reagent from a squirt-bottle, shaking well each time. 16. Such warming at low latitudes would enable water to evaporate more quickly there. 17. Natural selection is usually thought of as arising from the external environment. 18. The empirical approach still has to be largely relied upon.

### ***3. Comment on the stylistic peculiarities of the text and translate it into Ukrainian.***

The placebo effect is the phenomenon whereby a patient’s symptoms can be alleviated by an otherwise ineffective treatment; most likely because the individual expects or believes that the treatment will work. The placebo effect is actually a generic term for various effects that cause people to reinterpret their illness or symptoms.

The placebo effect is a psychological response to treatment. Physical conditions do not improve with placebos. Placebos do not cure, as many people mistakenly believe; it % is the perceived improvement of symptoms that characterizes the placebo effect.

It should be noted that all medicines induce the placebo effect. It is only those treatments that have an effect above and beyond that produced by a placebo that are classified as efficacious.

It is still not fully understood exactly what causes the placebo effect, although the patient’s beliefs and expectations may invoke a conditioned response. We are conditioned to believe that medicine makes us better when we are ill, so any treatment we receive may make us psychologically confirm this belief.

Research has also found that this conditioned response stimulates the release of endorphins in the brain. Endorphins prevent pain and invoke a feeling of euphoria by binding to certain receptors in the brain. Endorphins are the body’s own morphine-like painkillers. Their effect is a short-term one however, so the role of endorphins in pain relief and overall placebo effects is probably quite small.

The positive outlook of the doctor combined with the patient’s faith in the treatment may also lead to a lessening of stress and anxiety in the patient. Stress and anxiety adversely affect the body and increase patient’s focus on symptoms. Reduction of stress and anxiety may subsequently reduce some physical symptoms, as a secondary effect, that are exacerbated by stress and anxiety.



It is interesting to note that doctors researching the placebo effect have noticed that large dummy pills are more effective than small ones, and coloured ones are more effective than white; showing that the expectations of the strength of the pill affects patient's responses.

(from Wikipedia, the free encyclopedia)

#### **4. Translate the text into English and comment upon the issues tackled in it.**

Актуальною проблемою сучасної методики викладання перекладу є вироблення та вдосконалення системи вправ, націлених на розвиток професійної компетенції перекладачів. Власне перекладацьким вправам приділяється достатня увага як у методичній літературі, так і на заняттях з практики перекладу. Йдеться про вправи мовні, що розвивають вміння вирішувати перекладацькі задачі, пов'язані з особливостями семантики одиниць і структур мов оригіналу і перекладу; операційні, що відпрацьовують уміння використовувати різні способи і прийоми перекладу, та комунікативні, що створюють уміння успішно виконувати необхідні дії на різних етапах перекладацького процесу.

Фахова підготовка перекладачів передбачає як досягнення високого рівня двомовності, енциклопедичної ерудиції, так і набуття оперативних перекладацьких навичок, оволодіння елементами перекладацьких стратегій і технік на основі накопиченого досвіду роботи з текстами різного ступеня складності та комунікативної спрямованості.

Виступаючи металінгвістичним посередником між відправником та адресатом повідомлення, перекладач повинен здійснити адекватну трансформацію мовних кодів. Така трансформація є передусім процесом творчим, комбінаторним, а не механічним. Головними моментами у творчій діяльності перекладача є вихід за межі експліцитної інформації повідомлення, створення абстрагованих кодових систем, поєднання різних систем у нову, більш загальну систему, що дозволяє екстраполювати встановлені кодові кореляції на інший матеріал.

У залежності від видів перекладу, металінгвістична діяльність перекладача може відбуватися як за когнітивною моделлю *декодування – кодування* (наприклад, синхронний переклад), так і за моделлю *декодування – архівація – розархівація – кодування* (послідовний переклад). Остання обумовлює необхідність розвитку професійної пам'яті майбутніх перекладачів як короткотривалої (операційної), так і довготривалої. Тому, на нашу думку, вагомим компонентом системи навчальних вправ повинен бути комплекс передперекладацьких та парперекладацьких завдань, спрямованих на покращення пам'яті студентів та побудованих на застосуванні методів ейдетики...

(А. Пермінова «Методи ейдетики у системі професійної підготовки перекладачів»)

#### **(II) Translation of acronyms**

Scientific texts just like those of journal and official documents abound in acronyms – pronounceable names made up of a series of initial letters or parts of words, for example, *CPU* (*central processing unit*) – *ЦП* (*центральний процесор*), *UNESCO*

(the United Nations Educational, Scientific, and Cultural Organization) – ЮНЕСКО. The above acronyms are fixed in dictionaries and have their regular equivalents in translation. As opposed to conventional there are many occasional acronyms used in one specific text with the purpose of saving space. Their understanding does not produce difficulties, since when mentioned for the first time the acronyms are written in parenthesis following the full name.

English acronyms are usually rendered by one (or combination) of the methods below:

- Ukrainian equivalent – AIDS – СНІД.
- decompression to the full form of the word or word combination (R&M (repair and maintenance) – ремонт і технічне обслуговування).
- transliteration or transcription – UNESCO – ЮНЕСКО. transliteration or transcription with addition of a general word specifying the class of notions the acronyms denote, UPI – агентство ЮПІ.
- transcription or transliteration of the full form of the original counterpart – CAT – каталізатор.
- *descriptive rendering* – FEF (front-endfee) – комісія за відкриття кредиту; разова комісія, etc.

It really depends on where and how the text will be used, so each case is going to be different and no standards could be applied on the translation of acronyms. Hence, even dealing with conventional acronyms the translator may find useful to add an explanatory footnote. In other cases the original acronym is left as it is in the target text without being substituted with the equivalent translated acronym, e.g. CD-ROM, IBM, etc.

**5. Complete definitions of the acronyms below and translate them into Ukrainian.**

EFT A	European ..... Association
ECB	European .....
UNESCO	United Nations .....
GDP	Gross ..... Product
GNP	Gross ..... Product
G8	..... of ..... industrialized countries
NATO	North ..... Organization
SEPA	Single ..... Area
VAT	..... -added tax

**6. Cover the column on the right and try to guess what the following IRC (Internet Relay Chat) acronyms and shortenings stand for. Uncover the column and match the above with their definitions, specify their word-building model and try to translate them into Ukrainian.**

4GET	Away from the keyboard
AFAIK	Before
AFK	See you
ASAP	In my humble opinion
BE4	As far as I know

CU	Great
IMHO	Me too
GR8	As soon as possible
L8R	Forget
ME2	Later

**7. a) Translate the following article in writing and comment on the way you rendered acronyms. Suggest Ukrainian equivalents to substitute for the SL acronyms, b) Dwell on the pros and cons of the acronym fever in technical and scientific sphere, official documents and journalese. Give English and Ukrainian examples to illustrate your ideas.**

The Christmas rush to buy gadgets and techno-toy televisions is in full swing. But is there any chance of a translation from all those annoying acronyms?

Oh yes. It's compatible with "BD-Video, DVD-Audio, DVD-Video, DVD-RAM, DVD-RW, DVD-R, DVD+R, DVD+RW, CD, CD-R/RW, MP3, JPEG".

This isn't made up – it's the list of formats that function with one of the big-selling DVD recorders of the moment.

And in case you're worried, it's got DVI, HDMI and Scart sockets as well. (Scart, for the uninitiated, is a French-originated standard for an audio visual connector, standing for Syndicat des Constructeurs d'Appareils Radiorécepteurs et Téléviseur. Except, having named it, the French call it something entirely different – Peri tel, to be precise.)

What in the name of Alphabetti Spaghetti is all that about? How did we get into this acronym fever? You want to buy something to watch a film on the telly, not learn a programming language.

Step into the world of televisions, recorders and music players and you're entering a forest of jargon. Not only are there rival formats, there are rival formats that sound almost identical.

You've got a camcorder for Christmas morning, ready to catch that look of disappointment on your child's face. But what happens when you stick in the disc for recording? Did you say DVD-R? How wrong could you be? Duh! It's DVD+R. Of course they won't work. Perhaps no one has told us that there's some competition to replace ordinary speech with a long string of disconnected letters and numbers. These days it can get really confusing for people with all these acronyms flying about. 3G GPRS wap WiFi are some more we can add to the pot but do people really know what they are and what they do? You can say the full version if you want but it might take a while to say it! e.g. "I would like a computer with 1GB RAM, DVDRW, 4GHz CPU, 500GB HD, 500W PSU with SLI 3D GFX please"... becomes... "I would like a computer with 1 gigabyte of Random Access Memory, Digital Video Device with Read and Write capabilities, 4 Gigahertz Central Processing Unit, 500 Gigabytes Hard Disk, 500 Watt Power Supply Unit with a Scalable Link Interface ready 3-Dimensional Graphics card please."

Maybe, the industry needs to start thinking Simple English with clear definitions. Some consumer magazines have gone a long way to demystify some of these.

(from BBC News)

## DEVELOPING INTERPRETING SKILLS

### ***1. Practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking in the textbook.***

1. The task of maintaining physical custody is given the highest priority.
2. The task of maintaining physical custody of the prisoners is given the highest priority.
3. The task of maintaining physical custody of the prisoners is usually given the highest priority.
4. The task of maintaining physical custody of the prisoners is usually given the highest priority and is likely to dominate all other concerns.
5. In all but minimum-security prisons, the task of maintaining physical custody of the prisoners is usually given the highest priority and is likely to dominate all other concerns.
6. In all but minimum-security prisons, the task of maintaining physical custody of the prisoners is usually given the highest priority and is likely to dominate all other concerns such as those of criminal rehabilitation.

### ***2. Practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking in the textbook.***

1. Метою діяльності поліції є захищати закон.
2. Метою діяльності поліції є захищати закон та запобігати злочинам.
3. Метою діяльності поліції є захищати закон, запобігати злочинам, віддавати під суд тих, хто порушує закон.
4. Метою діяльності поліції є захищати закон, запобігати злочинам, віддавати під суд тих, хто порушує закон, охороняти спокій королеви.
5. Метою діяльності поліції є захищати закон, запобігати злочинам, віддавати під суд тих, хто порушує закон, охороняти спокій королеви, захищати суспільство, допомагати громадськості.
6. Метою діяльності поліції є захищати закон, запобігати злочинам, віддавати під суд тих, хто порушує закон, охороняти спокій королеви, захищати суспільство, допомагати громадськості та заспокоювати громадян.

### ***3. Repeat the following groups of words after the teacher and reproduce them from memory.***

1. Suspect, defendant, convict, ex-con, repeat offender.
2. Judge, lawyer, defendant, prosecutor, jury.
3. Robbery, rape, assault, theft, fraud.
4. Constable, sergeant, inspector, chief inspector, superintendent.
5. Sex-offender, thief, burglar, con-man, murderer.
6. Isolation, custody, punishment, rehabilitation.
7. Policeman, investigator, pathologist, SOCO, witness.
8. Title, summary, contents, introduction, body, conclusions.

**4, Repeat the following numerical and verbal information after your teacher, without opening your textbooks.**

1. 5,10,116,240,550.
2. 3 вбивства, 2 згвалтування, 34 крадіжки.
3. 35 дорожньо-транспортних пригод, 12 нападів, 7 пограбувань.
4. 36 міліціонерів, 5 прокурорів, 3 судді.
5. Крадіжка в 1996 році, озброєний напад у 2001 році, вбивство в 2005 році.
6. Відкрито 25 справ, 11 справ у прокуратурі, 5 справ у суді.
7. 118 районних судів, 15 апеляційних судів, 1 Верховний Суд.
8. 3 тисячі амністовано, 22 помилувано, 7 тисяч звільнено достроково, 20 тисяч відбули повний термін.
9. Винесено 250 вироків, оскаржено 57 вироків, переглянуто 34 вироків, відправлено на повторний розгляд 25 справ, змінено міру покарання щодо 14 вироків.

**5. Repeat the groups of words given in the exercise above again but this time by giving their English equivalents.**

### **Translators' Nightmares**

«43» Someone who habitually repeats a crime is termed, in Standard English usage, a **repeat offender**. This term should be your first choice when translating the Ukrainian word “рецидивіст” which is usually used in all such contexts. The English word **recidivist** is not generally used as it is more a term of sociological and psychiatric jargon, and so tending to be used in academic or formal reports, rather than in normal use. Police officers are more likely to use Standard English than academic jargon in their usage of English.

Many terms may be used in spoken English to imply that a suspect is a repeat offender, without the explicit use of the term. Some examples are given below, including the common idiom “to throw the book at” which is used to state that rules have been broken frequently and so the punishment for repeat infringement should be severe. Another is the term “bad penny” which keeps turning up and so is used to state “yet again”.

**Task: decide which you would expect to be (a) spoken or (b) written by a police officer and (c) written in a Social Worker's report. Translate the sentences into Ukrainian.**

1. It looks as though Jason Smith's been turned over again and has been banged up in the city centre nick, probably in the same cell as before.
2. It turned out that Jason Smith had been arrested several times in the centre of the city for drunkenness and brawling and when taken to the Police Station was immediately recognized as a repeat offender.
3. Jason Smith's a bad penny and has been locked up for his own good yet again.
4. It is the opinion of the Unit that Jason Smith displays many behavioural traits of a recidivist and it is deemed advisable to sentence him to Community Service rather than

any custodial sentence, in the event that he is arrested again.

5. When we took Jason Smith into the city centre station, the duty sergeant was not pleased to see a familiar face and said that the judge should throw the book at him this time.

**Task: translate the following into English:**

1. Всю ніч оперативники прочісували підвали та горища. В одному з них над ранок і був затриманий сплячий вісім разів судимий за тяжкі тілесні ушкодження 68-річний рецидивіст, який відсидів за ґратами в цілому 34 роки.

2. Завдяки вогнегаснику та винахідливості працівників райвідділу затримано втікача-рецидивіста і ліквідовано пожежу, що могла призвести до надзвичайної екологічної небезпеки.

3. У Дніпропетровській області за жорстоке вбивство 39-річного таксиста затриманий грабіжник-рецидивіст із Запоріжжя.

4. Головна битва попереду: у місті орудує небезпечний бандит-рецидивіст, колишній денікінський офіцер.

In most countries, the law enforcement body is called a **police force** (поліція) and is controlled by an administrative unit of the government of the country. This means that the police force is made up of Civil Servants (or Public Servants in the USA), and not members of the military. From this perspective the traditional translation “a **police officer**” by the word combination “офіцер поліції” looks quite literal and not very accurate. We recommend to use such Ukrainian equivalents as “*співробітник поліції*” or “*працівник поліції*”.

The name “Police Force” contrasts with that of military bodies, such as “**militias**” (*народне ополчення, озброєне формування*). Although the latter term in English usually means “a temporary, armed military body formed to maintain order during times of insurrection”, a few countries, such as Ukraine, have retained the name of such a military organization to name the body that functions as a police force. Hence we suggest that when translating the Ukrainian “міліція” the English word “*police*” should always be used.

Civil organizations, or police forces, often have hierarchical structures that in some ways mimic military organizations, which is why there are ranks such as Lieutenant and Captain in the USA, and Sergeant in both the USA and the UK. However a police officer in either country is one who holds a public office in the law enforcement structure and this title does not signify a role as commander, as it does in the military, and this should always be kept in mind when translating.

**Task: translate the following into Ukrainian.**

1. In the USA, graduates of West Point are expected to become officers.

2. In the British Army, a lance-corporal is a non-commissioned officer.

3. The police officers in the 13<sup>th</sup> Precinct of Los Angeles were attacked during a riot.

4. Agatha had decided at an early age that she wanted to become a police officer and dreamed of being promoted to Inspector.

5. Uniformed police, as the name suggests, wear uniforms and perform functions that require an immediate recognition of an officer's legal authority.

6. Detectives, by contrast, wear 'business attire' in bureaucratic and investigative functions where a uniformed presence would be either a distraction or intimidating, but a need to establish police authority still exists.

7. "Plainclothes" officers dress in attire consistent with that worn by the general public for purposes of blending in.

8. In some cases, police officers are assigned to work "undercover", where they conceal their police identity, sometimes for long periods, to investigate crimes, such as organized crime, unsolvable by other means.

**Task: translate the following into English.**

1. Працівники міліції затримали грабіжника на місці злочину.

2. Викликай "швидку" і міліцію: здається, ця людина поранена.

3. В міліцейському відділку свідка допитали та через півгодини відпустили.

4. Співробітники підрозділу з розслідування убивств прибули за двадцять хвилин.

5. Під час другої світової війни неабияку роль в перемозі над ворогом відіграло народне ополчення.

6. Британським еквівалентом "Вест-Пойнта" є військова академія у Сандгерсті, де готують виключно офіцерів.

7. Оперативні співробітники міліції ходять, як правило, у цивільному.

8. Форму носять дільничні інспектори, слідчі та деякі інші категорії працівників органів внутрішніх справ.

A common factor in much crime fiction is the hunt and chase for a **serial killer** (серійний вбивця) who is worse than any usual offender, by being a killer who keeps murdering with no apparent motive. Indeed, the stuff of nightmares. The word **serial** is used here in its usual English meaning derived from **series** (серія, низка) – consecutive, connected events.

This is the way that a number of television programmes may comprise a series (серія, низка, ряд), where they are connected by a common theme, or actors in common, or a situation in common. The total set is called a 'series' (*цикл програм*) and subsequent sets become series 2 (*цикл 2*), series 3, etc. The American name for a series is however a 'season', which means that 'series 2' (AngloE) translates into 'season 2' (AmE) and so on.

A **serial** (серіал) is, however, one item separated into **episodes** (*серія, частина*). Classically, the programme stops at a twist in events and is sometimes called a 'cliffhanger' (драматична ситуація), from when serials shown weekly at the cinema seemed to often end with the hero hanging by his fingernails on the edge of a cliff. "Will our hero cheat death? Watch next week's episode!" Many soap operas today use such a technique to persuade viewers to find out what happens next, as almost all soap operas use the conventions of a serial.

**Task: *translate the following.***

1. The world famous series “Life on Earth” by David Attenborough covers one part of the animal kingdom in each programme.

2. The “Coronation Street” soap opera shown on British television is a serial that began in 1960 and has now had well over 6500 episodes.

3. Will our hero cheat death? Watch next week’s episode!

4. Коли знову повторюють першу серію цього серіалу?

5. Відомий серіал про радянського розвідника Штірліца складається з дванадцяти серій.

6. Вчора я випадково побачила на ТБ передачу з циклу “Київські мініатюри”.

7. Серійний вбивця – центральний персонаж детективних історій.

8. Серія вбивств прокотилася містом.



## UNIT 4

### Mass media. Newspapers

**Grammar review point:** Gerundial, Participial and Infinitive Complexes and Constructions

**Creative writing:** Writing an Article

**Listening comprehension and discussion:** TV and Radio Broadcasts

**Developing Translation Skills:** Translation of journalese. Translation of headlines

### READING 1

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

1. What relatively old and relatively new mass media can you name? How did their significance change through the history of civilization?

2. Where does the term “mass media” come from and what does it literally mean?

3. How did the appearance of IT in the 20<sup>th</sup> century influence the ways of keeping us up to date?

4. What is the role of mass media in contemporary society?

5. In what ways does it shape out lifestyles and mentality? How susceptible are different segments of a society to its influence?

6. Why is it possible for TV presenters, journalists and other mass media people to become iconic personalities? Name some of them from Ukrainian, American, and British mass media.

7. What is the balance between objectivity and subjectivity in the presentation of facts by the mass media? Give examples. Is it only the truth that we always hear from the mass media?

8. How can we judge the level of democracy in a country by its attitude to journalists? How do journalists influence societal development on the whole and certain events in particular?

#### **2. Discuss the following quotations giving your view on what is meant. Translate them into Ukrainian.**

1. “The United States is unusual among the industrial democracies in the rigidity of the system of ideological control – indoctrination, we might say – exercised through the mass media”. (Noam Chomsky)

2. “What the mass media offer is not popular art, but entertainment which is intended to be consumed like food, forgotten and replaced by a new dish.” (W. H. Auden)

3. “There was a very consistent creation of a virtual reality, and eventually it collided with our old-fashioned, ordinary reality.” (Hans Blix about mass media)

4. “The fear of missing out means today’s media, more than ever before, hunts in a pack. In these modes it is like a feral beast, just tearing people and reputations to bits. But no-one dares miss out.” (Tony Blair)

5. “Media is just a word that has come to mean bad journalism.” (Graham Greene)

**3. Transcribe the following words, consulting a dictionary if necessary. Practice their pronunciation.**

Courant, Daniel Defoe, realm, provincial, to contrast, polysyllabic, monosyllabic, lingerie, Argentinian, potent, Margaret Thatcher, to salve.

**4. Look through the following comments before reading the text.**

*Comments:*

1. **(Edinburgh) Courant.** A word originally meaning an express messenger, later used to denote a newspaper, but now obsolete in that sense. (*Единбургський*) кур 'єр.

2. **“Swinging Sixties”.** A very widely-used description that is based on the use of the word “swing” as in a style of happy, melodic music. This denotes that the country claimed to have come of age and confident, with a high level of self-esteem and fun. This was typified by such cultural icons as miniskirts, the Mini car, the Beatles and highly decorative clothing. *“Веселі шістдесяті.”*

3. **“IT’S THE SUN WOT WON IT”.** British tabloid newspapers revel in “dumbing down” (to use the commonly-found American English expression). This is a typical example of such a tabloid headline that is monosyllabic and uses “wot” instead of “what” in addition to very bad grammar in order to push their alleged victory into the readers’ faces. *“Саме “Сан” виграла вибори”.*

**5. Read the following text for the first time.**

**Text 1: Newspapers**

Cavemen sitting round a fire and people in villages a few hundred years ago had one thing in common – they talked about news and history in ways that are alien to us. News happened to people immediately adjacent in a family or social group. History was tales or sagas, retold generation after generation. Today, we want to know about events that not only concern us directly, but our curiosity demands that we know about what is happening around our planet, and as quickly as possible.

The bridge between now and then is the creation and assimilation into our consciousness of mass media. What started as information to be conveyed by word of mouth has become an information processing and **distribution** industry of immense size and scale, that most of us feel is essential. We all seem to believe that we must have more and more news and information, at an escalating rate.

Perhaps travellers, riders and later **town criers** were the first media for the distribution of information - probably focused on war, governance and taxation. More and more detail was needed while at the same time literacy and printing became widespread. **Proclamations**, and later, newspapers became our first mass media. Newspapers and their position in our society have, on the whole, maintained their central role in our perception of mass media despite competition from other media.

There may be found in history many “first newspapers” from many cultures and societies, but the first that is very similar to our perception of a newspaper today dates from 1605: the World Association of Newspapers recognizes Johann Carolus’s newspaper, published in 1605 in Germany, as the world’s first newspaper. It was regularly published on paper, had news and **editorial** opinion and was distributed widely.

But it was almost a century later in 1702, that on 11 March the *Daily Courant* was founded, the world's first daily paper. In 1704 the *Weekly Review* was founded by Daniel Defoe and in the same year can be found the earliest surviving copy of a provincial newspaper, the *Bristol Post-Boy*. In 1705 the *Edinburgh Courant* was founded, edited by Daniel Defoe.

In 1706 the *Evening Post*, the first evening newspaper, was founded. Despite the bombardment from television and the internet, the only real **casualty** in the **realm** of newspapers is the evening paper. The extension from a daily national morning paper to a second local or provincial paper seemed natural for about two centuries, except in the USA. But today the morning paper, still mostly national, lives on, while evening papers are rapidly being replaced by others of the mass media. So in a world where most households have one or more televisions, where in countries such as England the internet takes more of our time than the TV, how can it be that, at the time of writing, 53 % of English households still have a daily paper? What do newspapers do for us that they resist being replaced by the new generations of mass media?

The **marketing-speak** description of this phenomenon is known as '**market penetration**'. This is expressed as a percentage of households that receive a copy of the newspaper against the total number of households in the paper's market area. In the 1920s, on a national basis in the U.S., daily newspapers achieved market penetration of 130 percent (meaning the average U.S. household received 1.3 newspapers). As other media, such as radio and television, began to compete with newspapers, and as printing became easier and less expensive giving rise to a greater diversity of publications, market penetration began to decline. It wasn't until the early 1970s, however, that market penetration **dipped** below 100 percent. In the year 2000 it was 53 percent, coincidentally the same figure as that in England today.

These figures are calculated on national newspapers, as contrasted with local newspapers serving a city or region, except for the USA which has a different profile to most other countries. In the United Kingdom, there are numerous national daily newspapers, including *The Independent*, *The Times*, *The Daily Telegraph*, *The Guardian*, *The Daily Mail*, *The Sun*, *The Daily Express*, *The Daily Star* and *The Daily Mirror*. They vary in style, from serious, polysyllabic and educated (*The Guardian*, *The Independent*) to monosyllabic, sensationalist, racist **tabloids**, focused on sex and celebrities (*The Daily Star*, *The Sun*). The latter is known as the "yellow press" in American English but the term is not known in the UK.

In the United States and Canada, however, there are few truly national newspapers, with the notable exceptions *The Wall Street Journal* and *USA Today*. The former is a specialist daily financial newspaper, similar to the *Financial Times* of the UK, again a daily paper. Almost all other specialist newspapers in most countries are weekly. Large metropolitan newspapers with expanded distribution networks such as *The New York Times* and *The Washington Post* can fill the role of *de facto* national newspapers. In the U.S., *USA Today* has a daily **circulation** of approximately 2 million, making it the most widely distributed paper in the country. The most notorious example of the "yellow press" in the USA, *The National Enquirer* is, as its name suggests, nationwide.

This peculiarity goes in part to explain why Americans call *The Times* the “*London Times*”, which mystifies British people who have no mental picture of that newspaper as having any provincial or regional role. For another odd reason, Americans do not call the *Sun* the “*London Sun*”.

*The Times* is one of the world’s oldest newspapers and until 1966 distinguished itself by refusing to put news on its front page. Previously, the paper’s front page **featured** small advertisements, usually of interest to the **moneyed** classes in British society. But around that time, the British began, in the “**Swinging Sixties**”, to demand more popular aspects to their news and information. Education was becoming less important than entertainment and in 1969, *The Sun* was relaunched to catch this mood. From the start, sex was used as an important element in marketing the paper. While the *Daily Mirror* frequently featured a **pin-up** photograph of a young woman in bikini or **lingerie**, **ostensibly** as a fashion item, *The Sun* **dispensed** with the excuses; it featured a daily topless picture known as the *Page Three Girl*.

Today, *The Sun* has the highest circulation of any daily English-language newspaper in the world, standing at 3,107,412 copies daily in the first half of 2006. The daily readership was just over 7,800,000. But much of the reason is more than the use of sex and sensationalism; it appears to be the rather cunning way that politics and celebrities have become woven more deeply into the fabric of British society, led by the methods of *The Sun*.

*Left*, a notorious front page announcing the sinking of the Argentinian *Belgrano* warship, when 323 sailors died, married with an anti-Trade Union item on the same page.

It may be argued that one of the most potent forms of media manipulation is to provide political instruction in parallel to what may be called “popcorn for the soul.” Political corruption in the UK is based upon “grace and favour” or, more bluntly, “scratch my back and I’ll scratch yours”. When the *Sun* was launched, Britain was predominantly a Socialist country, but the Conservative Party persuaded the *Sun* to aggressively support and promote Margaret Thatcher and her policies. The *Sun* was so convinced of its contributions to the Conservative victory that it declared “**IT’S THE SUN WOT WON IT**”. When the Conservatives began hugely unpopular, the paper suddenly switched to support for Tony Blair and Labour, to the extreme surprise of its readership.

Like all other newspapers, “news” often seems to be what the public wants, rather more than an objective reporting of current affairs. Sport, celebrities, scandals and sex sell. What could be better than a front page of a footballer’s wife, such as Victoria Beckham, scantily-clad and linked to a scandal?

Perhaps the 21<sup>st</sup> century answer in Britain is the supply of free gifts that **salve** demand for alternative forms of media. What started in the 1970s as supplements offering magazines, TV guides and pure entertainment, became free paperback books, software and DVDs. In 2008, not only is the trend for free DVDs inside a newspaper continuing, but now feature films on DVD and audio music on CD are given away, rather than sold.

How newspapers in Ukraine will evolve remains to be seen, but we’re all waiting for our free DVDs.

**6. Define whether the following statements are true or false, checking your general understanding of the text.**

Before the advent of mass media, people could easily learn what was happening around the planet. 2. With mass media, information processing and distribution became an immense industry. 3. Newspapers lost their central role in our perception of mass media, because of competition from other media in the 21<sup>st</sup> century. 4. The world's first daily newspaper was the *Daily Courant* founded in 1702. 5. The morning paper became the only casualty in the realm of newspapers, as the result of the bombardment from television and the internet. 6. Market penetration in the 1920s for newspapers was significantly higher than it is today. 7. In the USA people mostly prefer to read local newspapers, and in the UK – the national ones. 8. Both British and American newspapers vary significantly in style and cater for different tastes of the reading public. 9. *The Times* has always put news on its front page. 10. Today, *The Sun* has the highest circulation of any daily English- language newspaper in the world. 11. *The Sun* became extremely popular only because the use of sex and sensationalism. 12. Supplements offering magazines in Great Britain today partially meet the demand for alternative forms of media.

**7. Analyze and learn the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words.**

**Vocabulary notes**

**1. Distribution, n.**

1) the action of dealing out in portions or shares among a number of recipients, apportionment, allotment, the dispersal of goods among consumers effected by commerce – розподіл, роздача, збут, рух товарів від підприємства до споживача e.g. The fairness of the distribution of economic aid throughout Darfur was questioned.

2) *economics* the way in which individuals of classes share in the aggregate product of a community – розподіл (багатства) e.g. Diversities in the distribution of wealth cause social inequality.

3) the action of spreading or dispersing throughout the region, the state or manner of being located in different places all over the region – розміщення, поширення e.g. The distribution of the stars in the Milky Way would make it look like a spiral from another galaxy.

4) the division of the whole of collective body into parts, especially with distinctive characters or functions, division and arrangement – розподіл, групування, e.g. The distribution of US States into Counties allows for more direct local government.

*Comb.:* income distribution – розподіл прибутків, production distribution – збут продукції, age distribution – групування населення за віком.

**2. Town crier.** Originally from ancient Greek and ancient Roman society, town criers were people shouting the information in a public place that spread throughout Europe as the means by which local government could convey news verbally to the people. Оповісник, глашатай, e.g. The town crier enjoyed telling the people news about

the outlaws in Sherwood Forest.

**3. Proclamation, n.** Translators should be aware that the Ukrainian word “прокламація”, the principal meaning of which is “a published or handwritten leaflet on burning political issues” belongs to “translators’ false friends” and should never be translated as “proclamation”, but as “political leaflet”. Otherwise, the meanings of the English word include the following:

1) the public and formal announcement of something, especially the accession of a monarch – декларація, офіційне проголошення/оголошення, оприлюднення, прокламація (в значенні урочисте проголошення) e.g. The government issued a proclamation that the day of Princess Diana’s funeral would be a Bank Holiday.

2) a formal order historically issued by a monarch or other legal authority and made public – (офіційне) послання, звернення, заклик, відозва e.g. King Richard the Lionheart issued a proclamation that he was leaving on a Crusade to the Holy Land.

**4. Editorial, adj.** Pertaining to an editor or editing, written by the editor, distinguished from news and advertising matter – редакторський, редакційний, e.g. The publisher was frequently stopped at the airport immigration control as the government did not like the critical editorial comments in his newspaper.

**Editorial, n.** A newspaper article written by the editor or under his/her direct responsibility – передова стаття, передовиця, редакційна стаття, e.g. The editorials running in the tabloid newspaper focused on the activities of David Beckham for five days in a row.

*Comb.:* editorial staff – редакційна колегія, editorial office – редакція (приміщення).

**5. Casualty, n.**

1) a chance occurrence, an accident, a mishap, a disaster – нещасний випадок, аварія, e.g. His own father’s business was a casualty of the war years.

2) a person killed or injured in war or an accident, a thing lost or destroyed – потерпілий в аварії, вбитий/поранений на війні e.g. There have been hundreds of thousands of casualties in Iraq following the American invasion.

*Comb:* casualty rate – кількість убитих і поранених, to sustain casualty – понести втрати.

**6. Realm, n.** A kingdom or any region or territory of a specified ruling power; *fig.* the sphere or domain of some quality – королівство, галузь, сфера, царина, e.g. My job assignment to the realm of Human Resources was probably a good career move.

**7. Marketing-speak.** One of many terms that have evolved from the invention of “Newspeak” by George Orwell in his novel “1984”; in this case implying communication often heavily loaded with marketing jargon or terminology. **Маркетинговий жаргон**, e.g. A product that changes the colour of its label might become “New and Improved” in marketing-speak.

**8. Market penetration.** Terminology in marketing that refers to the increase of the consumption of a product in its target market, called “diffusion” in marketing-speak. **Завоювання ринку**, e.g. The market penetration of iPods began to rapidly rise in Ukraine as mp3 players increased in popularity.

**9. Dip, v.**

1) put or let down for a moment (into a liquid), immerse partially and briefly – заглиблювати, занурювати, вмочати, e.g. He dipped his hand into a stream, right up his sensitive wrist.

2) sink or drop as if into water, extend downward a little way – пірнати, падати, поринати, e.g. Gulls dipped over the lawn in a series of white flashes.

3) fall in value or magnitude, especially temporarily – падати, знижуватися, e.g. The audience share was just dipping below 41 per cent.

4) to incline or slope downward – мати нахил, йти на укіс. e.g. You have no idea how the road dips, until you almost lose control.

5) to put your hand or a utensil into something in order to take an object or a portion out – поринати, пірнати, занурювати, лізти (за чимось), тягтися (за чимось), e.g. She was continually dipping for cigarettes into her black handbag. He was dipping all the time into the bowl of nuts on the bar.

6) to look cursorily into the subject or a book – заглядати, глянути, e.g. That was the only book in my library into which I have not dipped one time or another.

**10. De facto, adv, Latin.** Existing in fact, in reality. Де-факто. Насправді, e.g. His evasion was seen as a de facto admission of guilt.

### **11. Circulation, n.**

1) the continuous motion by which the blood travels throughout the body under the action of the heart; a movement of anything that returns to its previous position – циркуляція, кругообіг, обіг. e.g. I slapped my arms to keep the circulation going.

2) the movement or exchange of currency, distribution of news, books, the number of copies, especially of a newspaper, that are sold – обіг (монет), розповсюдження (новин, видань), наклад (газети), e.g. Free DVDs are a dramatic way of raising the circulation of a newspaper.

### **12. Feature, v.**

1) outline or portray the features of something or somebody – зображувати, змальовувати, накреслювати, e.g. The Last Supper by Da Vinci is said by some to feature Mary Magdalene.

2) make a special display, give prominence to, especially in a play, film, etc. – показувати (в головній ролі на екрані тощо), виконувати головну роль, бути окрасою (фільма, програми), e.g. It was his first appearance on television, in a programme featuring his work.

3) be a feature of special attraction, play an important part in – відводити найважливіше місце, приділяти особливу увагу, бути або вміщувати в собі характерну рису, e.g. Libraries feature prominently in many local authority cuts.

### **Feature, n.**

1) distinctive or characteristic part of a thing – характерна риса, ознака, особливість, деталь, властивість, e.g. A feature of the house was an impressive hallway.

2) *usually in pi.* a part of the face – риса (обличчя), e.g. His features relaxed into a slight smile.

3) a specialized article in a newspaper, magazine – головна стаття, стаття (в газеті), що викликає особливий інтерес, сенсаційна стаття; окраса програми, цікавий момент, e.g. The Sunday paper ran a feature on the new autumn fashions.

4) a key film in a cinema programme – основний фільм кінопрограми (на відміну від реклами, журналу), повнометражний фільм, e.g. The main feature starred Pierce Brosnan.

*Comb.:* a feature film – повнометражний фільм, feature programme – тематична програма, feature writer – журналіст, який пише сенсаційні, особливо цікаві статті.

**13. Moneyed, adj.** Having much money, wealthy. Багатий, грошовитий, e.g. The student who had a new Porsche was obviously of moneyed parents.

**14. Pin-up, adj.** (Of a photograph, poster) Intended for display on a wall, (of a person) sexually attractive. Призначений, розрахований для показу, сексуально привабливий, гламурний. e.g. The walls of the garage were covered in pin-up pictures.

**15. Lingerie, French, n.** Women's underwear and nightclothes. Жіноча білизна, e.g. The Roman Catholic priests were embarrassed to be seen in the lingerie section of the department store.

**16. Ostensibly, adv.** In such a manner that conceals the actual or genuine, in a pretended manner. Удавано, напоказ, e.g. She was ostensibly just one of the workers, although she was in fact a senior manager at the L'viv location.

**17. Dispense, v.**

1) distribute, give out as a share from the general stock – роздавати, розподіляти e.g. The hostess dispensed iced tea.

2) administer (justice, authority) – відправляти (правосуддя), e.g. He dispensed an impartial justice which was popular amongst his subjects.

3) make up (medicine) according to a prescription, give out (a prescribed medicine) – готувати та відпускати (ліки), e.g. Antibiotics were dispensed by the pharmacist according to the doctor's prescription for the patient's ear infection.

4) relax or remit (an obligation, an oath) – звільняти (від обов'язків), покінчити, дозволити, незважаючи на щось. e.g. The Pope dispensed with the Christian law forbidding a man to marry his brother's widow.

5) (*usually followed by with or without*) do away with a requirement or necessity, make unnecessary – обходитись без чогось e.g. Familiar facts dispense with all need to imagine the consequences.

*Der.:* dispenser – фармацевт, dispensation – роздача, розподіл, звільнення (від обітниць), відправа (правосуддя).

*Comb.:* special dispensation – спеціальний дозвіл, особлива милість (Папи Римського).

**18. Scantily, adv.** Barely sufficiently, of small extent or amount. Недостатньо, мало, убого, e.g. The girl was far too scantily clad for the weather conditions.

**19. Salve, v. fig.** Soothe (wounded feelings, an uneasy conscience), console. Заспокоювати (сумління), *перен.* пом'якшувати (біль), змащувати (маззю), e.g. She tried to salve her conscience with the lavish gifts she brought for her children.

**20. Tabloid, n.** A newspaper with a highly popular style with easily understood news and features, bold headlines, large photographs and simplified vocabulary. The news focuses on sex and celebrities. The name comes from the UK where once the pages of tabloids were half the size of those of the average "broadsheet". This is no longer true and today's "Times" is now in tabloid format. Бульварна газета; малоформатна газета



зі стислим текстом і великою кількістю ілюстрацій, е.г. When the married royal princess was seen in a nightclub with a pop celebrity half her age, the tabloids splashed the story over several pages.

**7. Read the text for the second time and answer the following questions in relation to the text, checking its understanding in detail.**

1. What were the ways that information was shared before the mass media arrived?
2. What was the world's first newspaper according to the World Association of Newspapers and when was it founded? What features did it have that enable its classification as a newspaper in our modern understanding?
3. What were the names of the first English newspapers and what famous English writer was involved with some of them?
4. What is the percentage of English households that still has a daily paper?
5. Is the "yellow press" term English or American? Give examples of such newspapers in Great Britain and the USA?
6. What are specialist newspapers and magazines? What are the most famous English language specialist newspapers?
7. Are they usually daily or weekly? Give actual examples in English-speaking countries and Ukraine.
8. Why do you think Americans call *The Times* "The London Times"?
9. What moods and tastes did *The Sun* try to catch when it was relaunched in 1969?
10. What was another important reason, in addition to sex and sensationalism, that made *The Sun* extremely popular?
11. What was the difference in the attitudes in *The Daily Mirror* and *The Sun* in terms of their use of sexuality? And what is *the Page Three Girl*?
12. What is the current circulation of *The Sun* today? What American newspaper has the largest circulation? How does that compare to *The Sun* 's?
13. What was the example given in the text demonstrating the influence a major newspaper may have on the politics?
14. What supplements and gifts do the British magazines and newspapers offer? What is the reason for this marketing policy?

**9. Put together bullet-points for the text's contents. Retell the text in detail using your bullet-points as a prompt.**

## VOCABULARY PRACTICE 1

**10. Match the words in the left-hand column as they were used in the text to their synonyms or synonymous expressions in the right-hand column and translate them into Ukrainian.**

- a) readership
- b) realm
- c) to salve

- 1) area
- 2) declaration
- 3) the number of readers of a newspaper

- |                    |                             |
|--------------------|-----------------------------|
| d) proclamation    | 4) the dispersal of goods   |
| e) distribution    | 5) to sooth                 |
| f) casualty        | 6) in reality               |
| g) marketing-speak | 7) to give prominence to    |
| h) to dip          | 8) loss                     |
| i) de facto        | 9) marketing jargon         |
| j) circulation     | 10) almost naked            |
| k) to feature      | 11) wealthy                 |
| l) moneyed         | 12) glamour picture         |
| m) pin-up          | 13) women's underwear       |
| n) lingerie        | 14) to get rid of           |
| o) ostensibly      | 15) a number of copies sold |
| p) to dispense     | 16) in a pretended manner   |
| q) scantily-clad   | 17) to fall below           |

**11. Study the meaning of the highlighted words and translate the following sentences into Ukrainian.**

1. *The readership* of "The Guardian" and "The Independent" is mostly highly-educated. 2. The CEO's *proclamation* announcing the need for redundancies horrified the workforce. 3. The *editorial* style of the newspaper was very right-wing. 4. The first *casualties* of the newspaper circulation wars were the papers aimed at the more intellectual sides of life. 5. The sub-editor's *realm* was characterised by the smells of cigarettes and whisky. 6. *In marketing-speak*, a person buying something may be a consumption unit. 7. The desire to increase its *market penetration* has led "The Times" to dumb-down its traditional style. 8. The change in the approach to sex in many newspapers has led to a *defacto* change in society. 9. The newspaper's marketing manager was paid a monthly bonus directly based on the paper's *circulation*. 10. The *moneyed* classes in England today are more likely to be plumbers than bank managers. 11. David Beckham is more famous as a *pin-up* than as a footballer, in many people's opinion. 12. Kylie Minogue was paid massively for advertising "Agent Provocateur", which inspired her to form her own *lingerie* company. 13. The *ostensible* reason for devoting so many pages to TV soap personalities in many newspapers is "public interest". 14. It was difficult for the *scantily-dressed* models to brave the winter climate during the promotion. 15. It is difficult to *salve* many bums, as creams may do more harm than good.

**12. Give the best Ukrainian equivalents for the following words and expressions from the text.**

Cavemen, people immediately adjacent in a family or social group, the creation and assimilation into our consciousness of mass media, distribution industry, at an escalating rate, editorial opinion, the bombardment from television and the internet, the only real casualty in the realm of newspapers, the extension from a daily national morning paper to a second local or provincial paper, to resist being replaced by the new generations of mass media, the marketing-speak description, market penetration, the total number of households in the paper's market area, to dip below 100 percent, to have a different

profile, a specialist daily financial newspaper, a daily circulation of 2 million, the paper's front page featured small advertisements, the moneyed classes, to catch the mood, a pin-up photograph, to dispense with the excuses, the daily readership, to become woven more deeply into the fabric of British society, a notorious front page, the sinking of the Argentinian warship married with an anti-Trade Union item on the same page, a potent form of media manipulation, to provide political instruction, "popcorn for the soul", "grace and favour", scantily-clad and linked to a scandal, to salve demand, supplements offering magazines.

**13. Revise the meanings of the word "medium/media" (see textbook year 3, lesson 4) by translating the sentences below using the following words as prompts: медійник, середина, середовище, навколишнє середовище, оточення, медійний простір, магнітні носії, умови життя, засіб (масової інформації), проміжний ступінь, медіум, розчинник фарби, дотримуватися золоті середини, матеріал для митця, подія з залученням преси.**

1. Is there no medium between going to a court of law and forgetting the whole thing? 2. What a strange medium time is: transparent when you look back... opaque when you look forward. 3. You can not thus abstract any man from the social medium by which he is surrounded. 4. The Internet has developed into the greatest medium for mass education and entertainment. 5. Madame Zoe was a famous medium who claimed to have a spirit guide always in touch. 6. Alabaster was his favourite medium for sculpting. 7. The diplomat could always strike a happy medium with everyone but his wife. 8. Most digital storage devices still use magnetic media. 9. A football World Cup is not only sport, but a major media event. 10. Today's top Hollywood stars have to be more mediagenic than ever. 11. The room was full of mass media people before the conference started.

**14. Insert prepositions in the following expressions and phrases wherever necessary.**

A percentage of households that receive a copy of the newspaper ... the total number of households in the paper's market area, to sit ... a fire, one thing ... common, alien ... us, to be given ... rather than sold, to concern ... us, assimilation ... consciousness, to be conveyed ... word ... mouth, the first media ... the distribution of information, "first newspapers"... many countries and societies, the extension ... a daily national paper ... a second local paper, to give rise ... diversity, to dip ... 100 percent, figures are calculated ... national newspapers, to be contrasted ... something, to have a different profile ... something, to go ... part to explain, to distinguish yourself ... refusing, to dispense ... the excuses, circulation standing ... 3 million copies, to be woven ... the fabric, to switch to support ... the Labour, to be linked ... a scandal, to salve demand ... sensationalism.

**15. Write out from the text all the adjectives and adjectival groups that may characterise a newspaper or a magazine. Arrange them in two columns by negative and positive characteristics.**

**16. Study the meaning of the polysemantic words from the text and words of the same root by replacing Ukrainian words in brackets by their English equivalents. In each block insert words with the same root.**

**A.** The ballot papers were (розподілений) equally among the counters. The (поширення) of the readership was heavily weighted towards the middle classes. The flock of sheep was (розкиданий) all over the hills. The (розміщення) of the murders did not look random to the experienced policeman.

**B.** The (падіння) in circulation brought a flood of questions from the paper's owner. The way that a kingfisher (пірнати) into the water to catch a fish is a thing of beauty. The guilty person (опустити) their head when being accused. She often (заглядати) into her book of paintings of foxes when she felt low.

**C.** His most prominent (писа) was his nose. The (основна) article in the Sunday Supplement was on nose hair clippers. The (основні, сенсаційні статі) Editor longed to return to the Political Desk. The new single by DJ Death (приділяти найбільшу увагу) Robbie Williams. The editor decided to (зображати) the Leader of the Opposition in a very glowing light two days before the election.

**D.** The managing director decided to (обійтися без чогось) with the services of the elderly football writer. The sub-editor loved to (роздавати) advice even when it wasn't wanted. The coffee machine (відпускати) hot brown drinks that weren't identifiable as coffee or tea. The crusading style of the paper tried to (відправляти) justice regardless of what the courts decided.

**17. Find in the text words and expressions, including idiomatic ones, synonymous to the following:**

Nearby, an express messenger, orally, absorption of a phenomenon by mind, strange and incomprehensible, the reading public, a newspaper catering for particular readers, to be combined in the same place, to change your support for somebody, the dispersal of goods among consumers, the public and formal announcement, mighty, to soothe, barely sufficient, a domain, marketing jargon, to do away with a requirement, women's underwear, intended for display on a wall, to give prominence to somebody in a film, a number of copies of a newspaper published and distributed, in reality, people killed or injured in war, to become tightly connected with, an image in your mind, to start again.

**18. Give all derivatives to the English verb "to edit" with matching Ukrainian equivalents.**

**19. Choose one of the following words and insert it in its correct form into each of the sentences below: dipper, distribute, swinging, dispensation, circulate, potent, proclaim, featureless, fabric, readership, household, adjacent, extension, provincial, notoriously, monosyllabic, assimilation.**

1. The textbooks were... between the students. 2. The air conditioning unit was switched on to... cool air around the hot and stuffy room. 3. The cocktail was rather... more than she thought while drinking it. 4. The princess was ... as the new queen. 5. The cliff was ... and extremely difficult to climb. 5. The new editor was concerned with

listening carefully to the views of her .... 7. The footballer was renowned for uttering ... grunts while TV presenters tried to interview him. 8. Both fashion and music changed dramatically during the ... Sixties. 9. In many British amusement parks, the roller coaster is called the Big .... 10. The deaconate issued her a formal... for missing lectures while she was pregnant and giving birth. 11. ... theatre is rarely as good as that in the capital. 12. Changes in the ... of society are rare and usually initiated by dramatic events. 13. The ... of Muslims into western culture is extremely difficult. 14. Immediately ... to the house was a brick-built garage. 15. The ... lead was used to connect the additional computer peripherals. 16. Irina was ... reluctant to tackle any of the ... chores.

**20. Give English equivalents to the following Ukrainian words and expressions using the vocabulary of the text.**

Офіційне проголошення, розподіл багатства, заспокоювати сумління, убогий, особлива милість, розподіл прибутків, відправа правосуддя, тематична програма, фармацевт, вмочати, насправді, завоювання ринку, царина, нести втрати, маркетинговий жаргон, кількість убитих і поранених, читачі, редакційна колегія, грошовитий, відпустити ліки, удавано, жіноча білизна, вивішені фотокартки, повнометражний фільм, обіг монет, прокламація, збут товарів, редакційна стаття, показувати в головній ролі, головна стаття в газеті, характерна риса, кругообіг, глашатай, засвоєння, приміщення редакції, могутній, кур'єр, провінційний, національна газета, сенсаційний, пов'язаний зі скандалом, односкладові слова, вплітати у тканину політичного життя, протистояти, спротивляться, замінити іншими засобами масової інформації, безкоштовний додаток до газети чи журналу, спеціалізовані газети та журнали, бульварна преса, подавати на одній сторінці, передавати з вуст в уста, чужий, засвоювати свідомістю, атаки з боку телебачення та Інтернету, політична настанова, печерна людина, прискореними темпами, друк, редакційна точка зору, частково пояснювати, уявлення про газету, відзначитися, ухопити настрої, змінити політичні симпатії.

**21. Continue the following rows of Ukrainian synonyms, and then provide synonymic English rows to match them. Use a dictionary of synonyms.**

Вмочати, пірнати....  
Глашатай, оповісник...  
Царина, галузь...  
Могутній, сильний...  
Розподіл, роздача....  
Насправді, реально...  
Оголошення, оприлюднення...  
Багатий, грошовитий...  
Удаваний, несправжній...  
Убогий, недостатній...  
Відпустити, звільнити...  
Редагувати, виправляти...

**22. Translate the following Ukrainian sentences into English, paying especial attention to the translation of the row of synonyms “редагувати, виправляти...” from the exercise above in different contexts.**

1. До неї ходив дорогий вчитель музики і виправляв її гру на роялі. (І. Нечуй-Левицький) 2. Все, що тільки зробила Ольга, треба було за нею переглядати і поправляти. (І. Франко) 3. Учасники експедиції весь час коректували карти, виправляли координати багатьох островів. 4. Можна признати рацію моєму бажанню коригувати самій, бо таки автор завжди має гостріше око. (Леся Українка) 5. Якщо потрібна ця дата, то справтеся, з якого і до якого дня вони грали, та й переправте. (Панас Мирний) 6. Наталя Василівна сіла за стіл готуватись до завтрашніх уроків і правити зошити (О. Копиленко) 7. Я відредагую ваші записки (О. Корнійчук) 8. Крайнюк вичитував коректуру свого нарису. (В. Кучер)

**23. Translate the following Ukrainian sentences into English, paying especial attention to the translation of the row of synonyms “удаваний, несправжній...” in different contexts.**

1. Моїм удаваним завданням був пошук певних матеріалів для газети в міністерстві, але я пішов брати інтерв'ю зовсім в іншому місці. 2. Балабан слухав вихователя з удаваною увагою. (С. Добровольський) 3. По його позіханню, робленому, нещирому, я вгадую, що він має казати щось гостре, цікаве. (С. Васильченко) 4. Ця зухвалість була награна, за нею проглядали непевність і глибоко прихований страх. (П. Дорошко) 5. Напускна серйозність надавала її обличчю ще більшої принади. (В. Гжицький) 6. Я вірив, що під оцією зовнішньою байдужістю, під інколи навіть показною грубістю і мовчазливістю тлів вогонь ненависті до ворога. (Ю. Збанацький) 7. Кореспонденти встають. Короткі кивки головами. Скупі завчені посмішки. (Ю. Бедзик)

**24. Translate the following Ukrainian sentences into English, paying especial attention to the active vocabulary.**

1. Як ти думаєш, яким газетам віддає перевагу український читач - місцевим чи національним? 2. Я особисто переконаний, що, незважаючи на шалений тиск з боку інших засобів масової інформації, газета не стане жертвою новіших технологій. 3. Більшовики розповсюджували свої прокламації з закликом до повалення тимчасового уряду в першу чергу серед робочих та солдатів. 4. Про справедливий розподіл прибутку на зборах було багато розмов. 5. Збут товарів за радянських часів був плановим і не прив'язувався до потреб ринку. 6. Так кого показують у головній ролі в новому фільмі Спілберга? 7. Газета була заснована як місцева, але з часом насправді перетворилася на національну. 8. У статті повідомлялося про кількість вбитих та поранених за останні два тижні бойових дій. 9. Йому з поділу зисків тої ярмарки припала би гарна сума. (І. Франко) 10. Болгарські єпископи проголошують болгарську церкву незалежною від Константинопольського патріарха. (С. Скляренко) 11. Розкидалися зорі по всьому темному безкрайому небі майже рівномірно – великі та малі, так багато їх було. 12. З високого муру глашатай оповістив про наближення свята на честь вавилонської

цариці Шубар. 13. Наклеїла я всі дописи, сіла переписувати передову. (В. Кучер)  
14. Гуртом же, українці, до лану освіти, щоб вихід пошвидше знайти. (П.Грабовський)  
15. То що ж насправді ховається за всією цією маркетинговою балаканиною?  
16. На замовлення та відпуск ліків в аптеці взяли нову людину.  
17. Гарячка палила його всередині, він щохвилини мочив руку в воді та охолоджував чоло, очі, голову. (М. Коцюбинський)  
18. Дідівський величезний годинник, що стояв у кутку, був безсумнівно головною окрасою кімнати.  
19. Циркуляція крові сповільнилася, бо руку було перетягнуто джгутом.  
20. Тематичні програми на телебаченні набирають все більшої популярності.  
21. Бутік жіночої білизни нещодавно відкрився неподалік від нас.  
22. Годувалася вона тим, що у місяць видавали: стільки там хліба, сала, ріпи, буряків (Панас Мирний).  
23. Пом'якшити біль розмовами про те, що все скоро забудеться, ніяк не вдавалося.  
24. Навіть далекі родичі повинні були отримувати спеціальний дозвіл від Папи, якщо хотіли одружитися.  
25. Білого лебедя як не чорни – він упірно й однаковий буде.  
26. За середніх віків відправа правосуддя здійснювалася, як правило, самим феодалом.

*25. Read the following text about radio nowadays, paying especial attention to the highlighted vocabulary.*

### **Radio in the 21<sup>st</sup> century**

Before the internet there was television and before TV there was the radio. Older people remember sitting around the radio to listen to the news, music and comedy, waiting for **diodes** to warm up, turning **bakelite dials** to try **to tune in the station** better. They **broadcast** on **AM**, split into short, medium and **long wave reception**. What is radio's niche today? Who listens to the radio, apart from young people, old people, drivers, and people in shops and offices?

In many countries, local radio **transmitting** on high quality FM **channels** serves two important functions; both those of commercial advertising and community information. Local advertising on radio is affordable for those with a small **catchment area** – a store rather than a national chain of shops. It also actually informs people in an area what is available in their vicinity.

Perhaps more important, **local radio** gives local news and community information relevant specifically to those in a given locality. The internet and TV are massively more powerful in serving national and international interests and the **dispersal of news**, while local radio will discuss events at a particular school, community association or sports team.

Although countries with large geographical territory, such as Australia or the USA are the obvious candidates for today's local radio, most European countries also have a high level of local radio. Most cities, towns and regions in the UK have one or more **local radio stations**, for example. Coventry in England, smaller by population than Vinnitsya, has both CWR and Mercia radio stations on FM.

The **disc jockeys (DJs)** or **presenters** will **be on air** to chat with guests, run **phone-in chat programmes** or introduce music, while other presenters will **read the news**. They will then **go off air** while a mix of music is played between the news and adverts. One other characteristic is that radio in Europe and the USA often has a **programming**

**style** based upon particular musical genres, such as jazz, blues, rock, country and western, or classical music. This is in dramatic contrast to Kyiv's FM stations which all play very similar mixtures of Ukrainian, Russian and western pop music exclusively. The community and information function is left to the two remaining State radio channels which broadcast a wide range of **thematic programmes** on politics, culture, Ukrainian language as well as broader musical forms. These were once always supplied by a **hardwired point** in every apartment.

Perhaps the meeting point in today's technology is that **wireless radio** is becoming more and more replaced by cable that provides TV and internet giving the consumer a choice from three distinct forms of media.

*Note: AM Amplitude Modulation – old, low quality.*

*FM Frequency Modulation – new, high quality, now digital in many countries.*

**26. Find in the text above words and word combinations equivalent to the following Ukrainian ones:**

Вийти в ефір, вийти з ефіру, радіочат із дзвінками в студію, рок- радіо, джаз-радіо, музичний жанр програми, діод, бакелітова рука приймача, диск-жокей, ведучий, місцеве радіо, місцева радіостанція, розповсюдження новин, тематична програма, радіоточка, радіус радіомовлення, бездротове радіо, налаштуватися на станцію, транслювати (передавати наживо), амплітудна модуляція, частотна модуляція, ловити на довгих хвилях, радіоканал.

**27. Answer the following questions based on the text and your background knowledge.**

1. What image does the word "radio" conjure up in your mind?
2. Why radio was so important before TV and internet appeared?
3. What are some typical situations when radio is listened to now and by whom?
4. Where do you think radio is more important: in small towns or large cities?
5. How has the technology behind radio been changing over the last century?
6. What are the two of the most important functions of radio today?
7. What kind of programmes can you listen to on the radio?
8. What kinds of programmes are prerecorded before they go on air? And which are usually live?
9. What is the specific feature of European and American music radio programmes as compared with Ukrainian?
10. What thematic programmes on Ukrainian radio can you name?
11. Do you have a hardwired point in your apartment or what media do you use to listen to radio?
12. Will radio live on as a kind of mass media or will it become extinct? Give your point of view.

**28. Revise your knowledge of the vocabulary of the lesson by quickly giving Ukrainian equivalents to the following words and expressions.**

**Subject Vocabulary**



Mass media people, assimilation into our consciousness, distribution industry, an editorial opinion, marketing-speak, market penetration, a specialist newspaper, a daily circulation, a pin-up photograph, daily readership, a front page, “popcorn for the soul”, “grace and favour”, a tabloid newspaper, editorial staff, editorial office, casualty rate, a feature article, a feature film, “yellow press” *AmE*, bakelite dials, an FM channel, a catchment area, local radio, community information, a phone-in chat programme, a hardwired point, wireless radio

to broadcast, to transmit, to dip below 100 percent, to have a different profile, to feature advertisements, to catch the mood, to dispense with the excuses, to become woven into the fabric, to provide political instruction, to salve demand, to offer supplements, to sustain casualty, to dip, to dispense justice, to salve your conscience, to tune in the station, to disperse news, to be on air, to go off air, to read the news

a medium, a caveman, a casualty, a realm, a courant, lingerie, a town crier, a proclamation, an editorial, a dispenser, dispensation, a diod, reception, a DJ, adjacent, escalating, moneyed, potent, scantily-clad, provincial, ostensible.

## **29. Translate the following text into English.**

### **Медовий рік української преси – як історичний факт**

17 березня 1917 року в Києві була створена Центральна Рада, яка прийняла на себе державну владу в Україні та, в числі інших демократичних свобод, проголосила свободу слова.

Розпочався надзвичайно цікавий і важливий, багатий на події період історії української журналістики. Деякі дослідники називають березень 1917 р. “медовим місяцем” розвитку вітчизняної преси: краще назвати “медовим роком” період від цього березня до наступного. Становлення української демократії, парламентаризму, багатопартійності закладали чудове підґрунтя для створення й розквіту небувалої за кількістю й різноманітністю преси в Україні. Нічого подібного в її історії не буде до 1990-1992 рр., тобто до розквіту горбачовської “перебудови” та початків відновлення незалежності України.

У перші ж дні з метою кращого інформування населення про свою діяльність та ситуацію в країні Центральна Рада організувала прес-бюро. Основою його діяльності було збирання, опублікування у виданнях, які вже існували, декретів, відозв, офіційних повідомлень “по всіх проявах українського життя” тощо. На це ж бюро було покладено й обов’язки “сприяти розвиткові української преси та поширювати відомості про неї”. Представники бюро працювали в багатьох містах України.

Вже через день від заснування Центральної Ради, 19 березня, почав видаватися інформаційний бюлетень під назвою “Вісти Української Центральної Ради”. Цей бюлетень, зрозуміло, підтримував політичну лінію нового керівництва України, в ньому друкувалися всі укази, вказівки, положення, а також повідомлення представників прес- бюро. Офіційні, директивні матеріали з нього мали бути обов’язково передруковані в усіх українських часописах.

Крім офіційних повідомлень та інформації з місць, на його сторінках вміщали й численні листи, звернення на підтримку Центральної Ради та її діяльності з відновлення державності України.

Із створенням українського уряду починається вихід другого офіційного видання: “Вісника Генерального Секретаріату України”, який теж мав численну читацьку аудиторію.

Березень 1917 року історики справедливо називають “медовим місяцем” української преси саме через її вибухоподібний розвиток. У той революційний час організувалися або відновили своє існування численні політичні партії. Наслідком цього стало відродження політичної преси в Україні.

(<http://www.refme.org.ua/pageid-1783-1.html>)

### **GRAMMAR REVIEW POINTS:**

#### **Gerundial, Participial and Infinitive Complexes and Constructions**

**1. Choose the best infinitive form to complete the sentences. Translate the sentences into Ukrainian.**

1. Celebrities say it’s annoying *to be stopped/to have stopped/to be stopping* in the street by fans, but I’m sure the time *to worry /to have worried / to have been worried* is when no one recognizes you any more!

2. What a shame I missed the President’s speech on TV last night. I’d like *to have seen / to see/to have been seen* it. It’s sure *being repeated/ to repeat / to be repeated* this evening, though, I suppose.

3. The former defence minister is thought *to have escaped / to be escaped / not to have escaped* during the revolution in 2005, and is now believed *to live / to be living / to have lived* abroad, but nobody knows for sure what happened.

4. John Lennon is perhaps the most famous celebrity *to have murdered / to have been murdered / to murder* by a so-called fan.

**2. Use the appropriate gerund or infinitive form of the verbs in brackets. You may need to use passive, negative or perfect forms.**

#### **Tax scandal forces Valentino to quit**

Aldo Calzone, leader of the New Christian Democratic Truth Party, shocked the nation earlier today by... (announce) his resignation. He said he was retiring in order... (spend) more time with his family, and refused... (comment) on recent newspaper reports about his financial affairs. Mr. Calzone is accused of... (avoid) up to 10 million euros in taxes over the last five years, but has always denied... (be) involved in anything illegal. Mr. Calzone said he was happy for his financial affairs... (investigate) and was willing... (co-operate) fully with the tax authorities as soon as he returns from a six-week... (scuba-diving) holiday in the Caribbean.

Mr. Calzone seems... (begin) his holiday yesterday, as his personal helicopter was seen flying away from his country mansion this afternoon. “We are very sorry indeed... (lose) Mr. Calzone as our leader, and are confident that he will be able... (prove) his innocence”, said deputy leader Pavel Ivanov. ‘It is far too early... (talk) about... (choose)

a successor, although of course, if I am asked ... (stand) as leader, it would be foolish... (not do) so – I have a duty... (serve) the party as best as I can.

**3. Paraphrase the following sentences using Complex Object construction instead of a clause.**

1. I felt that somebody hit me suddenly on the arm. 2. He heard that something was howling in the forest. 3. I saw that the shop assistant handed the package to the old lady. 4. They heard how the fox uttered a sharp bark. 5. I should like to see how she would say it to my face. 6. We did not expect that he would return quite so soon. 7. I could hardly believe that it they had scored. 8. He thought that he was qualified for the job. 9. What I want is that you both should be happy. 10. He hated it when people argued about trivia. 11. The diplomat ordered that his luggage should be labelled for Minsk. 12. The new arrival ordered that his breakfast should be brought to his room. 13. Have you checked that the spare parts should be delivered to the garage? 14. Why doesn't he allow a shed to be constructed in the garden? 15. The head of the research unit ordered that the new equipment should be installed as soon as possible. 16. They supposed that the white-haired man was the head of the department. 17. We saw that they were searching through the catalogue. 18. The doctor stated that the bite was dangerous. 19. They found that the sales proposal was rather interesting. 20. She did not mean that I should eat so soon.

**4. Point out and pay attention to the use of the Nominative Absolute Construction. Translate the sentences into Ukrainian.**

1. There being a strong risk of snow that day, it was impossible to go hiking. 2. It being Sunday, everyone went out of town to their dachas. 3. The textbook completed, I was able to take a week's holiday. 4. Time permitting, they will discuss the matter at the next Board Meeting. 5. This being so, I should like to ask him to lecture again next semester. 6. He stood to one side, with his hands in his pockets, watching her intently. 7. Dinner over, they went to the games room. 8. This being finished, they left for home. 9. The conference over, he returned to the branch office.

**5. Point out the Objective and the Subjective Participial Construction. Translate the sentences into Ukrainian.**

1. In the midday quiet of the afternoon she heard a bird singing. 2. The taxi could be seen waiting outside. 3. Her face dropped when she heard his name spoken. 4. She had the utility room redecorated. 5. All the time she felt her heart beating with a nervousness. 6. The darkness found him occupied with these thoughts. The darkness found Mr. and Mrs. Plomish knocking at his door. (Dickens) 7. Somewhere a long way off a mobile ring tone could be heard and an angry voice could be heard speaking. 8. For their New Year's Eve party she had all the carpets moved out of the apartment. 9. She could hear her father fumbling with his key at the door. 10. Get your stuff packed and out of here. 11. The two men were heard approaching. 12. Two days later she heard the postman coming up the drive. 13. They wanted the Union Committee convened over the week-end. 14. She had her bed moved to the corner of the room, as her feng shui consultant has advised. 15. Jessica could feel Olivia reviewing their hopes and dreams, their relationship as sisters.

16. She averted her eyes each time she found herself being stared at. 17. The ebullient chatter in the foyer continued, and more vehicles could be heard pulling up outside.

16. She heard the musicians tuning up in the orchestra pit.

**6. Point out the Participial Constructions and state what kind of adverbial modifier they express. Translate the sentences into elegant Ukrainian using lexical and grammar transformations.**

1. I admired her, with love pure as a child's. 2. The first phase of rehearsals over, time hung heavy on his hands. 3. In the afternoon, with the wind from the south, the orca had come hunting across the waters. 4. The concert over, the inevitable msh for the cloakrooms began. 5. Dinner being over, Jamie, for want of a better companion, had asked his sister to come and sit with him. 6. Now he sat down in an armchair opposite Charlie, sat bolt upright, with his hands on his knees, and looked hard at Charlie. (J. B. Priestley) 7. Her grandfather looked so much better, his cheeks filled out, his eyes sparkling. 8. She sat on the steps, with her bare arms hugging her knees. 9. He stood shamefully hesitating, the strength of his resolution dwindling with each second. 10. With the junior reporter closely watching, he slowly removed the map and spread it out carefully on his desk.

**7. Translate the following Ukrainian sentences into English. Pay attention to using verbals.**

1. У прес-конференції, присвяченій сучасній економічній ситуації в Україні, взяли участь представники засобів масової інформації, обговоривши шляхи подальшого розвитку держави. 2. Розглянувши питання про вступ України до Світової організації торгівлі на засіданні Кабінету Міністрів, члени уряду прийняли зважене і узгоджене рішення про прискорення цього важливого для країни процесу, про що широко повідомлялося у пресі та по телебаченню. 3. “Я повинна дуже ретельно обдумати вашу пропозицію, перед тим як погодитися працювати на вашому каналі”, – відповіла молода журналістка головному продюсеру каналу “Україна”. 4. З’ясувавши, що до Києва прибуває делегація США для проведення переговорів на найвищому рівні, репортери багатьох видань вирішили взяти інтерв’ю у керівника делегації прямо в аеропорту Бориспіль. 5. Ми не заперечуємо проти того, що ви будете рекламувати продукцію спільної українсько-британської компанії, яка користується великим попитом в Україні, на телеканалі “Інтер”. 6. Само собою зрозуміло, що соціальну рекламу на загальнонаціональному та комерційних каналах українського телебачення варто збільшувати та поліпшувати її якість. 7. Підписавши вигідний контракт із керівництвом телевізійного каналу “1+1”, журналіст-міжнародник поїхав у відрядження до Лондона. 8. Ви можете розраховувати на те, що представник тижневика “Кореспондент” надасть вам вичерпну інформацію з цього актуального питання. 9. Переговори між українською та польською урядовими делегаціями про проведення Євро-2012 велися за зачиненими дверима, але кореспондентам багатьох видань вдалося отримати останню інформацію щодо цього питання, яке, безперечно, цікавить багатьох уболівальників у всьому світі. 10. Головний

редактор газети “Факти” продовжував займатися своїми справами, не звертаючи уваги на студента-журналіста, який проходив практику в цьому виданні. 11. Отримавши останні повідомлення про офіційні результати парламентських виборів, відомий політичний оглядач погодився дати інтерв’ю про подальші перспективи політичного та економічного розвитку країни. 12. Проблеми, які детально обговорювалися на засіданні редакційної колегії, варто вирішувати якомога швидше, незважаючи на недостатнє фінансове забезпечення цієї газети. 13. Подумавши, що головний редактор дуже зайнятий, власний кореспондент, який повернувся із закордонного відрядження, вирішив зайти до нього трохи пізніше. 14. Олена тільки що закінчила читати цікаву статтю у тижневику “Дзеркало тижня”, написану відомим українським журналістом-міжнародником, добре обізнаним з останніми подіями, які відбуваються у світі. 15. Перебуваючи у відрядженні в Лондоні, телеведучий каналу “Інтер” скористався чудовою можливістю відвідати визначні історичні місця, зробити фоторепортажі та взяти цікаві інтерв’ю у відомих людей. 16. Безперечно, промова, виголошена президентом СІНА під час його інаугурації, не залишила байдужими як його палких прихильників, так і політичних опонентів. 17. Досвідчений журналіст, який консультував репортера-початківця, дав йому декілька дуже важливих професійних порад щодо його майбутньої роботи у програмі “Підсумки”. 18. Помітивши, що дівчина не цікавиться політичними подіями, які відбуваються в Україні та за кордоном, він вирішив змінити тему розмови і почав говорити про сучасний живопис. 19. Запізнившись на важливу нараду, призначену на понеділок на 9 годину ранку, телеведучий пропустив важливу інформацію про перспективи розвитку 5-го інформаційного телеканалу. 20. Отримавши останні повідомлення про виконання державного бюджету в Україні, кореспондент почав готувати цікаву аналітичну статтю про фінансовий розвиток країни в наступному році.

### *Test your knowledge of English!*

An **ombudsman** is?

- a. someone from Ombud in Pakistan
- b. a referee in a polo match
- c. a media watchdog
- d. a religious gardener

A **talking head** is?

- a. a disembodied ghost
- b. a children’s toy
- c. a Polynesian religious artifact
- d. an image of someone talking to a camera

Something which is **mainstream** is?

- a. wet
- b. very important
- c. fishy
- d. for the mass market

A **caption** is?

- a. the descriptive line accompanying a photograph
- b. a flat hat
- c. a top on a wide-mouthed jar
- d. a part of the sail mechanism on a yacht

A **banner** is?

- a. the spokesman for a political party
- b. a large type headline running across a newspaper page
- c. a news censor
- d. the music played over the credits of a news programme

## READING 2

### Analytical reading and translation comments

#### 1. Read the abstract about the author. Answer the following questions.

1. What do you think helped John Simpson earn a reputation as one of the world's most authoritative journalists? Think of the challenges of a correspondent's career.

2. How do the events that John Simpson has been involved with characterize him? What personal and professional qualities are necessary to make an efficient journalist?

3. Dwell upon the instances of irony in the text and its implications.

4. Express your ideas on the issue of professional pride. What risks do journalists take on a regular basis? If you were a journalist would you consider turning down a life-threatening assignment?

5. What prominent Ukrainian journalists do you know? Prepare a presentation on one of them.

6. What do a correspondent's and a translator's careers have in common? What are their paths to success? Specify the aspects of translator's competence and compare them with those of a journalist.

#### 2. Transcribe the following words, consulting a dictionary if necessary. Practice their pronunciation.

Proprietor, Czechoslovakia, Romania, conspirators, alleviate, drought, famine, caveats, missiles, Israel, Israeli, Lebanon, the Phalange, stereotype, unrivalled, evaporate, abruptly, adjutant, hierarchical, elitism.

#### 3. Read the following text:

##### **Text 2: Contemporary Journalism**

by John Simpson

John Simpson is the BBC's World Affairs Editor, the senior member of a team of London-based foreign and specialist correspondents. In a BBC career spanning more than 30 years – he joined as a trainee journalist in 1966- John has earned a reputation as one of the world's most experienced and authoritative journalists. He has reported from more than 100 countries across the globe, from 30 war zones and has interviewed numerous world leaders.

In recent years he has spent much time reporting from Afghanistan during the fall of Kabul and the political restructuring that followed. He also reported from Belgrade during the Kosovo crisis of 1999. He was one of only a handful of journalists to remain in the Serbian capital when the authorities expelled those from NATO countries at the start of the conflict. "As everyone else was pulling out I decided I would just stay put and see what happened," he said.

For the next 12 weeks he filed reports every day and often round-the-clock for all BBC outlets, and was the first BBC journalist in a war zone to answer questions from Internet users via BBC News Online.

In a career which makes visiting trouble spots a way of life, John says he rarely fears for his safety – even when a Palestinian soldier ordered him to kneel in the road and held a gun to his head. Other close shaves include being shelled in Afghanistan, attacked with poisonous gas in the Gulf and dodging the bullets in Tiananmen Square. He also had the honour as a young reporter of being punched by the Prime Minister, Harold Wilson for asking whether he was about to call an election. The abstract below is taken from "A Mad World, My Masters".

If ours is a mad world, and it is, the madness is not so much outright insanity as a constant state of absurdity. But in this mad world my own trade, journalism, exists in a climate of permanent absurdity. Journalists, knowing this, are constantly amazed and disturbed to find that other people take their work so seriously. They know how thin the ice they skate on really is, how unreliable the evidence they **adduce**. Anyone who has been present at some news event knows how unrecognizable the versions of it in the morning's newspapers are. Even journalists who are not expected to twist their copy to suit the political **slant** of a proprietor find it hard to reach total accuracy: shortness of time and the confused nature of events tend to prevent it.

I watched the full course of the revolutions in Czechoslovakia and Romania in 1989 from the streets without realizing that both were in their different ways **set-up jobs**; especially in Romania, where it later turned out that nothing we had assumed at the time was really correct, and that the entire affair was planned by a small group of conspirators. The notion that journalism is the first draft of history has never been one I have subscribed to; though the later drafts of history have often seemed just as **flawed** as well. "A **shot in the dark**" is more the phrase that comes to mind.

A journalist I once knew who worked for one of the big American news magazines was invited by the information minister of an African country to come and see the appalling drought which was building up there. The journalist really did mean to go, but his plane was cancelled. It was plain that he could not reach the area of the drought in time to write for the next edition, yet his editor was expecting the story.

So he sat in his hotel room in a different country and wrote an eyewitness story on the basis of what the information minister had told him. It was very strong stuff: the stick-like limbs, the **pathetic** children, the flat breasts of the women, the staggering skeletons. The magazine **splashed the story** on its cover with pictures obtained from the country's information ministry, and decent people all over the world sent in their money **to alleviate** the problem.

It doesn't mean that journalists who write about genuine droughts and famines make it up. It is merely that journalism is a kind of profession where mistakes happen constantly, but are so thickly covered over with a varnish of apparent seriousness and sincerity that they are rendered acceptable to the world at large. Politics is just such another. So is the law.

It would be harder for a television journalist to do what this American magazine journalist did, not because television is of its nature a more truthful **medium** – it couldn't be, given the amount of editing and selection that goes into it - but because faking it on a big scale is pretty difficult: you not only have to have pictures and interviews, you would also have to rely on the silence of your colleagues. There have been a couple of examples where television documentaries were faked with the **collusion** of everyone involved; but in television news, in my experience, this does not seem to happen much. The chronic shortage of time makes it difficult, and so does the fact most television journalists work with teams which are constantly shifting and changing.

Most important of all, the culture of television news (certainly in the English-speaking countries) is one where, whatever its other shortcomings, this kind of thing is deeply disapproved of. Television's self-image, like that of the British **broadsheet**

**newspapers**, is one of truth-telling; in the offices of many British tabloids, by contrast, **anecdotes** of constantly shifting and changing are passed around with admiration.

However, the need to be completely honest in your commentary about what is going on in the television pictures is more pressing than ever. The danger still exists that other television organizations, including those whose journalists do not speak English well enough to understand all your **caveats** will use your pictures to promote some false idea of what they mean. But at least your hands will be clean.

There are, of course, plenty of honest mistakes in television news, caused by ignorance or stupidity. The worst mistake I ever made was during the Israeli invasion of Lebanon in 1982, when what was left of the Lebanese parliament gathered on the outskirts of Beirut to elect a new president. Bashir Gemayel, (*above*) the thuggish boss of a particularly nasty private army, the Phalange, was the favourite.

At that stage I had never met him, and had no idea what he looked like. Nor did the cameraman I was working with. The result was declared, and the Gemayel party appeared triumphantly out of the barracks where the election had been held. We hurried over.

“Now you've won, what are you going to do?” i called out.

“Our main policy is to restore peace to Lebanon,” Gemayel said.

We **satellited** our report that evening. It was only the following morning that I found out that the man I had identified as the new president, and had interviewed, was Bashir Gemayel's brother Amin; (*left*) Bashir had decided at the last moment not to turn up. Two weeks later Bashir *above* was killed by a terrorist bomb, and Amin *left* was elected president in his place. I made the obvious joke that I had simply **broken the story** first; but it wasn't one of my better moments.

Journalism is a curious way of making a living. It can be a licence to lie, or a commitment to the most **rigorous** honesty. Yet it seems to me that a great deal of what you read in the newspapers or see on television is not so much wrong as depressingly stylized. Journalists often seem to think only in terms of stereotypes: innocent victims, great leaders, evil killers, **vicious** dictators, tragic children, **vengeful** wives, etc. Under this kind of treatment the complexity of life, which is its truth, evaporates almost instantly.

Television news may not be good at putting over detailed information, but it is **unrivalled at** giving an overall sense of what is going on. A word, a gesture, an image lasting no more than a second can fix an atmosphere permanently in the viewer's mind. All the more need, then, to get the atmosphere right. During the Gulf War of 1991, when a few Iraqi missiles were aimed at Israel, some of the foreign correspondents in Tel Aviv appeared in front of the camera wearing gas-masks. It gave the completely unjustified impression that there was a serious threat.

“We're ordering you to take cover”, called out the **anchorman** to one showman.

“No, I'm staying here while I still can”, the reporter shouted back.

Then the ten-minute live satellite slot which his company had been allocated ran out, and a colleague of mine, Brian Barron, appeared in his place, standing perfectly calmly in front of the camera and explaining what was really going on. To those of us who were watching, his coolness and unexcitability came as a great relief. Look-at-me television, where the reporter becomes the event, is as much of a falsification as an outright lie.



The Irish politician and intellectual Conor Cruise O'Brien once said that the attention of the media was like being picked up by some giant skinhead, examined **at** horribly **close quarters**, handled with great roughness, then dropped painfully, and abruptly. Life can never be quite the same afterwards; every part of the process is damaging. Even in my section of the television news business, the danger exists that merely selecting a particular incident or a particular country to report on will **distort** people's perception of it for good.

Being a journalist you can't please everyone. All you can do is make sure your conscience is as clear as a profession full of compromise and uncertainty will allow it to be.

TV journalism is much about team-work. For the most part, people who work together for television just get on with the job, putting up with each other's **quirks** of behaviour as best they can, trying not to be irritated or offended. And then the time is up. They shake hands in the arrivals hall, go back to their homes, and put the whole episode behind them.

In the past television news teams, like everything else in British society, were constructed on the class principle. The correspondent was the senior officer, dressed differently, educated differently, speaking differently, interested in different things. The producer, though often the same age or older, was unquestionably junior in rank: **the adjutant**, whose job it was to ensure that all the arrangements were properly made. The cameraman was the sergeant, the **backbone** of the service, expected to make sure that everything worked correctly and the job was done. The sound recordist was the corporal, who had the **donkey-work**. There were some to whom sound was the most important thing in life: genuine artists, who weren't interested in promotion and whose work could make the difference between an ordinary report and a brilliant one. The lighting man was like the radio-operator: there primarily for a single technical skill, and much abused if there was a problem with it.

Of course it was never quite as **clear-cut** in practice. The cameramen were sometimes better educated or brighter than the producer or the correspondent; the sound recordist could be the **wit** of the team, producing some of the best ideas for news reports. Essentially, though, the system was a hierarchical one, and everyone knew their place in it.

Now, of course, everything has changed: the world, society, television, we ourselves. There are few sound recordists left in news. Cameramen are usually in their thirties rather than their fifties, and working on their own has made them more self-sufficient. Lighting-men have vanished utterly from television news. The job they once did is either done by the cameraman, or is not done at all.

All the same, television news is still a group activity. As a result, television people keep with their colleagues from the same organization, working together, eating meals together, taking time off together, if there is any to be taken. Journalists working for newspapers, who operate on their own, share cars and information and translators, often agree on the "**line**" to be followed, dislike the **separatism** and **elitism** of television, and are in turn disliked – or, worse, ignored – by the television people.

As a result of all these factors, working for television has its own difficulties, its own pleasures, its own demands, which are quite unlike those of any other medium.

#### 4. Study the following vocabulary notes.

##### Vocabulary notes

**1. Adduce**, *v.* Bring forward for consideration; cite as a proof or instance. Подавати, наводити (докази), цитувати, e.g. Let me adduce more pleasing evidence. Note that the word is rarely used in contemporary English, invariably used by only highly-educated people, and the synonyms below are more commonly used.

*Syn.*: offer – bring or put forward for consideration, present; cite – bring forward relevant, thought-through and specific information to an argument, inquiry, or discussion; proffer – as offer, but carries a more literary connotation; propose – again the same meaning, but most likely to be used in a business or commercial context.

**2. Slant**, *n.*

1) a way of regarding things, a point of view; an interpretation, a bias – точка зору, підхід, позиція, ставлення, e.g. This organization differentiates its marketing by an environmental slant.

2) an oblique beam or ray of light – косий промінь, e.g. The sun made long yellow slants through the window blinds.

3) the slope or inclination of a thing, especilly a hill or a piece of ground; an inclined plane or surface – схил, перехил, скіс, похила площина, e.g. The slant of the hill wasn't noticeable at first, although after a while the journey became heavy going.

**3. Set-up**, *n.* A situation created to deceive or fool. A set of circumstances that incriminates or frames someone. Наперед спланована, підстроєна ситуація, сл. підстава, западня, пастка, лабети, e.g. The negotiating team sensed a set-up as soon as the talks began. The gang arranged a set-up for their rivals in order to get them into trouble with the law.

**Set-up**, *adj.* A jargon use of the noun in media contexts. Підстроєний, спланований, e.g. It was clearly a set-up job.

**4. Flawed**, *adj.* Imperfect, blemished, faulty, damaged. Недосконалий, з вадами, e.g. Even though the diamond was flawed, its size made it extremely valuable. Although she was generally popular, her tendency to argue needlessly was an obvious flawed part of her character.

**5. Shot in the dark**, *yig.* A wild guess. Пальцем в небо. e.g. Sitting unhappily in his exam, his attempt to answer question seven was a pure shot in the dark.

**6. Pathetic**, *adj.*

1) causing pity or sadness – жалісний, e.g. It was pathetic to see how his hopes of a cure were diminishing every day.

2) producing an effect upon the emotions, moving, stirring – зворушливий. Note that this meaning is no longer in common use in contemporary English, e.g. Her pathetic words were lost upon him.

3) *colloq.* miserably inadequate, feeble, useless – жалюгідний, e.g. It was a rather

pathetic affair, attended by only thirty-five people.

Contemporary synonyms include the adjective ‘sad’, e.g. His attempts to sound cool were viewed as rather sad by his children.

**7. Splash the story, fig.** Display (a newspaper story etc) prominently or sensationally. Сенсаційно подати матеріал, e.g. The gangster killing had been splashed over the front page.

**8. Alleviate, v.** Make less burdensome or severe; relieve, mitigate. Полегшувати, пом’якшувати, зарадити чомусь, e.g. This medicine doesn’t cure, but alleviates pain.

**9. Collusion, n.** A secret agreement or understandings for illicit purposes; conspiracy, fraud, trickery. Таємна змова, e.g. They are acting in collusion with the enemy.

**10. Broadsheet newspaper.** A newspaper with a large format, once used to denote a more intellectual approach to news. Повноформатна газета, e.g. Did the style of the “Times” actually change when it dropped its broadsheet format and went tabloid in size?

**11. Anecdote, n.**

1) a narrative of a striking or amusing incident – історія з приватного життя, бувальщина, e.g. My grandfather used to often tell us long anecdotes of his days in the army.

2) a small narrative incident – коротке оповідання, розповідь, випадок, e.g. She illustrated the points of her lecture with anecdotes from her time in business.

This noun belongs to the family of “translators false friends” as although an anecdote could possibly be amusing, it is not by any means a “joke” – анекдот.

**12. Caveat, n.**

1) precaution or warning – застереження. Although the definition 2 below is that given predominantly in dictionaries, this first meaning has become very common in Business English and the media in this relatively simplistic sense, e.g. The marketing department made sure that the technical manual had many caveats that made sure they couldn’t be sued by anyone who used the product wrongly.

2) *law* a formal notice requesting the court or officer to refrain from taking some specified action without giving prior notice to the person lodging the caveat – протест, заява про припинення судового розгляду, e.g. They have entered a caveat against our interests.

**13. Satellite, v.** Transmit by way of communications satellite. This is media jargon adopted by the SOED as a neologism at the end of the previous century. Транслювати через супутник, e.g. They used their videophones to satellite the story live from the front line.

**14. Break the story.** Deliver, reveal, publish, disclose (news, thoughts). Повідомляти, переказувати (новину), розкривати (таємницю), e.g. The story broke on the internet several hours before the morning editions of the newspapers.

**15. Rigorous, adj.**

1) rigidly severe or unbending; austere, stern; extremely strict in application – суворий, невластивий, e.g. I hope she will not be too rigorous with her young group of schoolchildren.

2) severely exact, rigidly accurate or logical, scrupulous – точний, ретельний,

скрупульозний, e.g. Ethics and morality are very different things to the rigorous eye of a philosopher.

3) (of the weather etc.): severe; bitterly cold – суворий, e.g. Southwesterly winds between force 5 and force 6 meant rigorous yachting conditions.

**16. Vicious, adj.**

1) pertaining to or characterized by vice or immorality, morally or ethically unacceptable – порочний, розпутний, e.g. His practical and speculative morals were vicious in the extreme.

2) malignantly bitter or severe; malicious, spiteful, violent – злий, злісний, зловмисний, жорстокий, e.g. *Time* described him as the most vicious Mob boss of his generation.

3) (of an animal): inclined to be savage or bad-tempered – злий, норовистий, e.g. The rats grew fat as piglets and vicious as hyenas.

**Syn.:** corrupt – lacking in integrity;

degenerate – having declined or deteriorated to a lower mental, moral, or physical level;

depraved – morally bad or debased, corrupt, perverted;

evil – morally wrong or bad, harmful;

immoral – corrupt, sexually dissolute also opposed to traditionally held (moral) principles;

nefarious – evil, wicked, sinful;

wicked – morally bad in principle or practice mischievous, troublesome.

**17. Vengeful, adj.** Wanting or inclined to take vengeance; vindictive. Мстивий, e.g. They find some of his younger students unruly, undisciplined and vengeful.

**18. Unrivalled, adj.** Having no rival or equal, peerless, unparalleled. Що не має собі рівних, що не має суперників, незрівнянний, неперевершений. e.g. The fluency of his double-bass drum work is unrivalled.

**19. Anchorman** (anchorperson, anchorwoman), *n.* The presenter of a broadcast programme, who links stories, articles and often other presenters. Ведучий телепрограми.

**20. At close quarters.** If something happens or is done at close quarters, it happens inside a small space or is done from a short distance away. У безпосередній близькості, зблизька, e.g. The troops had been fighting at close quarters.

**21. Distort, v.**

1) twist or wrench to one side; alter to an unnatural shape by twisting; make or become misshapen – перекручувати, викривляти, спотворювати, e.g. Her face was distorted with anger.

2) *fig.* give an erroneous turn to, bias, (a person's thoughts, judgments, etc.); present a false account or interpretation of; alter so as to appear other than as it is; misrepresent – спотворювати, пересмикувати, e.g. To support his pre-conceived theory, the historian sometimes distorted the facts.

**22. Quirk, n.**

1) a strange habit or feature of someone's character, or a strange feature of something – виверт, викрутас, хитрощі, e.g. Like every mp3 player, this one has its

little quirks.

2) a clever or witty saying – каламбур, дотеп, e.g. Few guests understood the quirks of his narrative.

3) a peculiarity of behaviour – дивацтво, e.g. They had their charm, their interesting quirks.

**23. Adjutant, n., mil.** An officer who assists superior officers by communicating orders, conducting correspondence. Старший ад'ютант, e.g. In the American TV comedy MASH, that ran for 11 years and is still shown all over the world, Radar O'Reilly was the highly popular adjutant.

**24. Backbone, n.**

1) the vertebral column, the spine – хребет, e.g. He was still in pain from the blow to his backbone. Syn.: spine

2) the main element or support, the mainstay – основа, суть, головна опора, кістяк, e.g. Farmers are the backbone of this community.

3) *fig.* strength of character, stability of рифове, firmness – твердість характеру, сила волі. e.g. Joshua doesn't have the backbone to be a good manager.

*Syn.:* courage – the power or quality of dealing with or facing danger, fear, pain, etc; determination - resoluteness.

**25. Donkey-work, n** AngloE. The hard or boring work that is part of a task or project. Марудна робота. e.g. Why do I always have to do the donkey-work?

**26. Follow the line.** Follow some rules, guidelines, policy. Дотримуватись правил, вести політику, e.g. The rector insisted that all the lecturers followed the line in terms of his views on education.

**27. Clear-cut, adj., fig.** Completely decided, prearranged (of ideas). Визначений, зрозумілий, e.g. There was a clear-cut opportunity to gain advantage by introducing the innovation.

**28. Wit, n.**

1) mental faculties, sanity, state of mental consciousness – розум, e.g. He is surely out of his wits.

2) mental quickness, inventiveness, intellectual ability – кмітливість, винахідливість, e.g. Wit is not only the result of luck or labour, but also dexterity of thought.

3) wisdom, sense of judgment, prudence -розсудливість, розважливість, e.g. One piece of good fortune, of which I had the wit to take advantage.

4) an intellectually gifted person, with a talent for speaking or writing wittily or amusingly, a witty person – дотепник, e.g. He is quite a wit after a couple of glasses of wine.

5) the apt, clever, unexpected humorous expression of thought or juxtaposition of ideas, expression – дотеп, e.g. There is more “heart” in humour, and more “head” in wit.

*Phrases:* to have/keep your wits about you - бути насторожі, to be out of your wits – бути не в своєму розумі, to be at your wits' end – не знати, що робити; потрапити в глухий кут; to live by your wits – сяк-так викручуватися.

**29. Separatism, n.** The principles and practices of separatists: people who keep themselves apart from others on the ground of superior piety. Сепаратизм, зверхність,

e.g. The separatism of the clique was a major irritant.

**30. Elitism**, *n.* Advocacy of or a reliance on the leadership or dominance of a select group. Обраність, елітність. e.g. The purchase of Hummers was seen as elitism in Ukraine, but embarrassing to most Europeans.

**5. Answer the following questions to the text to check your understanding of it.**

1. What arguments does the author introduce to prove that journalism exists in a climate of permanent absurdity? Do you share his point of view?

2. Why doesn't the author subscribe to the notion that journalism is the first draft of history? What makes it flawed?

3. What factors might force journalists to make up their stories? Do the examples provided by the author support the idea that the ends justify the means?

4. Is television a more truthful medium than the press? What makes faking TV news difficult? What is British television's self-image like, according to the author? Compare it to your perception of Ukrainian television.

5. What was the worst mistake ever made by the author? How does the way he handled it characterize him?

6. Do you agree that journalism can be either "a license to lie or a commitment to the most rigorous honesty"? What are the political and social implications of each option?

7. Why do journalists resort to stereotypes in their news presentations? What clichés does the author use to prove that a great deal of "the stuff" is stylized?

8. In your opinion how manipulative is TV? What are the means of creating an intended impact upon the viewers? Consider the role of media spin, and spin doctors in recent election campaigns in Ukraine and abroad.

9. What are the possible consequences of the media's interference into someone's privacy? Discuss the pros and cons of being in the public eye?

10. How does the author specify the roles of different team members in British TV journalism in both the past and the present? Why does the author resort to an analogy to army ranks in his description?

11. What does the author mean by the separatism and the elitism of television? What makes it different from any other medium?

**6. Give a short précis of the excerpt and present it to the class.**

**7. Analyze the style of the abstract, using the following points as prompts.**

1. What are the basic requirements of a journalese style? How are they met in the abstract? Find examples of the features of English and Ukrainian journalese, and compare and contrast them.

2. What is the main pragmatic function of the style?

3. Find in the text the elements of logical reasoning, reflecting the objectivity and strong subjectivity in the author's attitude towards the discussed subject.

4. What style-related difficulties do you expect to appear in translation? How can they be handled?

**8. Analyze the vocabulary of the excerpt and answer the questions.**

1. What lexical stratum prevails in the excerpt?
2. Find instances of media jargon and specify their function in the text.
3. What type of word formation is illustrated by the words in bold: we **satellited** the report, both were **set-up** jobs. Give more examples in accordance with these patterns.
4. Comment on the stylistic aspect of the choice of words in: *outright* insanity, *outright* lie, *constant* state of absurdity, *permanent* absurdity, *total* accuracy, the need to be *completely* honest, *completely* unjustified impression, *appalling* drought, this kind of thing is *deeply* disapproved of, *the most rigorous* honesty, *depressingly* stylized, the *chronic* shortage of time, *unquestionably* junior in rank.

**9. Comment on the syntax of the excerpt taking the following steps:**

1. Specify the length, structure, communicative type and punctuation of sentences, indicating the connotations created by them.
2. Define the function of parenthetical clauses and direct speech in the text.
3. Analyze syntactical stylistic devices. Exemplify parallel constructions. What effect is achieved by such syntactic convergence? Comment on the structure and functions of elliptical sentences.
4. Point out the instances of climax and define their type – logical, emotive or quantitative.

**10. Define what stylistic devices are used in the following sentences and translate them into elegant Ukrainian.**

1. “They know how thin the ice they skate on really is, how unreliable the evidence they adduce”.
2. .. And decent people all over the world sent in their money to alleviate the problem”.
3. “The attention of the media was like being picked up by some giant skinhead, examined at horribly close quarters, handled with great roughness, then dropped painfully, and abruptly”.
4. “The producer, though often the same age or older, was unquestionably junior in rank: the adjutant, .. the cameramen was the sergeant...”
5. “So he sat in his hotel room in a different country and wrote an eyewitness story on the basis of what the information minister had told him. It was very strong stuff...”.
6. “Bashir Gemayel, the thuggish boss of a particularly nasty private army, the Phalange, was the favorite”.
7. “Under this kind of treatment the complexity of life, which is its truth, evaporates almost instantly”.
8. “Journalism is a kind of profession where mistakes happen constantly, but are so thickly covered over with a varnish of apparent seriousness and sincerity that they are rendered acceptable to the world at large...”

## VOCABULARY PRACTICE 2

**11. Translate the following words and expressions, as they were used in the text and the biographical introduction.**

A foreign correspondent, a specialist correspondent, round-the-clock reporting, a BBC outlet, a trouble spot, a close shave, a news event, to subscribe to, television documentaries, to suit the political slant, find it hard to do something, to reach total accuracy, the full course of events, to come to mind, appalling drought, to build up, an eyewitness story, strong stuff, the stick-like limbs, to make up, to be rendered acceptable, a broadsheet newspaper, to satellite a report, to break the story, a showman, a live satellite slot, a team-work, a sound recordist, a lighting man, outright insanity, permanent absurdity, to be passed around with admiration, to turn up, to think in terms of stereotypes, to get the atmosphere right, look-at-me television, for good, the wit of the team.

**12. Translate the following sentences into Ukrainian. Pay attention to the words and word combination in italics.**

1. Numerous examples to the contrary might be *adduced* from the history of Catholic Church. 2. You have a wrong *slant* on the problem. 3. He is alleged to have been involved in this *set-up* from the beginning. 4. His technique was *faulty* and his taste was even worse. 5. Your guess seems to be far too wild, *a shot in the dark*. 6. Perhaps it was merely that this *pathetic* look of hers no longer tugged at his heartstrings. 7. You give us just something to go by and we'll *splash the story*. 8. International Aid Agencies focus on *alleviating* poverty. 9. The *mass media* entertain the public by providing an emotional escape from boredom and the realities of life. 10. The judge ruled that the alleged *collusion* by the industrial giants did not constitute a cartel. 11. The media is feeding its *tabloid* appetites with even more local horror. 12. The teacher is not supposed to waste precious lecture time telling personal *anecdotes*. 13. That was a *caveat* in the contract that tried to avoid responsibility for failure. 14. Medicine is a *rigorous* discipline that has no room for error. 15. Libel has become a *vicious* political tool. 16. The rival answered with *vengeful* blows. 17. You should not blame your manager for delegating all the *donkey work* to his subordinates. 18. Even without examining the painting *at close quarters*, the antique dealer could see it was a *flawed* imitation. 19. We are used to the facts being *distorted* in order to conform to the prejudices and values of a certain group. 20. How could he possibly know about the *quirk* of fate in store for him? 21. This job description includes *unrivalled* travelling opportunities. 22. Her novels are simple in plot, *clear-cut* in characterization, concise and lucid in language. 23. The creative team are the *backbone* of any advertising business; its intangible assets. 24. She is known for her shrewd and mischievous *wit*. 25. What a strange *medium* time is: transparent when you look back... opaque when you look forward.

**13. Match the adjectival forms in the left-hand column to the nouns they modify in the right-hand column to form clichéd expressions:**

a) Trouble

1) shortage



- |               |              |
|---------------|--------------|
| b) war        | 2) killer    |
| c) poisonous  | 3) dictator  |
| d) thin       | 4) lie       |
| e) political  | 5) quarters  |
| f) stick-like | 6) skill     |
| g) chronic    | 7) spot      |
| h) honest     | 8) zone      |
| i) obvious    | 9) ice       |
| j) innocent   | 10) slant    |
| k) great      | 11) mistake  |
| l) evil       | 12) joke     |
| m) vicious    | 13) victim   |
| n) tragic     | 14) leader   |
| o) vengeful   | 15) children |
| p) outright   | 16) wife     |
| q) close      | 17) gas      |
| r) technical  | 18) limbs    |

**14. Find in the text the words with the following meanings:**

Grounds for belief or disbelief; complete/total; to distort or be distorted; a sketch/a preliminary outline of...; a prolonged period of scanty rainfall; a member of a group of White youths, noted for their closely cropped hair, aggressive behavior, and overt racism; to return to an original or former condition; causing extreme dismay, horror; conventional; the manner of handling or dealing with; a story on behalf of a person present at an event who can describe what happened; an obligation, promise; able to provide for or support yourself without the help of others.

**15. Paraphrase the following sentences using the active vocabulary of this section.**

1. At this age children never follow any rules. 2. He is not only a high achiever, but he also has no equals. 3. Let me look up this point in my notes, the issue is too important to be misrepresented. 4. I am not going to put up with this “peculiarity” of her behavior. 5. Journalism involves a good deal of boring work. 6. This is just another wild guess. 7. The witness offered invaluable evidence. 8. No one is perfect. 9. Despite the precautions he proceeded with his experiment. 10. They claim to be unbiased in delivering news. 11. This drug does not cure the disease, it only eases pain. 12. As a boss, he is extremely strict. 13. They made no effort to disguise their violent intentions. 14. Middle management is the major element of the company structure. 15. Parliament is a place where conspiracy proliferates. 16. His destiny is completely decided. 17. They know how to display the story sensationally.

**16. Add negative prefixes to form antonyms for the following words from the text.**

Permanent, reliable, excitability, recognizable, acceptable, truthful, justified, educated, sanity, sincerity.

**17. Choose the right word. In many cases several words may be appropriate.**

*cite, propose, examine, offer*

1. In the light of the parallels which I have ..., the hypothesis appears legitimate. 2. The list of Biblical phrases.. .in a recent volume is incomplete. 3. On thorough examination of the case we ... that a legislative measure to be taken. 4. They have .. .a wide range of goods for sale.

*vicious, immoral, wicked, evil, baseless, corrupt, degenerate, depraved*

1. The judge refuted the ... accusations in the press concerning the .. .practices of his court. 2. Charity turns into a lump of ice under his ... gaze. 3. The ... behaviour of some social groups can easily appeal to teenagers. 4. The rock singer's image had for over forty years emphasised his ... lifestyle. 5. Many people are reputed to cause harm by giving the ... eye. 6. This injury has addled his ..., scheming brain and all his life he has longed for vengeance.

*pathetic, pitiable, sad, moving, touching*

1. This is one of the most ... questions of the day. 2. The presentation revealed his .. .confusion between knowledge and guesswork. 3. Feeling ..., I went to my friend for tea and sympathy. 4. It is very .... for all parents to see their toddlers make the first steps. 5. He made another ... attempt to pass for an intellectual.

*rigorous, severe, scrupulous, rigid, austere*

1. The injured man's face was ... with pain. 2. My mentor is equally... to herself and others. 3. I could never have thought of inviting this ... old hermit to our party. 4. The orchestral score was articulated with... precision and clarity. 5. She will never forget the snows of an ...New England winter.

*slant, judgement, opinion, altitudes*

1... .Day is a final reckoning held by God as a point when divine approval or displeasure is made about the lives of everyone. 2. Why ask my... if you have already decided. 3. Ambivalence means contradictory emotional or psychological ... especially toward a particular person or an object. 4. It seems to me you have a wrong ... on the problem.

*wit, humour, irony, sarcasm, satire*

1. She has a clever coherent way of making her points, and is concise in reply if questioned, quick to... if heckled. 2. Johnson's drama is ..., because it is only incidentally a criticism of the actual world. 3. He is unrivalled at employing ridicule, his... always cuts and wounds. 4.... applies chiefly to a way of speaking or writing in which the meaning intended is contrary to that expressed on the surface. 5. She was always saved by her crisp sense of..., her shrewd and mischievous.... 6. After all his sarcastic remarks it was ... that he should end up embarrassing himself.

*resoluteness, backbone, determination, courage, iron*

1. I will not have enough ... to apply for this position. 2. In order to build up our market share we must make ourselves known for our ... to beat our competitors. 3. His ... and perseverance did not fail him once in all the years of discouragement. 4. They need more... in their blood. 5. Jack had to nerve himself with Dutch ... to face the skilled gunfighter.

**18. Choose the best alternative from the phrasal verbs given to fill in the space.**

1. In Africa and the Indian subcontinent, women ... about a third of the workforce.  
*Cheer up, make up, use up, push up.*
2. It was Libya's isolation that was forcing the president to... the need for change.  
*Face up to, fix up, turn up, put up.*
3. A German tourist told me of being ... for three or four hours by border guards.  
*Turned up, held up, speeded up, covered up.*
4. The students have to ... any amount of boredom.  
*Come up with, put up with, bring up, look up.*
5. Japan successfully ... a modern open economy.  
*Did up, built up, turned up, put up.*
6. He was in New York, ... on his knowledge of foreign affairs  
*Softening up, cheering up, brushing up, turning up.*
7. A Danish journalist... to interview the old war veteran.  
*Turned up, made up, took up, thought up.*
8. We cannot prove that what we know is true, and it may ... to be false in any case.  
*Sound out, pull out, turn out, take out.*
9. First of all we have to ... how much it costs. Phone them up and ask.  
*Try out, break out, put out, find out.*
10. Mathematicians have tried for years to ... a solution to the equation.  
*Find out, work out, clean out, sell out.*
11. It is still difficult for her to ... her divorce.  
*Put over, get over, change over, hand over.*
12. Someone had to try and ... things between them.  
*Run over, put over, take over, smooth over.*

**19. Fill in the suitable word from the following list: treatment, consensus, air, creative, pivotal, disagree, editor.** Use each word only once.

Teamwork is .... There are so many links in the chain here. You've got an ..., a camera person, an assignment desk – you've got so many links in the chain and every link in that chain has to be operating pretty well or the link breaks and disaster happens. Teamwork is very important and sometimes it's tough when you've got artistic,... people. You always have a difference of opinion about what's news and the ... of that news. You've always got conflicts so it's really important that you work together and come to ... even though you may agree to .... Because at the end of the day, you've got to get that story on the ... and there has to be some consensus.

**20. Read about the BBC news categories and compare them with the ones broadcast in Ukraine.** Which of them are relevant, important, unusual? Prepare a news story to illustrate each category.

Whether a news story is local, national, or international, it will usually fall into one or more of the following categories.

**Emergencies.** The emergency services deal with the high points of human drama – fires, sea or mountain rescues – whenever human life is at risk there is a story. Accidents

are a steady but unpredictable source of news, but the larger the area covered by the news service, the more serious these would have to be to warrant coverage, otherwise the bulletins would be full of little else, so reporting of accidents is usually confined to death or serious injury.

**Crime.** Rising crime rates offer a steady source of news. The larger the area, the more crime there will be, so only more serious offences are likely to be reported. Crime stories have many phases, from the actual incident, to the police raid, arrest, and eventual appearance in court.

**Local and national government.** Every action of government - locally or nationally - has a bearing on a potential audience, and whatever affects an audience is news. To prevent bulletins from becoming swamped with items from city hall, news policy is usually to report only the stories that have the greatest effect on the largest number of people.

**Planning and developments.** Building developments are news which is emerging before your eyes. Big plans make big news, and new projects, leisure complexes, shopping malls and housing schemes which impact on an area are certain to be given the big news treatment in any local newsroom. Nationally the difference is one of scale. Newsworthy developments would include major road-building schemes, new townships, dams and other large projects.

**Conflict and controversy.** News is about change - events that shape our society and alter the way we live. Conflict is the essence of drama, and the dramatic makes news. This can be physical clashes in the streets or a conflict of ideas – a row at the local council or in Parliament. Where actions or ideas mean upheavals in society, then that conflict is news. Every issue in the public eye has those who are for it and those who are against it. Broadcast journalism can cover what is happening, stimulate debate, and bring important issues into sharper focus.

**Pressure groups.** Pressure groups are people who have organized themselves to stir up controversy. They either want change or are opposed to it, so their demand usually makes news. Reaction to government policy, events or developments can make an effective follow-up to a story. The reporters seek out the players in the underlying conflict, expose the points of contention and so uncover the news.

**Industry.** Employment is a major factor in most people's lives, so developments in industry make big news. Be they layoffs or job recruitment – either way they will affect the workforce and prosperity of the area.

**Health.** Health make news, from outbreaks of mad cow disease to a shortage of blood donors.

**Human interest.** A human interest story may be defined as an extraordinary thing that has happened to an ordinary person. Soft news is lightweight material that people like to gossip about, such as who has won a contest or discovered a Ming vase in their shed. It is the unusual, ironic, or offbeat; the sort of story that people like to swap in pubs and bars.

**Personalities.** Visiting personalities, royalty or politicians are usually good for local news items, especially if their visit is linked to a local event or occasion. Nationally, the bigger the name, the more likely it is to make news. The more entertainment a station

mixes with its news, the more prominently personalities – especially from show business - are likely to feature.

**Sport.** Many in the audience tolerate the news only because they know if they stay tuned they will get the latest football, cricket, or rugby results. Local teams and clubs often feature strongly in regional news, especially if they are doing well or badly in their leagues, and this is reflected at a national level.

**Seasonal news.** Seasonal news includes Christmas shopping, January sales, the first cuckoo, the tourist season, seasonal unemployment.

**Special local interest.** No two news areas are the same. Each will throw up stories peculiar to its own geography and make-up. Distinguished features give an area its identity. Audience loyalty is built when a station is seen to be providing a truly local news service.

**Weather.** Regular weather updates are one of the main features in the local news. TV companies spend a great deal of money providing a high-quality weather service. On the national news satellite pictures are often combined with detailed graphics and elaborate weather maps.

Weather normally follows the news, but at times of extreme conditions, the weather itself will make headlines. Radio comes into its own when there are floods, droughts or serious snowfalls.

**Traffic.** Next to the weather, the first thing many people want to know in the morning is whether the roads will be clear for getting to work. In car-oriented societies where large numbers commute to work, traffic and travel news can pick up big audiences. These periods are known as drive-time. Radio-stations can give up-to-minute information on which roads are blocked and where there are traffic jams.

**Animals.** Few items prompt greater reaction from the legions of British pet lovers than shaggy dog stories. Men, women and babies may die in fires but fail to provoke a murmur, but if anyone tries to poison a poodle, the switchboards are likely to be jammed with calls.

**21. Find in the text words and phrases meaning the following:**

an unforeseen or sudden occurrence; the amount and quality of reporting or analysis given to a particular subject or event; a broadcast summary of the news/a periodical publication of an association; to overburden or overwhelm or be overburdened or overwhelmed; dispute, argument, or debate; striking; effective; a strong, sudden, or violent disturbance, as in politics, social conditions; to reveal or disclose, of news coverage; concentrating on trivial stories or those with human interest; not serious; trivial; unusual, unconventional, or eccentric; to trade or exchange (something or someone) for another; the act of updating.

**22. Read and translate the National Union of Journalists' Code of Professional Conduct given below.**

1. A journalist has a duty to maintain the highest professional and ethical standards.
2. A journalist shall at all times defend the principle of the freedom of the press and other media in relation to the collection of information and the expression of comment

and criticism. He or she shall strive to eliminate distortion, news suppression and censorship.

3. A journalist shall strive to ensure that the information he or she disseminates is fair and accurate, avoid the expression of comment and conjecture as established fact, and falsification by distortion, selection or misrepresentation.

4. A journalist shall rectify promptly any harmful inaccuracies, ensure that correction and apologies receive due prominence and afford the right of reply to persons criticized when the issue is of sufficient importance.

5. A journalist shall obtain information, photographs and illustrations only by straightforward means. The use of other means can be justified only by overriding consideration of the public interest. The journalist is entitled to exercise a personal conscientious objection to the use of such means.

6. Subject to justification by overriding considerations of the public interest, a journalist shall do nothing which entails intrusion into private grief and distress.

7. A journalist shall protect confidential sources of information.

8. A journalist shall not accept bribes, nor shall he or she allow other inducements to influence the performance of his or her professional duties.

9. A journalist shall not lend himself/herself to the distortion or the suppression of the truth because of advertising or other considerations.

10. A journalist shall only mention a person's race, colour, creed, illegitimacy, disability, marital status, gender or sexual orientation if this information is strictly relevant. A journalist shall neither originate nor process material which encourages discrimination, ridicule, prejudice or hatred on any of the above-mentioned grounds.

11. No journalist shall knowingly cause or allow the publication or broadcast of a photograph that has been manipulated unless the photograph is clearly labelled as such. Manipulation does not include normal dodging, burning, colour balancing, spotting, contrast adjustment, cropping and obvious masking for legal or safety reasons.

12. A journalist shall not take private advantage of information gained in the course of his/her duties, before the information is public knowledge.

13. A journalist shall not by way of statement, voice, or appearance endorse by advertisement any commercial product or service, save for the promotion of his or her own work or of the medium by which he or she is employed.

**23. Find in the text above words and expressions that correspond to the following Ukrainian ones:**

свобода преси, збір інформації, висловлювання критики, викривлення новин, замовчування новин, цензура, розпосюджувати інформацію, фабрикувати інформацію, необ'єктивне подання інформації, фальсифікація інформації, виправити неточності, звичайні засоби збору інформації, добросовісний протест, втручання в особисте життя людини в горі, конфіденційні джерела інформації, виконання професійних обов'язків, заохочення, осміяння, упередження, підроблений фотознімок, підтримувати комерційний продукт.

**24. Examine the Journalists' Code of Professional Conduct by answering the following questions:**

1. What should a journalist either do or avoid, to adhere to the principle of the freedom of the press?
2. How may personal rights and freedoms of citizens come in conflict with the freedom of the press? How such a conflict can be avoided or resolved if it occurs?
3. What are the straightforward means of obtaining information? What is the other alternative?
4. How do you understand the phrase "overriding consideration of the public interest"? Give your own examples of when this may happen.
5. Why should a journalist protect confidential sources of information?
6. What do you understand by inducements that may influence the performance of a journalist's professional duties? Give examples.
7. What is a manipulated photograph? When and how may or may not it be used?
8. What is the difference between endorsement and advertisement of a commercial product? In what instances might a journalist be involved in it?

**25. Check your knowledge of the vocabulary of the section. Give English equivalents to the following words and expressions.**

**Subject vocabulary**

To earn a reputation, to file reports, to adduce evidence, to suit the political slant of a proprietor, to splash the story, to alleviate the problem, to break the story, to think in terms of stereotypes, to be unrivalled at, to give an overall sense of, to fix an atmosphere permanently in the viewer's mind, to examine at horribly close quarters, to distort, to put up with quirks of behaviour, to be constructed on the class principle, to agree on the "line" to be followed, to be swamped with, be given the big news treatment, to be confined to, to stir up controversy, to expose the points of contention, to uncover the news, to stay tuned, to make headlines, to affect the workforce and prosperity of the area, to pick up big audiences, to maintain the highest professional and ethical standards, to eliminate distortion, to disseminate information, to rectify inaccuracies, to take private advantage of, to endorse by advertisement

Trainee journalist, trouble spots, full course of, set-up job, the first draft of history, shot in the dark, appalling drought, edition, eyewitness story, truthful medium, collusion, broadsheet newspapers, tabloids, anecdotes, caveats, thuggish boss, satellite report, rigorous honesty, vicious dictators, vengeful wives, anchorman, live satellite slot, adjutant, backbone, donkey-work, clear-cut, the wit of the team, lighting-man, separatism and elitism, unpredictable source of news, bulletin, serious offences, police raid, appearance in court, newsworthy developments, physical clashes, in the public eye, outbreaks of mad cow disease, soft news, visiting personalities, royalty, audience loyalty, weather updates, car-oriented societies, news suppression, censorship, falsification, selection, misrepresentation, conjecture, straightforward means, by overriding consideration of the public interest, intrusion into private grief, inducements, round-the-clock, flawed, pathetic, stylized.

## **26. Give English equivalents for the following words and phrases.**

Здобути репутацію, відмовитися від виконання небезпечного завдання, зникати, виганяти, наводити докази, сприймати серйозно, бути на заваді, підписуватися під, скасувати рейс, полегшувати, сенсаційно подати матеріал, вигадувати, не схвалювати, транслювати через супутник, зображати традиційно, мислити стереотипами, закарбуватися у пам'яті глядачів, справляти враження, поводитися брутально, робити репортаж про, миритися з, повідомляти, не дратуватися, не ображатися, обмежуватися, викликати полеміку, формувати суспільство, пліткувати, показувати на екрані, не перемикати канал, збирати широку аудиторію, розповсюджувати інформацію, фабрикувати інформацію, виправляти неточності, спотворювати/перекручувати, дотримуватись правил, підтримувати комерційний продукт.

Авторитетний журналіст, власник, таємна змова, заколотник, жахлива посуха, застереження/протест, старший ад'ютант, зверхність у ставленні, кар'єра, що триває більше... років, стажер, маленька група, цілковите божевілля, відверта брехня, політична позиція (вподобання), точність, брак часу, заплутаність подій, повний перебіг подій, чернетка історії, наступний номер, редактор, розповідь очевидця, сильний матеріал, обкладинка журналу, порядні люди, попадання пальцем у небо, шахрайство/підробка, недоліки, незнання, околиці, оператор, освітлювач, невинні жертви, трактування/підхід, загальний настрій того, що відбувається, протигаз, телеведучий, холонокровність, чиста совість, командна робота, марудна робота, виверт, кістяк, дотепник, історія з приватного життя, капрал, звукооператор, справжні митці, надзвичайний стан, рятувальні заходи на морі та в горах; постійне, але непередбачуване джерело новин, періодичне видання, правопорушення, облава, проекти будівництва нових доріг, ділянка відведена під міську забудову, дамба, зіткнення/сутичка, орган місцевого самоврядування, продовження історії, предмет суперечки, скорочення робочої сили, добробут, спалах захворюваності, відомі особистості, члени королівської родини, глядацькі симпатії, оновлена інформація/зведення, ретельно розроблені синоптичні карти, час автоновин, чесні методи збору інформації, свобода преси, висловлювання критики, замовчування, цензура, догадка, необ'єктивне подання інформації, фальсифікація інформації, втручання в особисте життя людини, конфіденційні джерела інформації, виконання професійних обов'язків, захоочення, осміяння, упередження.

Доречний, ображений, недосконалий, невблаганний, жорстокий, мстивий, такий, що не має рівних, жалісний, визначений/зрозумілий, підступно спланований, ієрархічний, занепокоєний, прикритий позірною серйозністю, побудований за класовим принципом, самодостатній, переповнений, вартий бути висвітленим у новинах, несерйозний/поверховий матеріал, незвичайний.

Цілодобово, назавжди.

## **27. Translate the following sentences into English using your active vocabulary.**

1. Коли б наведені вами докази були більш переконливими, вони справили б належне враження на журналістів. 2. Свободу слова нерідко обмежують політичні



вподобання власника газети. 3. Усвідомивши, що революція, на яку покладалося стільки надій, була спланованим заходом, народ не буде вірити своїм політикам. 4. Законопроект було визнано недосконалим і тому відхилено. 5. Його зворушлива промова не могла залишити байдужим нікого. 6. У нашого головного редактора хист сенсаційно подавати матеріал. 7. Усі зусилля лікарів були спрямовані на те, щоб полегшити страждання хворого. 8. Перебуваючи у безпосередній близькості до місця подій, інколи важко охопити всю ситуацію і залишатися неупередженим. 9. Ніхто не дивувався, що лідери різних фракцій перебувають у таємній змові проти спікера. 10. Для того щоб зробити атмосферу невимушеною, промовець жартував та розповідав історії з власного життя. 11. Жовта преса – це попкорн для мозку, і тому вона аж ніяк не витіснить серйозні видання. 12. Спотворення фактів у засобах масової інформації може завдати значної шкоди його кар’єрі. 13. Марк - кістяк нашої команди, знаний дотепник, чудовий ведучий, і у красномовстві йому немає рівних. 14. Терористам неважко переконати мстивих вдів підірвати себе у натовпі мирного населення. 15. Для того, щоб вийти з кризової ситуації, ми повинні бути невблаганні як до своїх підлеглих, так і до самих себе. 16. Нерон залишився в історії як один із найжорстокіших правителів Риму. 17. Пісенний конкурс «Євробачення» транслювався через супутник наживо, і тисячі глядачів віддавали свої голоси за конкурсантів. 18. Нас часто звинувачують у зверхньому ставленні до інших видань, та попри все ми першими сповіщаємо глядачам світові новини. 19. Припущення коментаторів щодо перемоги цього кандидата на виборах - попадання пальцем у небо, адже на початку перегонів було цілком зрозуміло, кому вдасться вибороти право стати лідером Лейбористської партії. 20. Попри всі наші застереження, він ніколи не дотримується правил, і ніхто не в змозі примусити його виконувати нудну, марудну роботу. 21. Дивацтво це чи затятість, пам’ятайте, що клієнт завжди правий.

**28. Cover the column on the right and do the translation into Ukrainian in writing. Uncover the column on the right and compare your translation with the Ukrainian original. Dwell upon the transformations employed.**

The National Council is the constitutional, permanent, external agency of State authority accountable to the Supreme Council of Ukraine and the President of Ukraine.

The National Council takes part in the implementation of National Policy in licensing television and radio broadcasting, ensures the efficient use of radio frequencies as a national, limited resource and ensures adherence to licensing conditions by the television/radio organizations. The National Council is independent under the

Національна рада є конституційним, постійно діючим позавідомчим державним органом, підзвітним Верховній Раді України та Президентові України. Національна рада створюється з метою (...) здійснення державної політики ліцензування телерадіомовлення, раціонального використання природно обмеженого радіочастотного ресурсу держави, реалізації та контролю за додержанням законодавства України у сфері телебачення і радіомовлення. Національна рада діє в інтересах

authority specified by the Constitution of Ukraine and Ukraine legislation, and acts in the interests of society.

суспільства і є самостійною в межах повноважень, визначених Конституцією України та законами України.

## 29. Translate the following text.

Свобода слова належить до базових понять правової держави, а тому потребує конкретних правових та економічних передумов і наявності відповідної національної політичної традиції. З такого погляду класичним прикладом існування незалежних мас-медіа можна вважати Велику Британію – зокрема з професійними стандартами Бі-Бі-Сі, вільними як від диктату держави, так і від сваволі власника. Це не статична ситуація, а постійна динаміка боротьби за свободу слова і професійну незалежність. Це безупинне громадське обговорення всіх без винятку проблем, які хвилюють людей. Тому що діяльність британської системи ЗМІ базується на принципах суспільного інтересу, який є головним – писаним і неписаним – законом, головною потребою суспільства. В Україні мас-медіа керуються протилежними принципами, а саме - агітацією, пропагандою і PR.

У повоєнний період, приблизно одночасно в СРСР та у Великій Британії, відбувається усвідомлення необхідності спеціальної журналістської освіти. Якщо у підрадянській Україні основою для цього була надзвичайно ґрунтовна ідеологічна база, то Британія виходила з потреби постійного притоку журналістських кадрів до редакцій ЗМІ, у першу чергу до Бі-Бі-Сі. Відповідно стандарти освіти в першому випадку диктувалися тоталітарною державою, в другому – потребою редакцій, які до того готували собі кадри самі.

У пострадянський період спекулятивна риторика навколо свободи слова набула нечуваного розмаху, у зворотній пропорції до реального стану справ. Тобто є видимий прогрес, але немає якісних позитивних змін. Скажімо, не можна заперечити наявність свободи слова як такої. В принципі кожен громадянин України може знайти собі такий засіб масової інформації, який погодиться оприлюднити ту чи іншу точку зору. Проте ми не маємо належних мас-медіа, які б принципово вміщували різні, у тому числі протилежні точки зору на своїх сторінках чи у власному ефірі. Свобода слова перетворилася на суспільну профанацію з боку державної влади та великих приватних власників ЗМІ.

(Телерадіокур'єр)

## Neologisms

*Find as many English synonyms and Ukrainian equivalents for these neologisms from new editions of dictionaries as you can.*

### **straw guest**

a guest invited onto a show solely to receive verbal anger from the host

### **siege mentality**

a state of defensiveness and irritability

### **podcast, n.**

a digital media file, or a related collection of such files, which is distributed over the Internet for playback on portable media players and personal computers

## **Chelsea tractor**

a large, four-wheel-drive vehicle used in urban areas

## **LISTENING AND SPEAKING**

### *Radio and Television Broadcasts and Programmes*

**Broadcasting** is usually in one of two basic categories, **live or recorded**, although invariably it is not quite as simple as that.

Live broadcasting is most often termed an ‘**outside broadcast**’ when it takes place away from a TV (or radio) studio. Typical events are **sports fixtures, on-the-spot news items**, political events – even the Eurovision Song Contest. In those instances, **the broadcaster** provides **commentary**, and the **commentators** speak over the events in order to describe and explain. In many countries, such outside broadcasts are usually complemented by a **live studio panel** of celebrities and/or experts, who give their views aside of the commentators.

But live broadcasting can also be **studio broadcasting** and then frequently in front of an audience. Many European countries like this approach, so that the actors perform better in front of people instead of just cameras, while in the USA most such programmes have no real audience but an added “**laughter track**” to simulate the acute nature of, particularly, live comedy. Many of the best political programmes are live, as the viewers or listeners feel that manipulation by editing cannot occur.

Programming can also be put into two very basic categories – **scheduled programming** and **special coverage**. The latter is when the planned schedule is interrupted for what was once called a “**newsflash**” but is more commonly now “**breaking news**”. If such events are sufficiently important, then the planned schedule may be suspended while coverage and analysis is rapidly implemented.

One look at one of the many **TV and radio guides** on sale each week will quickly show the range of what is available. The original choices were always general: a mixture of different types of programme. Today, channels dedicated to a narrow audience are more and more the norm. **Specialist channels** showing sport, music, news, nature, history, science, fashion, drama, movie, documentary, even health, shopping, cooking and culture may be found. This list is more descriptive of TV, but in many countries radio may be geared to classical music, sport or jazz only, for example.

Most channels, whether radio or TV, whether broadcasting a **studio discussion, a quiz show**, a classical symphony or a drama serial, are often **punctuated by advertising**. There are only a lucky few in a very limited number of countries that can avoid the interruption of the feared advert.

### **1. Find in the text above English equivalents for the following Ukrainian words and expressions:**

Коментар, транслююча компанія, передавати наживо, передавати в записі, запланована програма, спеціальний репортаж, спеціальний випуск новин, переривати рекламою, транслювати з місця подій, новини з місця подій, ток-шоу, телевікторина, програма телебачення, спеціалізований канал, транслювати зі

студії, учасники дискусії, коментатор, диктор, спортивне змагання, призначене на конкретний день.

## ***2. Listen to Recording 5 without looking at the script.***

### **Transcript of Recording 5: US President's Radio Address**

*Office of the Press Secretary*

*October 27, 2007*

THE PRESIDENT: Good morning. On Thursday, I traveled to California to visit communities ravaged by wildfires. I walked with a married couple through the charred remains of their home. I met with emergency responders. I talked with displaced families at a disaster assistance center.

And I made a pledge to the people of California on behalf of all Americans: We will help you put out the fires, get through the crisis, and rebuild your lives.

State and local authorities in California were well prepared for this crisis, and they responded quickly and effectively. Officials warned those in danger, moved residents out of the path of the flames, and set up dozens of shelters for thousands of people.

State officials also reached out to the Federal government for help. And we responded. Shortly after the fires broke out, we started mobilizing and providing assistance, including the deployment of Federal firefighters and aircraft to drop fire retardant on the fires.

As high winds spread the fires, Governor Schwarzenegger requested more Federal help. Within one hour of that request, we approved an emergency declaration that authorized Federal agencies across the government to help state and local responders save lives, protect property, and maintain public health and safety.

On Wednesday, I issued a second declaration. This action made additional Federal funding available to the residents of the counties affected by the wildfires, so they can recover and rebuild. This Federal assistance includes grants for temporary housing and home repair, low-cost loans to cover uninsured property losses, loans for small business owners, and funding to help clean up debris.

I was impressed by the performance of the first responders I met in California. Despite the challenges of high winds and dry weather, firefighters are gaining the upper hand and earning the gratitude of their fellow citizens. Many of these brave men and women have battled the blaze in triple-digit heat. Some have worked around the clock. And more than once, firefighting teams were forced to take emergency shelter in their fire tents when threatened by approaching walls of flame. I was grateful for the opportunity to meet them, and I thank them for their courage.

I was also encouraged by the spirit of the families I met. At one recovery center, I met an amazing young girl named Alyssa Lambom. Alyssa told me, "I lost my house, but I didn't lose my home - because my family and my pets are safe." I saw this same spirit in many others who are grateful for their safety and determined to rebuild.

People like Alyssa and her family are receiving help from their fellow Americans. Some have opened their homes to strangers who were evacuated and could not find a hotel room. Doctors and nurses have answered the call to help seniors who were forced

from their nursing homes. And volunteers from every walk of life have come forward to provide food, clothing, and blankets - and a shoulder to lean on.

I went to Southern California with a message: We want you to know the country cares for you. We're concerned about you, your neighborhoods, and your homes. Things may look dismal now, but there is a better day ahead. And we will not forget you in Washington, D.C.

Thank you for listening.

**3. Answer the following questions after the first listening:**

1. What kind of broadcast is this? Who is talking in the recording?
2. What is the subject of the address?
3. What are the emotions of the speaker? How are they conveyed in the speech, such as by using emotive words or intonation?
4. How did the speaker assess the work of the emergency responders?
5. What specific example of the spirit of the families who suffered from the fire did the speaker give?
6. What is the main message to the audience? Can you remember specific wording to prove your point?

**4. Listen to the same recording for the second time and give synonyms from the recording to the following words and expressions:**

to be destroyed, uncontrollable fire, burned remnants, to vow, to extinguish a fire, to react, to build temporary living space, the threat of high winds, to achieve an advantage, fire, emergency services, flame inhibitor, elderly people, homes for elderly people, depressing, to experience the effects of wildfire, to remove remains of the buildings, families left without a home, firefighters

**5. Listen to the recording again and give English equivalents to the following Ukrainian words and expressions:**

пожежа, вогонь, полум'я, гнітючий, бути зруйнованим, літні люди, шквал вогню, притулок для людей похилого віку, розчищати завали, постраждати від пожежі, вогнеборці, розгортання сил пожежної охорони, скидати антипірен на вогонь, обвуглені залишки, реагувати, сили швидкого реагування, центр допомоги потерпілим, присягтися, загасити вогонь, працювати цілодобово, офіційна заява, вивезти жителів з районів поширення пожежі, евакуювати жителів, звести тимчасові прихистки, взяти гору над вогнем.

**6. Did you spot any particular words and expressions that are only in American use and are unlikely to be found in Anglo-English?**

**7. Without looking in the script yet, listen to Recording 6 for the first time and get ready to answer the following questions:**

1. What kind of broadcast is this? Who is talking in the recording?
2. What is the general topic of the interview?

3. What specific aspects of that general topic have the parties discussed?

4. Can we judge from the recording in what specific place the interview was abridged? And if not why not?

### **Transcript of Recording 6: Interview of Tony Blair by Richard Hammond (abridged)**

1 March 2007

Richard Hammond is a very popular TV presenter in the UK, of programmes on motoring, such as Top Gear (shown on BBC World in Ukraine) and popular-science as in Braniac (shown on Discovery Channel in Ukraine). He has written several best-selling books.

**Richard Hammond:** Hello, I am Richard Hammond and I am in the White Room at No 10 Downing Street where I have been invited to chat with Prime Minister Tony Blair about road pricing. 1.8 million have signed up now to a petition to complain and object against it and I am here to put some of those views to the Prime Minister and find out what he thinks.

We are obviously here to talk road pricing, the issues of, which you will be aware quite a lot of people have got opinions on. And I thought, if you don't mind, probably the best use of our time is for me to just put forward some of the objections, some of the points that people have raised and to hear from you directly your thoughts. But just before we get to those I just wonder, the motorist, because you talk a lot about, your government at the moment talks a lot about the motorist, who is the motorist in your eyes, who do you think it is we are talking about?

**Prime Minister:** I mean most people have to use their car, most people want to, but actually even more than that most people have to and they have to use it, you know that is why I have always been absolutely in favour of choice rather than forcing people in any particular direction. And you know if you are taking your kids to school, or if you are going to work, at least if there is not very good public transport, or if you live in a rural area you need your car.

**Richard Hammond:** So when we say the motorist, it is not that sort of Mr Toad issue, because if there was a scale there is sort of me on one end, because I am a self-confessed anorak,... even Prime Ministers are familiar with me as an anorak, but at the other end of the scale it might be, because I still reckon that even if you don't use your car, if your meals on wheels are delivered in them then effectively you are a motorist in that you are affected by...

**Prime Minister:** But also I think sometimes what people forget, I mean when you become Prime Minister, right, for security reasons they stick you in the back of the car and you are driven. But before, even when I was leader of the opposition I drove my kids to school in the morning and I couldn't possibly have done without a car. So it is not a problem, that, for me at all. The issue is, I mean I wish I wasn't having this debate, but the reason I am having it is that I can see a huge problem looming up ahead, I mean it won't be me who solves it incidentally, which is one rather nice thing about this debate, I can be quite objective about it, but the amazing thing is that there are 6 million more cars on the road since we came to office, almost 7 million actually from 26 million to 33

million I think it was, someone was telling me, and over the next 20 years there are going to be I don't know how many millions more.

**Richard Hammond:** There are issues surrounding congestion and what this whole thing...

**Prime Minister:** Yeah.

**Richard Hammond:** You have said that it won't be you that has to solve it directly because you won't be here doing that job, but somebody will. Can we get round then to that debate?

**Prime Minister:** Yes.

**Richard Hammond:** Do you mind if I just put forward...

**Prime Minister:** Yes, no absolutely.

**Richard Hammond:** Because there are 1.8 million on the petition.

**Prime Minister:** Quite so, you have got to take notice of that.

**Richard Hammond:** And did you feel surprised by the response to it?

**Prime Minister:** Not terribly, because I went through the fuel protest, so I was well aware of, you know people care about this because it is a major part of their lives and it is a major part of their expenditure, so you know you start messing around with the motorist at your peril, and that is why I say to people you know I don't do it because I think oh this would be a good argument to get into.

**Richard Hammond:** So when we are talking about the motorist we are agreed then it is pretty much all of us in one way or another, which is just this word that sort of demonises the role, but it is something we all do directly or indirectly.

**Prime Minister:** Yes.

**Richard Hammond:** Can we talk then, one of the things that people have raised a lot – fairness. A lot of people said as motorists we are already taxed because we have to have a tax disc on the car before we can use it on the roads, the duty on fuel now is 60, 70, nearly 80 %, it rose between...

**Prime Minister:** Well I think it is less now, to be absolutely honest, as a result of getting rid of the fuel duty escalator...

**Richard Hammond:** And it is also yes because it is a specific amount isn't it, as opposed to a specific percentage, it depends rather on the price of petrol but it is a significant chunk of when we buy petrol is in fuel duty, but at least that depends upon what sort of car you are running, so if you are a businessman in your Bentley it doesn't really matter, you will use a lot of petrol, but hey you pay a lot of duty, you can afford it, but if you are motoring on a budget you have probably got a small cheap-to-run car so you don't use as much fuel, so you don't pay as much duty. But road pricing affects all of us the same, the bloke in his Bentley just as it would somebody dropping their kids off at school and commuting into work as a nurse.

**Prime Minister:** Well it depends what you do. You see the important thing about this debate is to understand not just why we are having it from the policy point of view, which is what do you do about congestion, you know how do you make your road network more effective for the amount you are going to have of it, because it can't possibly keep pace with the number of cars that are going to come on to the road. So that is one debate as it were...

\* \* \*

**Richard Hammond:** But we can all appreciate, we are not stupid as a people, we can grasp the concept that if you have more cars than you have got room for, we all lose out, and so clearly yes ultimately congestion has to be resolved. But equally a system like this of road pricing, to make that work in any way it has to rely upon identifying us and the journeys we take for it to happen, and therefore that is one of the principles on which we are objecting.

**Prime Minister:** Yes, no I totally understand that. And what I am saying to you is that I agree you need to find a reasonable answer to that, otherwise people will rebel against the system. And as I have just said to you, I think this is a classic example of something that you won't be able to introduce unless people think well I can see that is fair. OK? However the point that I am making is, look I won't be taking this decision, but I am simply saying this is a debate you need to start having in the years ahead because otherwise what is the alternative to dealing with this congestion? I mean if we swap seats for a moment, and you come into my seat and I am sitting in yours, what is the answer to the congestion?

**Richard Hammond:** Oh if I came here with an answer to congestion I would be...

**Prime Minister:** Prime Minister ...

**Richard Hammond:** Running for office, yes we would be sitting in opposite seats. So I appreciate that. But what if we continue to object at this level, what if we continue to object on the grounds of privacy as well as expense and unfairness, and that doesn't go away, and this particular way of tackling congestion we respond to it the same?

**Prime Minister:** Yes, but you know the great thing, Richard, is we live in a democracy, and the fact that you guys have petitioned-in 1.8 million, you know politicians sit up and take notice of that.

**Richard Hammond:** But it has to count in terms of action, something has to happen otherwise you will just shout... at 1.8 million of us and nothing has happened? And where our contribution to this debate can't, as the public, when we say we don't like it, you are still saying it will count?

**Prime Minister:** Of course it will count. You know we are in the business of politics of going out and winning support from people.

**Richard Hammond:** But will it count in a way that means that this for instance, this plan, doesn't happen?

**Prime Minister:** Well you want me to rule it out now when the debate has just begun?

**Richard Hammond:** No, no, but if the debate continues and you reach the point that it becomes crunch time...

**Prime Minister:** Well as I said to you, I think this is a classic issue where if you cannot persuade people, you know although the danger often is in these arguments is you find there are two points of view, but the poll tax is a good example, in the end it didn't matter whether it was the right or the wrong policy, the public just weren't buying it. I mean I wouldn't personally as a politician try to engage in that type of kamikaze politics, but what I do think is, and this is my insistence at the moment, I am not closing the door on the debate, I am not, I mean someone else may come along and close it, in which case



you will be very happy, but I think it is a debate you need to have. Now I agree with all the points that you have made, the one that gives any sensible person pause for thought is this privacy issue around it, you know it is how much information do you want, what is it going to be used for, what is really going on here? And I think you need to find a way of answering that question, you know. But there may be ways of answering it, and one of the things that will happen with this technology as it develops is that you know there will be all sorts of different ways of doing it, but in the end with an issue like this, if you can't take people with you, you know they will just close the door. And politicians are in the business of trying to win elections, not lose them, and that is why it is...

**Richard Hammond:** Well no doubt then it is a debate that will continue until a decision is made, and we will continue to have our input into it, as will the politicians.

**Prime Minister:** Yes, yes, and that is the sensible thing. And one of the reasons why I think it is good that you know we are doing this, that we have had the petition thing, is you know let it all hang out, let the debate happen. Because sometimes what happens is that both sides adjust, you know we may adjust, you may end up thinking well there is merit in maybe this way of trying to do something like this, but not in that, you know.

**Richard Hammond:** Well we shall see what happens.

**Prime Minister:** At the moment you are not yet persuaded.

**Richard Hammond:...** I have to say. But thank you for talking to me and thank you for letting me join in the debate.

**8. To facilitate your comprehension of some country specific words and expressions used in the recording, match them to their meanings in the left-hand column:**

- |                            |  |
|----------------------------|--|
| a) a tax disk              | 1) reckless driving problems, like that of Mr Toad in "The Wind in the Willows" by Kenneth Grahame |
| b) a self-confessed anorak | 2) a dull and boring person  |
| c) a Mr Toad issue         | 3) a road tax disc bought and displayed in the windscreen by owners of all vehicles in the UK      |
| d) poll tax                | 4) the tax for communal purposes levied on property size and number of occupants                   |

**9. Listen to the same recording for the second time and answer more specific questions on its contents:**

1. What is "the White Room at No 10 Downing Street"?
2. What conclusion do the parties come to regarding the notion "motorist"? What segment of the population are we talking about?
3. What is a Mr Toad issue that is referred to in the interview?
4. What do you understand by the term "a self-confessed anorak"?
5. How many people have signed the petition to complain and object against road pricing?
6. How many more cars had appeared on the roads since the Blair Cabinet came to power?

7. What personal experience does the Prime-Minister refer to as a motorist himself?
8. What was the attitude of the two people participating in the discussion on the issue of the debate on road pricing?
9. How could the resolution of the road pricing issue influence the forthcoming elections?
10. In what respect Britain was called a democracy in this interview?
11. Was the interviewer persuaded by the Prime Minister in the end and if not, why not?

**10. Using the recording and its transcript, point out those text characteristics that indicate oral speech.**

**11. Read the following description of a phenomenon characteristic of oral speech and called “The Displaced Negative” by Boris Johnson in his novel “Seventy Two Virgins” (HarperCollins 2005).**

Often when a dialogue is taking place, the mouth seems to be slower than the mind and what someone may say in reply to a question the actual thoughts of the person answering, before they then say what is expected of them. The classic example is:

Q. “Do you really like this new dress I’m wearing?”

A. “No, no, it’s fantastic and really suits you”

or

Q. “Do you want me to stop talking about this?”

A. “Yes, that’s fine – just carry on.”

The stray negative really needs to be removed from the beginning of the sentence and inserted between subject and predicate, to give the real intended meaning. This is a very common part of actual speech.

**12. Find in the interview those instances where the initial response is from the heart but then changed by the use of logic and political line, which give examples of the “displaced negative”.**

**13. Read the following piece about basic types of interview. What type of interview, according to the BBC, does the above Blair/Hammond example belong to? Prove your viewpoint.**

Interviewers are brokers of information. Their skill lies in matching the interviewee’s desire to put particular spin on a situation to the viewer’s inquisitiveness and need to learn the dirty truth. The interviewer’s art is to tease out the story in the subject’s own words, while making sure every word will be clearly understood by the audience. The BBC says that there are three basic types of interview: 1) the *hard exposure interview* which investigates the subject; 2) the *information interview* which puts the audience in the picture; 3) the *emotional interview* which aims to reveal an interviewee’s state of mind.

#### **14. Role-play task.**

a) Read and discuss the text. Translate the words and phrases in bold into Ukrainian, then use them in situations of your own.

b) Go through the questions again and suggest your answers. Role-play the interview in pairs changing the way you think the answers could be given.

Philippa Heap is a TV reporter for Anglia TV. In this interview, she reveals how she got into television news and offers tips to others who would like to follow in her footsteps.

##### ***What does a television reporter do?***

The main role of a TV reporter is to present the news in a **digestible format** to the viewers. In the morning, I am given a **story to chase** by my news editor. I research the topic and then set up the interviews. I'll then go out with a cameraman to film the material that's needed **to compile the report**. When that's done, we both come back to the office and I'll write a **script**. The cameraman will then edit the piece with me for the main Anglia News program at six o'clock. I may also have to present the report as a part of a **live broadcast on location**.

##### ***What's the best thing about working as a television reporter?***

Firstly, no two days are ever the same! One day you could be reporting on a murder trial, the next you could be filming the Queen!

Secondly, if you're **nosy**, then being a TV reporter will suit you. It's interesting to be **privy** to things before the general public, and then to be the first one to tell them. Lastly, you're on TV!! It's a great buzz.

##### ***What's the worst or hardest thing about the job?***

For me, the worst thing is having to do "**door knocks**". This could be when someone has died in an accident or has been murdered, and the reporter is sent to knock on relatives' doors to get an interview. I think it's the worst part of the job.

##### ***What skills and personality traits do you need to be a successful TV reporter?***

You have to be fairly **thick-skinned** and be able to react quickly to breaking stories. If you have a good **grounding** in journalism, you can't go wrong. It's also important to look smart on screen.

##### ***How would you advise people to prepare themselves for a career in TV journalism?***

- Get an NCTJ qualification – in my experience, many broadcasting companies require it

- Get a grounding in radio, newspapers or a news agency first

- It's very competitive, so the more experience under your belt, the better

- Be prepared to deal with **setbacks**, but don't give up

- Expect to work long hours – at the drop of a hat you could be **whisked off** anywhere at any time of day or night!

- Finally, get a warm coat! It's essential for those hours spent waiting outside various buildings for something to happen.

**15. Debates.** After studying the results of a survey conducted to examine the benefits of owning a television versus living without one, split into two groups and debate your positions in class.

*Pros:*

- Television is very entertaining and relaxing.
- Watching television means that you always have something to talk about. You can always say “So, did you see Timoshenko on the telly last night?” This is always a good conversation starter.
- Television may often be intellectually stimulating.
- People with televisions are usually up-to-date with world issues.
- To own a TV is to have easy access to the news, which can be helpful if you don’t feel like reading a newspaper or using the internet. Digital television allows programmes to be seen in different languages.

*Cons:*

- TV can be very addictive.
- TV distorts your sense of reality.
- TV is unhealthy as it is very easy to become a couch potato.
- TV deprives you of many of the personal communication skills we need.
- TV is a poor substitute for books and leaves no time for them.
- Too much false information is fed by politicians who own many of the TV stations.

***16. Round-table discussions. The following topics may be used but your discussions need not be limited to them:***

1. Investigative journalism – why is there so little of this in Ukraine?
2. The freedom of the press – should everyone be allowed to say exactly what they think, irrespective of political approval?
3. Censorship – should racism, sexism, swearing and such elements of people’s conversations be removed from the air?
4. What place does satire and humour have in political analysis?

**Strange but true!**

The longest word in the English language, according to the Oxford English Dictionary, is pneumonoultramicroscopicsilicovolcanoconiosis.

The only other word with the same amount of letters is pneumonoultramicroscopicsilicovolcanoconioses, its plural.

The longest place-name still in use is Taumatawhakatangihangakoauauotamateaturipukakapikimaungahoronukupokaiwenuakitanatahu, a New Zealand hill.

To ‘testify’ was based on men in the Roman court swearing to a statement made by swearing on their testicles.

The word ‘Checkmate’ in chess comes from the Persian phrase ‘Shah Mat,’ which means ‘the king is dead’.

## CREATIVE WRITING

### *Writing an Article*

Feature articles are written for magazines, newspapers and websites in order to attract readers to the main body of the medium - to sell more copies or produce more hits (in the case of a website). Almost none of us even begin to have the time to read everything that we want and so we usually need to be brutally selective. This means that the first rule is that the topic and headline need to make readers give the article their attention, rather than something else.

The headline needs to be short, sharp and attention-getting, the text probably split by sub-headings that again need to be interesting and perhaps even key words and phrases highlighted in some way, by using bold, colour or a different font. Usually we glance at an article, skip-read it and then if it seems worthy, we read it properly, so these techniques are necessary before any of the actual words are read properly.

Most of the basic rules of writing still apply – plan, research, draft, edit and complete – but now the text needs to be descriptive. However, unless the article is for an encyclopaedia, the author must remember that “**why**” is more interesting than “**what.**” Defining a problem or a hazard is only the starting point. Its description needs to be by telling real stories. Using actual examples. Readers want to hear about things that happened. They aren’t interested in platitudes, clichés, lectures, or slogans. Readers want reality, not theory. And all the better if there’s something shocking, mystifying or surprising.

The best articles help readers solve problems, save time, avoid mishaps and do their jobs more effectively. You can’t assume that the reader shares your perception of a problem; you may have to sell them the problem before you sell them a solution.

**The introduction** is the most important part – it has to entice the reader, then lock them in. It especially needs to use drama, emotion, quotations, questions, rhetoric or something that shocks.

**The body** of the article needs to keep any promises or answer any questions raised in the introduction – there should be an “atmosphere” maintained throughout the writing.

While the introduction draws the reader in, **the conclusion** should be written to help the reader remember the story – there should always be a strong **punchline**.

#### *A few other key points include:*

Human interest is paramount. Not only written pieces, but many TV news features focus on an individual, such as a child, to provide context.

The article has be clear as to why it’s been written. Is it to inform, persuade, observe, evaluate, or evoke emotion?

- Write in the active voice. In active writing, people do things. Passive sentences often have the person doing the action at the end of the sentence or things being done “by” someone.

- Keep your audience clearly in mind – what are their desires, what really matters to them?

- Avoid clichés (cutting edge, world-beating, revolutionary) and sentimental

statements – especially at the end of your article.

- Interviews for features usually need to be in-depth and in person rather than over the phone – this enables the author to add in colour and detail.

- Talk to more than one person to provide a more complete picture - but don't just add in sources to show how much work you've done. If they're varied then the article suddenly has much more depth.

- Avoid lengthy, complex paragraphs. The article will appear in columns, so one or two sentences equals a paragraph.

**1. Give Ukrainian equivalents for the following journalese and slang. Keep in mind that when writing a good article as little of this journalese should be used as possible, as it makes your language hackneyed and unoriginal.**

the thumbs up, the thumbs down, the green light, gravy trains, salami tactics, the likes of, the bottom line, high profile, caring *adj*, carers, critical, guesstimate, schizophrenic (in non-medical contexts), crisis, key, major, massive, meaningful, perceptions, prestigious and significant.

**2. Match the clichéd journalese expressions in the left-hand column to their non-clichéd versions in the write-hand column.**

- |                                    |                                  |
|------------------------------------|----------------------------------|
| a) Governance                      | 1) members of the House of Lords |
| b) highly visible politicians      | 2) direct                        |
| c) transparency                    | 3) openness                      |
| d) too close to call (elections)   | 4) close                         |
| e) mandarins                       | 5) friends                       |
| f) their lordships                 | 6) conspicuous politicians       |
| g) comrades (in communist parties) | 7) government                    |
| h) manicured lawns                 | 8) well-tended lawns             |
| i) barons                          | 9) drug traffickers              |
| j) care for                        | 10) relations                    |
| k) overseas                        | 11) the civil service            |
| l) relationship                    | 12) look after                   |
| m) resources                       | 13) foreign                      |
| n) target                          | 14) staff                        |

**3. Read the following excerpt from the Economist Style Guide and then rewrite it replacing the words in bold by non-clichéd expressions.**

Try to make your writing fresh. It will seem stale if it reads like hackneyed journalese. One weakness of journalists, who on daily newspapers may plead that they have little time to search for the apposite word, is a love of the ready-made, seventh-hand phrase. Lazy journalists are always at home in an **oil-rich** country, ruled by an **ailing** President, the **long-serving strongman**, who is, according to the **chattering classes**, a **wily political operator-hence** the present **uneasy peace-but**, after his recent **watershed** (or **landmark** or **sea-change**) decision to arrest his prime minister (that is when the **honeymoon is over**), will soon face a **bloody uprising** in the **breakaway** south.

Similarly, lazy business journalists always enjoy describing **the** problems of a **troubled** company, a victim of the **revolution** in the safety-pin industry (change is always revolutionary in such industries), which, **well-placed insiders** predict, will be riven by a **make-or-break** strike unless one of the **major players** makes an **11th-hour** (or **last-ditch**) intervention in a **marathon** negotiating session.

**4. Comment on the following quotation by Winston Churchill “Short words are best and the old words when short are best of all.” Suggest short Anglo-Saxon words for the following longer words that are often of Latin origin.**

approximately, following, to permit, however, to utilise, to manufacture, a facility, to participate, to establish, sufficient, to demonstrate, underdeveloped, substantive, to purchase, an exit, a present, wealthy, to violate.

**5. When writing an article, be economical with your argument and words. “The best way to be boring is to leave nothing out” (Voltaire). Suggest the shorter options for the following:**

The black community, the business community, the homosexual community, the intelligence community, the international community, positive thoughts industrial disruption, substantially finished bridge, someone with high name-recognition, strike action, cutbacks, track record, wilderness area, large- scale, the policymaking process, weather conditions, this time around.

**6. Classify the following articles according to their purpose. Which of them is mostly intended to inform, persuade, observe, evaluate, or evoke emotion?**

**a. On the verge of social networking suicide**

CHITRA RAMASWAMY

SO, HOW many of you out there are contemplating Facebook suicide? I ask because it occurred to me recently, as I was forced to spend yet another precious Sunday morning slapping and tickling my 108 ‘friends’, writing amusing anecdotes on their superwalls and uploading photographs of my recent trip to India, that, really, life is too short to spend it like this.

In fact, now that I’m knee-deep in the quicksand of social networking, I’m realising that signing up was a mistake. Why did I join Facebook? It must have been so that people I haven’t seen since I used to hang out at the pick’n’mix in Woolworths could track me down (and about a fortnight ago, she did). Or maybe it was so my colleagues would know what I get up to on a week night. No, it must have been so that someone could steal my identity. Mind you, if that meant they had to take on my Facebook account, it would actually be a good thing.

*(Scotsman on Sunday Sunday, 2nd December 2007)*

**b. BARE ESSENTIALS**

Skin looks natural and healthy this season. At the shows, the models were neither pale and interesting nor tanned, but something in between - an understated glow that emphasised eyes and lips. To achieve this look, powder- based foundations like Bare Essentials (22), applied with a blusher brush, will work better than cream-based

alternatives. Finish with YSL Touch clat (22) to even out skin tone around the eyes. (*Vogue* December 2007)

c. Personalised plate sales netted £1.2bn for the government last year

### **Do you think I'm CLA55Y?**

Motorists wanting to add some cachet to their driving experience have been bidding in a government auction of personalised number plates.

They won't get you from A to B any quicker, and will probably earn a sneer from fellow drivers, but what do Betsy, Paul and Roy care?

The licence plates BET 55Y, PAU 111L and 34 ROY were among several hundred personalised registrations sold off this week by the DVLA.

For thousands of car drivers personalised number plates are a prize possession; a statement of individuality in a world of faceless conformity, and a neat investment.

To others though they're an ostentatious waste of cash; a self-aggrandising statement of ego over commonsense.

(*BBC Magazine* 7/12/2007)

**7. Choose the headline that best suites the following article. Check in the keys to see if your answer coincided with the author's.**

ROMANTIC Prince William has been taking girlfriend Kate Middleton to public ICE SKATING sessions, *The Sun* can reveal.

Wills, 25, paid J12.50 for two tickets for 45 minutes' skating at London's posh Somerset House rink on Thursday.

The smitten pair skated to classical music in front of 200 others - and held hands at one point as they glided across the ice.

A source said: "It was very romantic and they seemed keen to keep to it very low key.

They danced for about an hour and both of them seemed pretty good at it. They'd obviously done it before.

"A few people on the rink looked a bit surprised to see the future King of England skating alongside them.

(*The Sun* 7/12/2007)

**What headline was used?**

1. Prince William takes his girlfriend Kate skating
2. Wills and Skate
3. Skating is the new interest for Prince William and his girlfriend Kate

**8. Underline the points of attraction of the article below. Define its structural parts: the introduction, the body, the conclusion. Then find in the following article the parts that:**

- give a description.
- give points of view of interviewees,
- offer advice.

How does Ricky Hatton lose 401bs?



Boxer Ricky Hatton sheds up to 40lb to get in shape for each fight. As he prepares for Saturday's world title bout with Floyd Mayweather, how does he do it?

"They've nicknamed me Ricky Fatton. Mind you, I have had a lot on me plate lately."

Hatton makes a joke out of the way he famously balloons in weight between fights. A photograph of him and Bernard Manning lying on a settee in their underpants hangs in his Manchester gym.

Guinness, fry-ups and fast food are not usually wolfed down by world-class sportsmen.

"It couldn't be more horrific what he eats," says the man in charge of Hatton's diet, Kerry Kayes, speaking from Las Vegas.

#### **THE ANSWER**

Four or five meal replacement supplements a day  
Three or four small meals: chicken, pasta, rice, fruit

Capsules boost fruit and veg intake and provide Omega oils

Pre and post-workout energy drinks Intense fitness and strength work.

"Anything that's bad, greasy, take-away or pies, he washes down with 12 to 15 pints of Guinness and Bailey chasers. He couldn't do it any worse."

"He's usually about 40lbs overweight and it's quite a hard scenario to get his weight down and increase his nutrition to cope with the workload we put on his body, because every time he trains we need to overload his body and send a signal to it that it needs to be fitter and stronger."

"To do that it needs to repair itself from the trauma, so we need a lot of nutrients but we can't afford calories."

#### **Clean carbs**

Hatton's food intake comes from what Kayes describes as "clean" sources of carbohydrate such as rice and pasta, and protein-rich foods like chicken.

The government recommends five fruit and vegetable portions a day, but Hatton has the equivalent of 15, provided by capsules and the real thing. In total, he consumes 3,500,000 calories a day.

Kayes says the yo-yo weight loss and gain is damaging Hatton physically but thinks his lifestyle probably helps him relax between fights.

"It's bad for his body but good for his mind. The kid's under enormous pressure and Billy Graham [his coach] doesn't want him to box much above 30 anyway."

#### **Up and down**

In the short-term it's not clear what the risks are, says Simon Langley-Evans, a professor of human nutrition, but there are problems long-term.

"Ricky Hatton is a very fit individual and he's reasonably healthy. But when people gain and lose weight, or 'yo-yo diet', they gain weight more easily as they get older. Every time he goes through the cycle, he will probably gain more weight.

And unless people have a "negative energy deficit" like Hatton – burning more calories than they consume – then forgoing a 100-calorie bag of crisp for a 200-calorie shake is not going to help them lose weight.

**9. Define whether the article above is a news story article or a feature article. Give your reasons.**

**10. Choose one of the following topics to write an article for the *Kyiv Post*. Draw up your own plan of how you will get ready to write this article. Use all the advice you got in this section, bearing in mind the distinctions between a feature article and a news story article. Don't forget the editing stage.**

- Favourite cafes for students.
- Part-time jobs for students.
- Ukraine's libraries versus the Internet.

## **PREPARING FOR INTERNATIONAL TESTS**

READ THE FOLLOWING TEXT QUICKLY ONLY ONCE AND THEN ANSWER THE QUESTIONS TO IT.

Anna Szewczyk, perhaps the most popular broadcaster in the news media today, won the 1998 Broadcasting Award. She got her start in journalism as an editor at the Hollsville County Times in Missouri. When the newspaper went out of business, a colleague persuaded her to enter the field of broadcasting. She moved to Oregon to begin a master's degree in broadcast journalism at Atlas University. Following graduation, she was able to begin her career as a local newscaster with WPSU-TV in Seattle, Washington, and rapidly advanced to national television. Noted for her quick wit and trenchant commentary, her name has since become synonymous with *Good Day, America!* Accepting the award at the National Convention of Broadcast Journalism held in Chicago, Ms. Szewczyk remarked, "I am so honored by this award that I'm at a total loss for words!" Who would ever have believed it?

### **1. What is the purpose of this announcement?**

- A. to invite people to the National Convention of Broadcast Journalism
- B. to encourage college students to study broadcasting
- C. to recognize Ms. Szewczyk's accomplishments
- D. to advertise a job opening at the *Hollsville County Times*

### **2. The expression "to become synonymous with" means**

- A. to be the same as,
- B. to be the opposite of.
- C. to be in sympathy with.
- D. to be discharged from.

### **3. What was Ms. Szewczyk's first job in journalism?**

- A. She was a T.V. announcer in Washington.
- B. She was a newscaster in Oregon.
- C. She was an editor for a newspaper in Missouri.
- D. She was a talk show host in Chicago.

## DEVELOPING TRANSLATION SKILLS

### (I) Translation of journalese

The style of writing for newspapers, colloquially called “journalese”, is a system of interrelated lexical, phraseological and grammatical methods commonly used for the purpose of informing and influencing readers in a manner that is sharp, succinct and easy to read.

English and Ukrainian newspaper styles share basic vocabulary features, namely an abundance of special political and economic terms, e.g. *backbencher* – *рядовий член партії в парламенті*, *benchmark* – *контрольний показник; стандарт*; clichés, e.g. *well-informed sources* – *достовірні джерела*, *overwhelming majority* – *переважна більшість*; abbreviations, e.g. *UN (United Nations)* – *ООН*, *MP (Member of Parliament)* – *член парламенту*, neologisms, e.g. *islamophobia* – *ісламофобія*, famous journalists' catchphrases and keywords, e.g. *360-degree feedback* – *відгуки від усіх тинів клієнтів, співробітників тощо*, *наскрізний зворотний зв'язок*, etc.

Journalese is a broadly accepted and socially understood form that forces translators to change considerably the structural elements of the original message, in order to meet the stylistic requirements employed by journalese in the TL. English journalese is characterized by the frequent use of colloquialisms, slang, stylistic devices containing explicit and implicit vulgar elements which are either reproduced in a less expressive way or even omitted in translation. Hence the pun of the newspaper headline “*Two Fingers to Churchill*” (The Sun 13/7/2007) «Черчілля на макулатуру» as to describe the removal of Churchill from the school history syllabus is not reproduced in translation to avoid infringement upon the accepted norms of the Ukrainian newspaper style.

The English language characteristics of journalese frequently include allusive use of set expressions and their deliberate breaking-up, e.g. *bread-and-butter business* (*бізнес, що годує*) transformed into *bread-and-low-cholesterol margarine business* (*пісний/дієтичний бізнес*); deformation of special terms, e.g. *conspirator-in-chief* (*головний конспіратор*) the emotive implications of which in most cases are lost in translation.

More similarities are to be found in brief English and Ukrainian news items which are characterized by the absence of any individuality of presenting the material, stereotyped forms of expression and lack of emotional colouring. However, various syntactic transformations in the translation of brief news items are caused by discrepancies in the conventional way of presenting information in English and in Ukrainian. Reference to the source of information is usually indicated at the beginning of a sentence in Ukrainian (*Як повідомляє речник...*), whereas in English it could finalize the sentence (*...it was announced by the spokesman.*). In these cases **permutation** – syntactic reshuffle of the elements – is a regular technique employed by translators.

Alien to Ukrainians is a typical English way of using personal pronouns to introduce the doer of the action in subordinate clauses initiating the sentence making translators resort to permutation and/or omission, and/or integration. *When he made a speech, Blair.... У своїй промові Блер намагався...*

The most controversial issue for translation of journalese is advertisement, where the necessity to reproduce the pragmatic potential of the original message (to make customers buy a certain product) is paramount. This often results in the TL message totally lacking lexical, grammatical and syntactic similarity with the original. Here the translator plays the role of a localizer of international advertising campaigns.

**1. Certain words are used more commonly in journalese than in standard English, often because they are shorter or more dramatic than their alternatives. Match such words on the left to their meanings on the right and give Ukrainian equivalents.**

- |                     |   |
|---------------------|---|
| 1) on the edge      | a) offer to buy a company                   |
| 2) to be split over | b) to look for information                  |
| 3) blow             | c) to be on the brink of                    |
| 4) linked with      | d) the result of bad news                   |
| 5) row              | e) to support                               |
| 6) bid              | f) to obstruct                              |
| 7) to block         | g) disagreement                             |
| 8) to seek          | h) to announce at a launch or such ceremony |
| 9) to unveil        | i) to disagree                              |
| 10) to back         | j) to be associated with                    |
| 11) to rap          | k) to censure                               |

**2. Match the following journalistic clichés to their definitions and translate them into Ukrainian. Define stylistic devices underlying each of them.**

- |                               |  |
|-------------------------------|--|
| a) ivory tower                | 1) competitive and stressful business              |
| b) party faithful             | 2) any location attracting a particular group      |
| c) jet set                    | 3) ademic world                                    |
| d) brain drain                | 4) nymphomaniac                                    |
| e) culture vulture            | 5) exodus of academics and highly-skilled workers  |
| f) constant companion         | 6) someone who indiscriminately 'consumes' culture |
| g) good-time girl, party girl | 7) lover   |
| h) confirmed bachelor         | 8) leisured class which travels frequently         |
| i) mecca                      | 9) homosexual man                                  |
| j) rat race                   | 10) loyal workers and voters for a political party |

**3. Find Ukrainian equivalents for the following cliched journalese expressions.**

- |                             |                          |
|-----------------------------|--------------------------|
| everyday life               | to bring to justice      |
| in today's society          | friendly fire            |
| this day & age              | brainstorming            |
| march of history            | hook, line, and sinker   |
| stick out like a sore thumb | winds of change          |
| writing on the wall         | all walks of life        |
| calm before the storm       | from time immemorial     |
| experts agree that          | countless hours          |
| to take the plunge          | rank and file membership |

a rumour from the grapevine

to set the record straight

**4. Many ordinary words and expressions may become clichéd when used with a particular, often hidden, meaning in journalese. Find out what these meanings might be (do not treat the interpretations too seriously!) and suggest Ukrainian equivalents for the English clichés.**

*Controversial*: He did something bad but we're not sure what *Scandal-plagued*: Guilty *War-torn*: We can't find it on a map *Knowledgeable observer*: The reporter *Knowledgeable observers*: The reporter and the person at the next desk *Screen Legend*: Reporter is too young to remember his movies *Teen idol*: Reporter is too old to have heard of him *According to published reports*: We were beaten to the news story *Embattled*: He should quit *Recently*: We lost the press release and can't remember the actual date *Highly placed source*: one who would talk and had some link

*Celebrity*: person who has a publicist *Superstar*: has a publicist and an agent *Family Values*: phrase often used by a right wing idiot *Progressive*: phrase often used by a left wing idiot *Couldn't be reached for comment*: the reporter didn't bother to call *Unclear, uncertain, unknown at press time*: no one will tell us *Conflagration*: what was a fire in the first paragraph, a blaze in the second and an inferno in the third *Long-time companion*: they had sex *Tearful*: Could have been crying but perhaps not *Choked up*: Definitely could have been crying *Weeping*: Tear spotted in one eye *Hot-button issue*: only editors care about it *Towing industry expose*: editor got a parking ticket *From news wire services*: no original reporting whatsoever

**5. Translate the following sentences into Ukrainian paying due attention to journalistic stylistic devices and clichés.**

1. The President's macho image makes him popular. 2. The country's forestry industry has warned of nothing less than a "Christmas tree crisis" this year. 3. For centuries, business and busyness have gone hand in hand in the North Sea. 4. There are still walk-in hire-a-hitman agencies. 5. Today's Pop Art is still about life and death, about our intoxication with glamour and detachment from it; it is about how we live and look in a media-drenched age. 6. Dmitri Medvedev was anointed yesterday by Vladimir Putin to succeed him as President in a carefully choreographed announcement that demonstrated Mr Putin's grip on power and completely wrong-footed Kremlin-watchers. 7. After years of promoting top-down multiculturalism. Gordon Brown is now promoting top-down unity. 8. A pivotal central group is now dissatisfied with Labour but still prefers them to the Tories in office. But there are now 17 per cent don't know or neither, compared with 5 or 6 per cent in 2004. 9. On January 1, the national ban on indoor smoking will be extended to bars, cafés, restaurants, night clubs and the other "places of conviviality". 10. The UK has slumped down an international league table of standards in reading, maths and science.

**6. Read the following cliché-ridden paragraph and then re-write it in ordinary language.**

Petro Petrenko had been sleeping like the dead when his alarm clock screamed like a Banshee at him. It was 1:36 P.M., and Petro had planned to be up bright and early that morning. His eye lids were as heavy as lead as he wracked his brain for excuses. It had been the mother of all lost weekends. Now he had to pay the piper - he'd missed muster again, and the hand of doom was heavy upon his grade in the class.

**7. Find English equivalents to the following clichéd Ukrainian phrases used in the journalese, some of them clumsy superfluous combinations that have shorter versions.**

Дати путівку в життя, біле золото (про бавовну), чорне золото (про вугілля), люди в білих халатах (про лікарів), мати велике значення, відігравати важливу роль, являти значний інтерес, приділяти значну увагу, необхідно зазначити, у зв'язку з відсутністю коштів, за наявності відповідних умов, у даний час, поставити на лінійку готовності, вводити в дію, проведена певна робота, проведення роботи по впорядкуванню території (замість: впорядкування території), робота по впровадженню нових методів, роботи по ремонту, працюють над здійсненням завдання поліпшення роботи транспорту, питання забезпечення виконання плану, питання проведення боротьби із злочинністю.

**8. Compare the Ukrainian clichéd expressions given above to the following Ukrainian set phrases commonly used in journalese. Compare the English and Ukrainian terms to denote them (see Translator's nightmares at the end of this lesson). Find English equivalents to them.**

Правляча верхівка, посадова особа, засоби масової інформації, сфера обслуговування, правоохоронні органи, організована злочинність, криміногенна ситуація, виборчий блок, передвиборча агітація, результати виборів, всенародне обговорення, пленарне засідання, маніпулювання громадською думкою, соціально незахищені верстви населення, розв'язання проблеми, боротьба з тероризмом, фінансова підтримка, комплексні заходи, стан довкілля.

**9. Translate the following sentences containing journalistic inventions – words that have an obvious and intelligent meaning, yet are not part of standard English.**

1. A variety of readers have been in touch about minor inaccuracies in *The Deal*, the politisoap shown on Channel 4 on Sunday night. 2. Washington's spindocracy is a self-contained self-satisfied group of political hangers-on who are fascinating to each other and of no interest to anyone else. 3. Although al-Oaida-spawned Islamic fundamentalist terrorism is aimed primarily at the west – meaning the US, close allies of the US such as Israel and Britain, and pro-western Arab governments – it is Muslims and non-westerners who frequently get hurt. 4. The tabloidification of American life – of the news, of the culture, yea of human behaviour – is such a sweeping phenomenon that it can't be dismissed as merely a jokey footnote to the history of the 1990s, wrote David Kamp in a long analysis in this month's *Vanity Fair*. 5. The English dramatic poets have Shakespearised for several hundreds years.

**10. Comment upon the instances of allusive punning in English headlines and try to translate them into Ukrainian.**

- 'TV or Not TV'
- 'Know Your Rites',
- 'Heirs and Graces'
- 'Drapes of things to come',
- 'A test of scull on the Thames'.

**11. Decipher the following abbreviations and translate them.**

ЗМІ, МВФ, СНД, СОТ, ВВП, МАГАТЕ, ЮНІСЕФ, ОПЕК, ЮСІА, ВОЗ, МОК, МОЖ, СЕАТО, ЦРУ, ФБР, ООН, СС, МБР, ПАРС, МБРР, ІРА, ГУЛАГ

FDI, US AID, USIA, UNO, AIDS, UHA, NBU, BBC, MP, MSP, TB, the USSR, EPP, ISO, AHS, EU, PFLP, APEC, G8, CEO, HQ, GDP, GNP

**12. Comment on the syntax of the following sentences and translate them into Ukrainian.**

1. Voters are increasingly fed up with the main parties and their inability to solve the country's problems, according to the latest Populus poll for The Times. 2. When he answered journalists' questions, Alun Cathcart, executive chairman of Emap, claimed that Emap will now become a focused business-to-business company. 3. The economy is important, as many candidates claim. 4. Amid mounting calls for his resignation, Tompson has decided to tough it out. 5. When he made a speech, the prime minister focused on the UK, boosting its education standards. 6. To counteract the prospect of long waiting times for patients to receive medicines, it said the Government should ensure manufacturers adopt minimum service standards. 7. I was really pleased to meet Zsa Zsa Gabor, seventyish, eight-times-married, Hungarian-born celebrity. 8. Homeowners may be forced to sell next year and join the ranks of renters when lenders tighten terms for borrowers with poor credit histories, the Council of Mortgage Lenders warned yesterday.

**13. Translate the news item below in writing paying attention to the use of special political and economic terms.**

**Україна може отримати фінансову допомогу Уряду США**

Україна та Сполучені Штати домовилися прискорити розробку заходів для участі в американській урядовій програмі допомоги в рамках проекту "Виклик тисячоліття". Про це стало відомо після сьогоднішньої зустрічі у Києві секретаря РНБО Івана Плюща із віце-президентом корпорації Джоном Гевком. Як повідомляє прес-служба РНБО, до кінця липня Україна створить технічну групу. Її завданням буде проведення консультацій та розробка інвестиційних проектів. Ці пропозиції подадуть на розгляд експертів корпорації. У серпні до України прибудуть фахівці корпорації. Вони допоможуть українським урядовцям підготувати документи для участі в наступному етапі програми та ознайомлять із практикою втілення подібних проектів корпорації в інших країнах. Україна вже отримала від корпорації близько 45 мільйонів доларів на виконання так званої порогової програми. Ці гроші спрямовують переважно на проекти з подолання корупції та вдосконалення судової

системи країни. В разі успіху Україна може отримати значно більші суми. Керівник фонду припустив, що американська урядова допомога в рамках проекту може скласти принаймні півмільярда доларів. Під час зустрічі Джон Гевк зазначив, що стан реалізації в Україні порогової програми дає можливість сподіватися на успішне вирішення завдань щодо проведення реформи кримінальної юстиції, зміцнення контролю над владою, застосування етичних та адміністративних норм, вдосконалення регуляторної політики і подолання корупції.

(Дзеркало тижня)

## (II) Translation of headlines

The main function of English and Ukrainian **headlines** is to inform the reader briefly of what the news that follows is about. They are usually written in a sensational way in order to arouse the reader's curiosity. This sublanguage is characterized by a number of peculiarities which do not fully coincide in English and Ukrainian.

English headlines are often structurally verbal whereas in Ukrainian nominative sentences prevail. This discrepancy often leads to grammatical transformation of replacement in translation, e.g. "Royal Family Quits" – «Вихід королівської родини», "Fighting Inflation" – «Боротьба з інфляцією».

Verbal headlines are less frequent in Ukrainian and incorporate the Present, the Past and the Future tenses, e.g. «Мери міняються, а стиль залишається», «Не так важить, як танцював, а як уклонився», «Чи проковтне східний тигр «українську меблеву мишку?», while in English the idea of the future is usually expressed through infinitives, e.g. "Orangina to acquire Rosinka", and that of the past through present simple, e.g. "Shell confirms China stakes". Hence one of the main tasks in translation of headline is to identify the implied grammatical meaning of its structural elements and make it explicit by TL methods: the infinitive is usually rendered with the help of the Future tense or the verb "збиратися", e.g. "President to Visit Ukraine" – «Президент збирається відвідати/відвідає Україну». Ukrainian verbs in the Past tense are regular equivalents to the English verbs in the Present Tense forms, e.g. "President vetoes bill" – «Президент наклав вето на законопроект».

English headline vocabulary is characterized by broad and somewhat blurred semantics. These are predominately short, space-saving words like "bid", "rap" etc. which need to be contextually specified in Ukrainian translation. Thus the headline "Not a rap" depending on the subject-matter of the article may be translated as "Ні копійки"/«Ані шеляга», or «Жодної критики».

English headlines often contain elements which are considered to be redundant from the point of Ukrainian journalese. They are usually omitted in translation leading to compression of the TL headline, e.g. "Mayor's proposal rejected and repudiated" – «Пропозицію мера відкинута».

### 14. Write out the headlines below in full and translate them into Ukrainian. Justify the grammatical transformations you employ.

Renault on brink of two alliances

Austin Reed rejects offer as unwelcome

Pepsico in 523m bid for Sandora



Melrose to raise 5.8m via London flotation  
United News to dispose of US magazines.

**15. Consider the amusing interpretation of the ambiguous headlines below and translate them into Ukrainian.**

KIDS MAKE NUTRITIOUS SNACKS  
PANDA MATING FAILS; VETERINARIAN TAKES OVER.  
KILLER SENTENCED TO DIE FOR SECOND TIME IN 10 YEARS  
MAN EATING PIRANHA MISTAKENLY SOLD AS PET FISH  
LAWMEN FROM MEXICO BARBECUE GUESTS  
MILK DRINKERS ARE TURNING TO POWDER  
IRAQI HEAD SEEKS ARMS

**16. Match the headlines (1-6) to the corresponding articles (a-f) and translate them into Ukrainian. Discuss and complete each story with your own ideas.**

1. *The terrorist strolling around the US*
2. *Why we need a new Mental Health Bill*
3. *The apartheid creeping into our schools*
4. *Cherie's thankless years at No. 10*
5. *What not to ask presidential candidates*
6. *What makes us different from Europe*

a) America's political differences with Europe have received a lot of attention lately, but it is our contrasting fertility levels that really promise to set us apart in the future. America's birthrate – at slightly above two births per woman – outstrips virtually every other developed country, and is some 45 % higher than Europe's. Why?...

b) The Bush administration claims a zero-tolerance policy towards evildoers. So why is it letting one of the world's most notorious terrorists stroll freely around the United States?...

c) Amid all the talk of Tony Blair and his legacy we should spare a thought for Cherie. The past ten years must have been tough for her. The cleverer of the couple, she had to put her own career second to her husband's and take the strain of raising their young family – while all along being denounced as “the wicked witch of Downing Street”...

d) Phenomena that begin in Northern Ireland have an alarming habit of going mainstream. Mass surveillance, armed police officers and the random killing of civilians by terrorists, for instance, all migrated to mainland Britain from across the Irish Sea. And now segregated schools are on their way...

e) “What is your plan for Iraq?” At every town hall meeting, interview and fundraising event, the presidential candidates are all asked this same pointless question. And it's pointless because...

f) At what point should public protection take precedence over civil liberties of the mentally ill? This week, the Government made its third attempt to get its Mental Health Bill through Parliament. The reforms were first drafted eight years ago in response to

murders committed by mentally ill people...

**17. Write a headline for this article and translate the whole piece into Ukrainian.**

Although I've always been an Anglophile, I was never invited to sip champagne with the Queen until last week. Mixing with other guests at the British ambassador's reception for the monarch, I was reminded of the features I love about Britain: repressed emotions, over-articulate conversationalists, crustless sandwiches and, most importantly, a sense of history. This is evident not only in ancient institutions such as the monarchy, but also in the British press, which is full of "commemorations, anniversaries, and famously eloquent obituaries". This historical perspective gives the Brits a healthy skepticism towards abstract theorizing. While other Europeans defer to intellectuals, the British public takes an irreverent view of the elite and delights in the absurd. There are downsides to the country, of course – "the snobbery, the cynicism and the insularity". But on the ambassador's lawn last week, I found myself admiring the part of Britain that "doesn't often fall for ludicrous ideas"; that preserves the pillars of its national identity; and that is "still too well bred to mention, as a few expats and Yanks last week did, that "the Queen looks a bit shorter than Helen Mirren".

## **DEVELOPING INTERPRETING SKILLS**

**1. Translate the following article at sight, switching language as necessary.**

The two most recognisable symbols in the world today relate not to the great religions but to a rather famous brown fizzy drink and a humble hamburger, according to the BBC. Червону пляшанку знає більше людей, ніж будь-який інший символ. Форма пляшки – на другому місці за впізнаванням після форми яйця, а вимова назви продукту – після слова о'кей. Така сила реклами, чи що це? There comes a point where a brand develops a life of its own and the associations surrounding the brand become more than the product itself. Жодного бренду це не стосується більшою мірою, ніж «Кока-Коли». Launched in 1886 Coca-Cola became one of the earliest examples of a national brand in the USA. Після другої світової війни ознакою валютної свободи вважалися американські сигарети, нейлонові панчохи та «Кока-Кола». Collecting the empties became a source of income and new companies were born on the proceeds. Чи не є дивом те, що цей звичайний напій, котрий надсилали американським солдатам як згадку про домівку, перетворився на символ свободи більш ніж у 200 країнах світу! Щодня його випивають по 225 000 000 літрів! У XX сторіччі ще жодному продукту не вдавалося стати в такій мірі символом свободи та насолоди. No single brand has become more directly associated with the aspirations of the young and no product has done more to enhance the values of freedom of choice, thought and action than the humble bottle of brown fizzy liquid we have all come to enjoy.

**2. Translate the text at sight.**

Тиждень вимкненого телевізора. Ця акція має прихильників у всьому світі. Керує проектом національна некомерційна організація "Америка без телебачення",

а її спонсори – велика кількість медичних установ і, власне, “Проект з медіаграмотності в Нью-Мехіко. Мета акції - зменшити кількість годин бездумного перегляду телебачення. Люди переоцінюють роль, яку телебачення відіграє в їх щоденному житті. Для багатьох американців телевізор – це і розважальник, няня, комерційна сила і фоновий шум. Із 22 до 28 квітня мільйони людей по всій країні і за кордоном добровільно вимкнули свої телевізори на сім днів і відкрили для себе нове життя, яке може бути конструктивнішим, здоровішим, з більшою кількістю вільного часу і меншою кількістю телебачення. Понад 8 мільйонів людей зробили спробу жити без телевізора. Як сказав один з учасників акції: “Ми поклали телевізор до шафи на початку акції, і він все ще там”. Він зазначив, що став краще спати і більше розмовляти з дружиною. Вони почали читати. Час біжить повільніше, послідовніше. Цього року організатори заохочують і нас приєднатися до тих, хто буде брати участь у міжнародному “тижні вимкненого телевізора”. А ще краще організувати свій власний рух “Без телебачення”, заохотити своїх друзів і сім’ю звільнити життя від убивчої рутини телебачення.

## Translators’ Nightmares

The semantic volume of the English word “**cliché**”, often used to describe journalese, does not always coincide with that of the Ukrainian word “**кліше**”, and hence becomes a false translator’s friend. Its original jargon meaning was a printer’s block of type, used to repeatedly print something (кліше). Almost nobody uses this meaning today. Now “cliché” means first of all “a mental stereotype”, and then “a stereotyped expression, a hackneyed phrase or opinion, a stereotyped character”, hence in addition to “кліше”, it may also be translated into Ukrainian as “**банальна/заяложена фраза**”, “**штамп (мовний, мислення тощо)**”, “**стереотип**”.

The Ukrainian word “кліше” may mean “заяложений вираз”, but often used by linguists especially to denote just a set phrase, not coloured emotionally and consisting of the components that have retained their original meanings, unlike an idiom. The English “cliché” is always negatively coloured, which is not always true about its Ukrainian equivalent. Although the modern use of “кліше” to mean a stereotype is not committed to Ukrainian dictionaries yet, it may be figurative to denote a stereotype, thus being similar to the English meaning, as used in the example “One classic Hollywood cliché (stereotype) is the hero who gets up however many times he is hit”.

### **Task: translate the following sentences.**

1. The sub-editor winced as she read yet another cliché in the feature writer’s text.
2. The concept of Iraq bursting with Weapons of Mass Destruction may have long become a cliché, yet US politicians still keep repeating the phrase.
3. The idea of a tramp that has a million in cash hidden in his rags has become a right-wing cliché.
4. Він рішуче відкинув всі усталені канони жанру і створив гру, що висміює кліше і штампи, в суворій формі здорового гумору.
5. Штампи – це затерті від частого невмотивованого вживання вирази, які

втрапили свою інформативність.

6. Кліше – звичний зворот, регулярно повторюваний у певних умовах і контекстах для тотожного позначення адекватних ситуацій, стосунків між людьми тощо.

7. Звичні для західних демократій ідеологічні кліше в Україні не працюють.

8. Героїня повісті – один із варіантів кліше доброї господині.

9. Як показує міжнародна практика, стратегія партнерства не може бути незмінною величиною і назавжди виготовленим кліше.

10. Раніше друкарська справа була неможлива без виготовлення кліше.

11. Штампи затуманюють зміст висловлювання, роблять мову важкою для сприйняття, нечіткою, тому їх слід уникати.

“**Talk-show**” in English refers to a programme where celebrities are interviewed by presenters, who themselves are often celebrities. For example, after her divorce from Prince Andrew, Sarah Ferguson became a talk-show host in the US. The objective is to entertain and discuss new movies with actors, new books with authors, events with sports celebrities, and so on.

In Ukrainian the term “**ток-шоу**” is normally used to describe a kind of TV programme where discussions take place in a studio, with an audience is present and participating, other viewers may phone-in, and the themes are of a political nature. Such a programme would be described in English as a “**Studio Discussion**”.

**Task: translate the following sentences.**

1. Victoria Beckham appeared on Eddy Izzard 's talk show to promote her new range of lingerie.

2. The Leader of the Opposition was a guest on the phone-in Studio Discussion to discuss greenhouse gas emission.

3. Russell Crowe was arrested for punching the host of the Monday night talk show, “Rod’s Chat Show”, when asked too many aggressive questions about his new film.

4. Вихід в ефір деяких популярних американських комедій і ток-шоу припинився після страйку Американської гільдії сценаристів.

5. Сьогодні у Донецьку в рамках нової програми У країнської служби Бі-Бі-Сі та Радіо Ера ФМ пройшло ток-шоу “Коло питань”. Для обговорення на ток-шоу було вибрано сім найактуальніших політичних, соціальних та економічних питань.

6. У ток-шоу мало йтися про специфіку президентського і парламентського правління, а також про значущість свободи слова.

In English two words are commonly used for the production and dissemination of printed material, music, software or any such distributed medium. They are “**publishing**” (**видавнича справа**) in the wide sense, and “**reprographics**” (**поліграфія**) for the equipment used to produce the media. The word “polygraph” (поліграф) is used to mean a device for copying photographs or a device for measuring physiological characteristics, commonly called a “lie detector”. As a result, the word “**поліграфія**” has to be carefully translated, as the term may be used considerably wider to mean the production of printed

material (видавнича справа), that is, with a larger semantic volume. The word “поліграфія” may also mean “reprographics”.

**Task:** *translate the following sentences.*

1. Sam got a job a job with a software publisher, writing computer games, while his younger brother took a job at Microsoft in their reprographics department, where instruction manuals were reproduced.

2. The publisher decided to print a second edition of the textbook and sent the plates to the in-house printing presses.

3. The suspect was charged and given the option of taking a polygraph test.

4. Поліграфія – це галузь промисловості, що займається виготовленням друкованої продукції, та відповідна галузь техніки.

5. Компанія пропонує розробку фірмового стилю та дизайн поліграфічної продукції.

6. Поліграфія є матеріально-технічною базою видавничої справи.

7. У нас ви можете замовити повний спектр поліграфічних послуг.

8. Репрографія – це факсимільне копіювання документів.

9. Ці посібники було видано в нашому університетському видавничо-поліграфічному центрі.

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ  
СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

## EDUCATION AND ACADEMIC RESEARCH

### VOCABULARY PRACTICE 1

#### 1. Choose the right answer.

1. New students must \_\_\_\_\_ for classes before term begins.  
a) enrol    b) enter    c) join    d) teach
2. Quentin must go to France for the next \_\_\_\_\_ of his training.  
a) point    b) stage    c) stand    d) step
3. Medical students are doctors \_\_\_\_\_.  
a) for the most part    b) in the making    c) in the mind's eye    d) to the life
4. I'm going to \_\_\_\_\_ all I can about the subject because I need this information.  
a) discover    b) find out    c) know    d) realise
5. This course \_\_\_\_\_ no previous knowledge of the subject.  
a) assembles    b) assigns    c) assumes    d) assures
6. Sean asked his teacher's \_\_\_\_\_ about going to university.  
a) advice    b) experience    c) information    d) knowledge
7. What are you going to do when you \_\_\_\_\_ school?  
a) complete    b) conclude    c) end    d) leave
8. Have you \_\_\_\_\_ for any evening classes next term?  
a) engaged    b) enrolled    c) inscribed    d) signed
9. Viola took her \_\_\_\_\_ at Cambridge University.  
a) degree    b) grade    c) qualification    d) standard
10. In some countries, students are selected \_\_\_\_\_ to their current level of academic attainment.  
a) according    b) due    c) owing    d) relating
11. Your progress will be \_\_\_\_\_ in three months' time.  
a) counted    b) enumerated    c) evaluated    d) priced
12. Vivian is studying to become a member of the medical \_\_\_\_\_.  
a) employment    b) position    c) post    d) profession
13. Our group \_\_\_\_\_ of twelve students.  
a) composes    b) comprises    c) consists    d) contains
14. The new experimental system of enrolment didn't \_\_\_\_\_ expectations.  
a) climb up to    b) come up to    c) reach    d) rise to
15. Some schools have very \_\_\_\_\_ rules of behaviour which must be obeyed.  
a) solid    b) straight    c) strict    d) strong
16. It was very difficult for the examiner to \_\_\_\_\_ what recommendations he should make.  
a) decide    b) realise    c) settle    d) solve
17. Please inform the college secretary if you \_\_\_\_\_ your address.  
a) change    b) move    c) remove    d) vary
18. Sharon wants to make it clear that she prefers a course in Fine Arts as \_\_\_\_\_ from Graphic Arts.  
a) different    b) discrete    c) distinct    d) separate

19. The classes were closed because of \_\_\_\_\_ of interest.  
a) absence    b) emptiness    c) lack    d) missing
20. This school has the highest \_\_\_\_\_ standards in our town.  
a) academic    b) intelligence    c) learning    d) study
21. Please find \_\_\_\_\_ a copy of the letter I received from the college.  
a) contained    b) covered    c) enclosed    d) included
22. We need \_\_\_\_\_ information before we can decide which courses to choose.  
a) farther    b) further    c) near    d) nearer
23. Someone from the Ministry of Education is coming to \_\_\_\_\_ our classes.  
a) control    b) inspect    c) look on    d) overlook
24. Before joining a course of study you must fill in a long \_\_\_\_\_ form.  
a) enrolment    b) induction    c) inscription    d) personal
25. Please \_\_\_\_\_ clearly which courses you want to take.  
a) ask    b) indicate    c) instruct    d) learn

**2. Put each of the following words or phrases into its correct place in the passage below.**

amount    calendar    class    hours    college    selecting  
 course    credits    curriculum    electives  
 graduation    major    number    opportunity  
 outlines    prospectus    specified    subjects  
 requirements    technical    three    week

**Selecting Courses**

The courses given by a \_\_\_\_\_ or university are called its curriculum. The \_\_\_\_\_ of the institution \_\_\_\_\_ the complete \_\_\_\_\_. It gives the \_\_\_\_\_ for entry to each course, as well as the credits given for the \_\_\_\_\_.

Each course is designated as giving a \_\_\_\_\_ number of credits. These are usually equal to the number of \_\_\_\_\_ devoted each week to the course. For example, a course that meets three times a \_\_\_\_\_ usually gives \_\_\_\_\_ credits towards graduation. Schools using the semester \_\_\_\_\_ required about 120 credits for \_\_\_\_\_. Between 30 and 40 of the required \_\_\_\_\_ must be in the student's \_\_\_\_\_ subject.

School vary considerable in the \_\_\_\_\_ of freedom given students in \_\_\_\_\_ their course. Almost all schools have a certain \_\_\_\_\_ of required \_\_\_\_\_. Students can also usually choose nonrequired courses called \_\_\_\_\_. Liberal-arts colleges usually give students more \_\_\_\_\_ to choose than do \_\_\_\_\_ schools.

**3. EDUCATIOAN AND MONEY. Choose the right answer.**

1. Dr Inventive received a \_\_\_\_\_ from the university in order to continue his research.  
a) credit    b) grant    c) prize    d) reward
2. His father paid him \_\_\_\_\_ while he was at university.  
a) alimony    b) an allowance    c) a pension    d) the rates
3. The headmaster had been trying to \_\_\_\_\_ money for a new science block.  
a) ask    b) deal    c) increase    d) raise



4. Prospective students must show that they have sufficient money to cover their course fee and \_\_\_\_\_.
  - a) boarding
  - b) maintenance
  - c) supplies
  - d) support
5. If you find it difficult to make ends meet, you can \_\_\_\_\_ to the university for a additional grant.
  - a) apply
  - b) ask
  - c) propose
  - d) submit
6. Many teachers are protesting about the Government \_\_\_\_\_ in education.
  - a) contractions
  - b) cuts
  - c) drops
  - d) reductions
7. Students sometimes support themselves by \_\_\_\_\_ of evening jobs.
  - a) efforts
  - b) means
  - c) methods
  - d) ways
8. The \_\_\_\_\_ for the course are \$150 a term.
  - a) charges
  - b) costs
  - c) fees
  - d) payments
9. The government will be increasing student \_\_\_\_\_ to give them more money.
  - a) aids
  - b) benefits
  - c) grants
  - d) rewards
10. Despite the excellent results in his A level exam he has not won a(n) \_\_\_\_\_ to the university.
  - a) aid
  - b) money
  - c) pension
  - d) scholarship

**4. Put each of the following words into its correct place in the passage below.**

advance	approximately	balance	beginning
cash	credit	currency	delayed
fees	full	holders	instalments
mail	money	payment	Visa

**Payment Plans**

Tuition \_\_\_\_\_ are payable in \_\_\_\_\_ in full at the time billed. Students may pay by \_\_\_\_\_, cheque, \_\_\_\_\_ order or \_\_\_\_\_ card (Master Card or \_\_\_\_\_). Foreign students must pay in British \_\_\_\_\_.

\_\_\_\_\_ may be made by telephone for credit card \_\_\_\_\_. Payment may also be by \_\_\_\_\_. However, the College is not responsible for lost or \_\_\_\_\_ mail.

Students who do not pay in \_\_\_\_\_ in advance automatically choose the deferred payment plan of two equal \_\_\_\_\_. The initial payment is due \_\_\_\_\_two weeks prior to the \_\_\_\_\_of each term. The \_\_\_\_\_is due four weeks after the beginning of the term.

**READING 1**

**5. Read the text and choose the most suitable heading (A – I) for each paragraph (1 – 6). There is an example at the beginning (0).**

**Computers and Girls**

**0** The girls in this sixth grade class in East Palo Alto., California, all have the same access to computers as boys. But researchers say, by the time they get to high school, they are victims of what the researchers call a major new gender gap in technology.

**1** Janice Weinman of the American Association of University Women Researchers says, "Girls tend to be less comfortable than boys with the computer. They use it more for word processing rather than for problem solving, rather than to discover new ways in which to understand information."

**2** After re-examining a thousand studies, the American Association of University Women Researchers found that girls make up only a small percentage of students in computer science classes. Girls consistently rate themselves significantly lower than boys in their ability and confidence in using computers. And they use computers less often than boys outside the classroom.

**3** The instructor of this computer lab says he's already noticed some differences. Charles Cheadle of Cesar Chavez School says, "Boys are not so afraid they might do something that will harm the computer, whereas girls are afraid they might break it somehow."

**4** Six years ago, the software company Purple Moon noticed that girls' computer usage was falling behind boys. Karen Gould says, "The number one reason girls told us they don't like computer games is not because they're too violent, or too competitive. Girls just said they're incredibly boring."

**5** Purple Moon says it found what girls want: characters they can relate to and story lines relative to what's going on in their own lives. Karen Gould of Purple Moon Software says, "What we definitely found from girls is there is no intrinsic reason why they wouldn't want to play on a computer; it was just a content-thing."

**6** The sponsor of the study says it all boils down to this, the technology gender gap that separates the girls from the boys must be closed if women are to compete effectively with men in the 21st century.

- A There is no certain reason why girls don't like playing on a computer
- B Girls use computers for word processing
- C Boys are not afraid to break a computer
- D There are few girls in computer science classes
- E Boys use computers less often than girls outside the classroom
- F It's necessary to close the technology gender gap
- G Boys and girls in the sixth grade class have similar access to computers
- H In high school boys are less comfortable with the computer than girls
- I Computer games are not interesting for girls

0	1	2	3	4	5	6
G						

**6. Read the text and fill in the gaps with one of the word combinations A – K. There is an example (0).**

### **Computers in the Classroom**

Kids are going all over the world without ever leaving their school. They are using their computers. A school in California could be (0) \_\_\_\_ in America. They are wired to the Internet (1) \_\_\_\_.

Thirty students are able to use the Internet every day. The kids are between the grades of kindergarten and fifth grade. The teacher says that it is hard (2) \_\_\_ from the computers. They do not even want to go to recess.

Internet has opened the world to many people. Now students can go to (3) \_\_\_\_. They can get information. They can visit a child in another country.

Laura Bacon likes to visit with other students. She's going to Peggy's page. Peggy is (4) \_\_\_\_\_ in London, England. She put (5) \_\_\_\_\_ on the Internet. It includes pictures of Peggy, her school, her mom, dad and friends. You can send her mail, too.

A scientist helped to wire the school. He says, "There is a plan to connect 12 thousand California schools (6) \_\_\_\_\_."

Wiring schools in California can cost a lot of money. It needs to be done on volunteer effort or schools will not be able (7) \_\_\_\_\_. They think that it will cost as much (8) \_\_\_\_\_.

Some people say that the money should be spent (9) instead of computers. Some people say that it would be worth it to wire all of the classrooms.

- A any library on earth
- B to afford it
- C her own home page
- D through their computers
- E a school student
- F on teachers

- G to get them away
- H to the Internet
- I the most wired school
- J to few people
- K as fifty billion dollars

0	1	2	3	4	5	6	7	8	9
I									

## SPEAKING 1

**7. Do you agree/disagree with the following aspects of using a computer in learning situations? Give reasons for your answers.**

- It provides creative and liberating learning possibilities.
- It can make mock tests more efficient.
- It is an efficient tool for self-directed learning.
- Assignments can be done through access to the Internet.
- The role of the teaching staff is the same.
- It provides for a knowledge-based curriculum.
- The student can work at his or her own pace.
- It isn't necessary to learn things by heart.

**8. Answer the following questions.**

1. What are the entrance requirements to get into university in your country?
2. Until what age is attendance at secondary school compulsory in your country?
3. Do many young people attend extra lessons outside normal school in your country? Why?/Why not?

## READING 2

**9. You are going to read an article about a scheme to help educate students who do not attend regular lessons. Eight sentences have been removed from the article. Choose from the sentences A – I the one which fits each gap (1 – 7). There is one extra sentence which you do not need to use. There is an example at the beginning (0).**

Each term, an increasing number of young people are excluded from school in Britain for a range of reasons including truancy, expulsion, or because their parents' work involves travelling. Some academics now believe that the 'virtual classroom', using computer networks, could be the best way to lure these young people back to some form of learning. 0 G

Currently, in most local authorities, the availability of 'home tuition' ranges from sparse to nonexistent. The results of this are predictable. 1 \_\_\_\_\_ By the time he is 20, he will be living on state benefits or on the proceeds of pickpocketing or burglaries.

The tragedy is that John knows all this very well. He is perfectly aware that the successful pupils he makes fun of and bullies are likely to be the winners in the end. The bus in the distance, though visible and brightly lit, has left him behind. 2 \_\_\_\_\_

Suppose, though, that someone brought him a computer with software that set him interesting work to do at home, at his own pace, without fear of failure or ridicule, where he could pick and choose from different subjects. He could contact a tutor when he needed help and chat to other pupils in his group from the peace and quiet of his home.

3 \_\_\_\_\_ Treated seriously by adults, he might regain some pride and belief in himself. He might eventually sit a few exams and get some qualifications and actually do quite well.

4 \_\_\_\_\_ The point is that nobody will know until someone gives the idea a proper trial, with good equipment and software, high-quality teachers and adequate funding. This autumn, a team led by Stephen Heppell of Anglia University's Ultralab is going to do just that. The plan is to start with a pilot group of 30 teenagers who are not in full-time education for a variety of reasons. 5 \_\_\_\_\_ Much has to be worked out, which is why this is a pilot project. 'We need to put together a toolkit for what works -methodology and pedagogy,' says Heppell.

6 \_\_\_\_\_ Exactly what will on-screen tasks look like? What about pupils with literacy problems? Who will be the tutors? How will targets be set, and what about the pupils who drop out - as some, presumably, will? 'There will be failure for some,' says Heppell, 'and we have to think how to manage that.'

In a sense, all of these problems, though they demand attention, add up to theoretical detail. The real issues, however, concern a change in the willingness and positive attitudes in the government and educational bodies. If this is to be achieved, then all those involved will be acknowledging that school is not the only answer and that there are other routes to learning. 7 \_\_\_\_\_

The Ultralab scheme has influential support from those who see it as a means of attacking truancy and exclusion. Arguably, though, it will also question some of the assumptions about formal schooling.

- A They will be given state-of-the-art hardware, video and audio facilities, and they will be grouped into fours, each group sharing a tutor.
- B Similarly, it will become apparent that if a participative approach to learning works better for marginalised pupils, then it will work for others too.
- C So, he makes his mark in the only way he can and, in doing so, he feels worthless and miserable.
- D Take John, for example; he is permanently excluded, too far behind to be successful in another school and drifting into criminal circles.
- E Or, of course, it might all end in tears and failure yet again.
- F Theoretically, this sounds fine but the number of still unanswered questions is almost bewildering.
- G Such a scheme would provide the pupils with access to education while they are at home.
- H This is an example of how not to use a potentially powerful resource.
- I Were this to happen, he might stay in and work and begin to feel part of a learning community.

## LANGUAGE DEVELOPMENT

**10. Complete the following sentences, using the words given below. Make any necessary changes.**

*bully, funding, literacy, pace, qualifications, state-of-the-art, truancy, tutor*

1. The government has launched a \_\_\_\_\_ program to help children who have problems with reading and writing.
2. Parents are being encouraged to make sure their children attend school in an attempt to bring down \_\_\_\_\_ levels.
3. I need extra help in some subjects, so I have a private \_\_\_\_\_ who comes to my house.
4. My son refused to go to school because he \_\_\_\_\_ by an older boy.
5. People who fail at school can still get \_\_\_\_\_ late in life at colleges or through home-learning schemes.
6. One of the biggest problems in giving children access to computers in school is the lack of \_\_\_\_\_.
7. There is no point in having \_\_\_\_\_ technology if children are not motivated to learn.
8. I much prefer working on my own than in a big group, because I can make progress at my own \_\_\_\_\_.

**11. Complete the following sentences using the words given below to form common word pairs.**

*again, figures, miss, parcel, quiet, tired*

1. According to the facts and \_\_\_\_\_ given by the Ministry of Education, more and more girls are taking science subjects.
2. A good education is part and \_\_\_\_\_ of the development of each individual.
3. After having failed the exams twice, he was sick and \_\_\_\_\_ of studying.
4. Choosing the best subjects for a good career can be a case of hit and \_\_\_\_\_.

5. Maria needs to have peace and \_\_\_\_\_ when she is studying.  
 6. Now and \_\_\_\_\_ he regrets not having worked harder at school.

## USE OF ENGLISH 1

### 12. Read the following text and decide which answer A, B, C or D best fits each space.

Most children in Britain start (1) \_\_\_\_\_ school at the age of five and spend the next eleven years in (2) \_\_\_\_\_. In some parts of the country, pupils have to (3) \_\_\_\_\_ an examination or test at the age of eleven to see what kind of (4) \_\_\_\_\_ school they should go to. However, in most parts of the country, this examination does not exist and all the local students go to a (5) \_\_\_\_\_ school, regardless of class, colour or sex.

When students finish school, they can go on to a college or university. There has been a growth in (6) \_\_\_\_\_ at such institutions since the 1980s and Britain is now producing more (7) \_\_\_\_\_ from its universities and colleges than in the past. Universities and colleges produce their own (8) \_\_\_\_\_ describing the courses they offer, which gives British students information about places of study outside their home town.

Courses for adults are usually (9) \_\_\_\_\_ in the evenings as most adults work during the day. They offer a very wide range of subjects and (10) \_\_\_\_\_ for such courses are usually relatively low.

- |                  |                 |                 |                |
|------------------|-----------------|-----------------|----------------|
| 1 A kindergarten | B high          | C primary       | D private      |
| 2 A learning     | B studies       | C classrooms    | D education    |
| 3 A make         | B sit           | C pass          | D read         |
| 4 A junior       | B higher        | C comprehensive | D secondary    |
| 5 A senior       | B comprehensive | C new           | D public       |
| 6 A enlisting    | B enrolment     | C joining       | D writing      |
| 7 A graduates    | B degrees       | C professors    | D tutors       |
| 8 A brochures    | B essays        | C timetables    | D prospectuses |
| 9 A run          | B set           | C made          | D placed       |
| 10 A prices      | B charges       | C fees          | D bills        |

### 13. 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).

Nowadays, the standard requirement for university (0) ENTER  
 ...ENTRANCE... is three 'A-level' passes, although some universities will accept less.

It has been seen that some students who are (1) \_\_\_\_\_ at EXCEL  
 school throughout the years are faced with (2) \_\_\_\_\_ when they FAIL  
 sit these exams. For such students, (3) \_\_\_\_\_ at a local technical ENROL  
 college enables them to carry on in education and for some who  
 transfer to university later, (4) \_\_\_\_\_ becomes a reality. Getting GRADUATE  
 academic (5) \_\_\_\_\_ is becoming increasingly important in the QUALIFY  
 competitive world of work and that is why (6) \_\_\_\_\_ at places ATTEND  
 of higher and further education is rising.

## READING 3

14. Choose the best word combination (A – L) which best fits each gap. There is an example (0) at the beginning.

### Teens Are Left Speechless

All across the world, teenagers' bedrooms are beginning to sound like a library. Instead of chatting away on a traditional landline telephone, or even a cellphone, teenagers are busy (0) \_\_\_\_\_.

According to a 2005 report by the *Pew Internet & American Life Project*, 53 % of teens (1) \_\_\_\_\_ mostly communicate with friends via written messages; and 61 % of the time they chat through a service called *instant messaging*.

Phone companies (2) \_\_\_\_\_. Telecommunications giant *Virgin Mobile* is releasing a cellphone (3) \_\_\_\_\_ and instant messaging built in. The company's chief marketing officer said, "We really think that text is the new talk. We are living in a 160-character nation" (the maximum length of a text message). A quarter of *Virgin Mobile's* teen customers use their phones more (4) \_\_\_\_\_.

Several years ago, the author of *How to Talk So People Listen: Connecting in Today's Workplace* was asked (5) \_\_\_\_\_ about the college admissions interview. According to her, the answers given in the mock interviews were "extremely short and not informational. Nothing came out, really, because [oral communication] is such an unused skill." Further, she stated, "We are losing very natural, human, instinctive skills that we used to be really good at."

Part of the reason is because with instant messaging, you can reread a piece of communication six times (6) \_\_\_\_\_. There is no need to improvise; there is none of the spontaneity of phone conversations or face-to-face chats.

A 2005 report by *Achieve*, a non-profit organization (7) \_\_\_\_\_, found that 34 % of employers were dissatisfied with the oral communication skills of high school graduates. In addition, 45 % of college students and 46, % of high school graduates said they struggled (8) \_\_\_\_\_.

While technology is advancing at lightning speed, speaking skills appear (9) \_\_\_\_\_. This end-time generation of teenagers may be technologically wiser than their-bosses, but they are (10) \_\_\_\_\_.

- A with a traditional keyboard
- B lacking the ability to have professional discussions
- C text is a new way of talking among teens
- D are intruding into youth's finger-tapping tendencies
- E before deciding how to answer
- F that helps states raise academic standards
- G to teach a class of California high school seniors
- H communicating silently
- I to be regressing just as quickly
- J who own cellphones and surf the Internet on a daily basis
- K for text messaging than talking
- L with their public, speaking abilities

0	1	2	3	4	5	6	7	8	9	10
H										

## VOCABULARY PRACTICE 2

### 15. Match the following words with their definitions.

- |                                 |  |
|---------------------------------|--|
| 1) a public school (in Britain) | a) a school paid by the government                                 |
| 2) a state school               | b) to come to classes  |
| 3) a boarding school            | c) to get a positive mark at the exam                              |
| 4) a school-leaving party       | d) the subjects that pupils choose                                 |
| 5) to fail an exam              | e) a very expensive private school where you have to pay to attend |
| 6) final school-leaving exams   | f) to try to answer at an exam                                     |
| 7) to attend classes            | g) the last school exams   |
| 8) to take an exam              | h) a school where the pupils live as well as study                 |
| 9) to pass an exam              | i) the last school party   |
| 10) optional subjects           | j) a pupil who misses classes without a serious reason             |
| 11) a truant                    | k) to get a very bad mark at the exam                              |

### 16. Match the subjects to the things they study.

1. This science studies forces or qualities such as heat, light, sound pressure, gravity and electricity and the way they affect objects. \_\_\_\_\_
2. A branch of mathematics in which letters are used to present possible quantities. \_\_\_\_\_
3. The study of the countries of the world, land formation, climate, seas, towns and population. \_\_\_\_\_
4. The scientific study of the characteristics and composition of substances and the way they react with other substances. \_\_\_\_\_
5. Sports and games. \_\_\_\_\_
6. A mathematical science concerned with the measurement of lines, angles, curves and shapes. \_\_\_\_\_
7. Activities such as embroidery, knitting, pottery, carving, etc. which involve making things with your own hands. \_\_\_\_\_
8. Classes that teach students to use electronic machines that can quickly make calculations, store and rearrange information. \_\_\_\_\_
9. A subject that deals with the past. \_\_\_\_\_
10. A study of novels, plays and poetry. \_\_\_\_\_
11. The science which is concerned with the study of living beings. \_\_\_\_\_
12. A science that studies a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing. \_\_\_\_\_
13. A school subject at which students create paintings or sculptures by themselves. \_\_\_\_\_
14. Classes where students get knowledge how to lead a healthy life. \_\_\_\_\_



15. Classes in which students learn how to do work about the house. \_\_\_\_\_

**17. Sort out the words given below into the corresponding categories in the table.**

- |                    |                      |                    |                      |
|--------------------|----------------------|--------------------|----------------------|
| 1. candidate       | 12. staff room       | 23. primary school | 33. literature       |
| 2. playground      | 13. secondary school | 24. tennis court   | 34. biology          |
| 3. degree          | 14. economics        | 25. art            | 35. pass             |
| 4. university      | 15. college          | 26. maths          | 36. physics          |
| 5. fail            | 16. diploma          | 27. chemistry      | 37. head teacher     |
| 6. languages       | 17. canteen          | 28. professor      | 38. pupil            |
| 7. mark            | 18. history          | 29. academy        | 39. computer studies |
| 8. music           | 19. laboratory       | 30. geography      | 40. library          |
| 9. result          | 20. undergraduate    | 31. gym            | 41. class mistress   |
| 10. headmaster     | 21. certificate      | 32. grade          | 42. take             |
| 11. nursery school | 22. sports field     |                    |                      |

Exams and qualifications	
Educational establishments	
Places at school	
Subjects	
Teachers and students	

**18. Fill in the gaps in the sentences given below with one of the words.**

failing	studying for	passing	taking
---------	--------------	---------	--------

1. Congratulations on \_\_\_\_ all your exams.
2. No one likes \_\_\_\_ an exam. – I hope she will do better next time.
3. When are you \_\_\_\_ your English exam: in May or June?
4. Maria is \_\_\_\_ her English exam so hard, she does not go out at all!

memorise	revise	repeat	learn by heart
----------	--------	--------	----------------

5. Do you think it is possible to \_\_\_\_ everything that we have studied during the year in two days before the exam?
6. My friend has a very good memory, she can \_\_\_\_ a long poem without any difficulty.
7. If you want to master foreign pronunciation, you should have enough patience to \_\_\_\_ phrases after the tape for many times in a row.
8. No matter how hard he tried, he couldn't \_\_\_\_ the list of irregular verbs the teacher gave in class.

talent	skill	command	ability
--------	-------	---------	---------

9. Speaking foreign languages is a \_\_\_\_, like playing football, the more you practice, the better you become.
10. My niece has a good \_\_\_\_ of speaking English, though she is only 7.
11. Some people have very good language \_\_\_\_, others have to develop them while learning languages.

12. Pasternak's great poetic \_\_\_\_ helped him to translate Shakespeare's poems into Russian.

learn	study	find out	know
-------	-------	----------	------

13. Where does your friend \_\_\_\_? He does an English course at university.

14. It has always been easy for Jack to \_\_\_\_ foreign languages.

15. Peter \_\_\_\_ several foreign languages and his dream is to work as a tour guide.

16. It is always very interesting for me to \_\_\_\_ about the culture of the country whose language I study.

## READING 4

19. *Read the following texts and do the True / False activity after them.*

### My school

**Domenic:** «I hate school. Every morning the teachers make us get up at six o'clock and run five kilometres. Afterwards all the pupils are made to take a cold shower. The teachers never allow us to go to the nearest village. Every Sunday we are made to write a long letter home, but we are not allowed to complain about anything. In the evening they let us watch television only for two hours. We have to wear uniforms all the time and a certain colour of ribbon or ornament to keep the hair out of our eyes for safety reasons. Only in the last year the girls are allowed to wear make up and jewellery. Also we are not permitted to smoke either in school or outside it. I think all this is a violation of our rights!»

**Andre:** «I love my school. Actually, it is a lyceum near Versailles in France where pupils study foreign languages from nursery school right through to the final school-leaving exams. Throughout their schooling our pupils get regular secondary education and, besides, attend their national sections for six or eight hours a week, when they are taught by native speakers the language, literature and history of the country concerned. The school is for the bright. Standards are high and the workload is heavy. Candidates are carefully selected and may be invited to go elsewhere if they fall behind. Some pupils become fluent in three or even four languages and many go to universities abroad.»

**David:** «I go to a modern experimental school which is called Summerhill. All the lessons are optional, it means that you can go to them or stay away from them. There is a timetable but only for the teachers. The children have classes according to their age or interests. Summerhill is possibly the happiest school in the world because we have no truants, no fights and the children are not afraid of punishment.»

**Richard:** «I study in one of the most famous public schools in Britain. It was founded in 1894. The school is based in a country house and has a modern classroom block, a swimming pool, a music block, an art block for painting, print-making, clay-modelling and sculpture, a modern engineering workshop and a fully equipped science laboratory complex. It also has a small astronomical observatory and a satellite-TV installation for the modern language department. Besides the traditional sports and games our pupils may also go in for camping, canoeing, sailing and rock-climbing.

We also have several clubs and hobby activities like Printing, Electronics, Model-making and Drama. In senior forms the pupils are allowed a choice of subjects and their individual progress is monitored so that those of different abilities may be helped and encouraged. The working philosophy in the school is «To each to his/her ability.»

1. Dominic attends a boarding school. \_\_\_\_\_
2. The discipline in the school is not very strict. \_\_\_\_\_
3. Dominic and her friends complain about their school in their letters home. \_\_\_\_\_
4. All the girls in Dominic's school can wear cosmetics and jewellery. \_\_\_\_\_
5. Only very talented and hard-working students study in Andre's lyceum. \_\_\_\_\_
6. Andre's schoolmates can study several foreign languages at a time. \_\_\_\_\_
7. They don't have any other subjects besides the languages. \_\_\_\_\_
8. In Summerhill students are not made to attend classes. \_\_\_\_\_
9. David's schoolmates can choose the subjects according to their interests. \_\_\_\_\_
10. Students in Summerhill never miss classes. \_\_\_\_\_
11. Richard goes to a state school in the city. \_\_\_\_\_
12. Richard's schoolmates have a wide choice of clubs to enjoy their hobbies and interests. \_\_\_\_\_
13. Special attention is paid to the development of each student's abilities in Richard's school. \_\_\_\_\_

**20. Fill in the gaps with the words given below, read the text and compare the author's thoughts about his school and class with yours.**

**I will always miss my school days**

leaders	tours	thanks	memories
word	other	forgiven	characters
fire	change	primary	explained
fight	exception	enjoyed	experienced
took	schooling	important	school-leaving

I think I was extremely lucky as I didn't have to \_\_\_\_\_ (1) schools like some of my friends. I spent all the ten years of my \_\_\_\_\_ (2) in one and the same building, in one and the same class and I have very good \_\_\_\_\_ (3) of my teachers and my classmates. First of all we were really happy with our first teacher who taught us in \_\_\_\_\_ (4) school. Though she was rather young, she was very \_\_\_\_\_ (5) and knowledgeable and she loved her work and the children. She often \_\_\_\_\_ (6) us to the theatres and museums, we also went camping with her and I am sure \_\_\_\_\_ (7) to her our class was really very friendly.

Later we were also lucky with the \_\_\_\_\_ (8) teachers who taught us in the middle and senior grades. The only \_\_\_\_\_ (9) was a Biology teacher who none of our class liked because she never \_\_\_\_\_ (10) the new material well but repeated it word for \_\_\_\_\_ (11) from the textbook.

Certainly, all the students of our class had different \_\_\_\_\_ (12) and personalities, like in any other class there were several \_\_\_\_\_ (13) and some passive pupils. We

did have some quarrels and even \_\_\_\_\_ (14) among the boys but they were not cruel and were very soon \_\_\_\_\_ (15) and forgotten.

What was more \_\_\_\_\_ (16), it was always interesting for us to be together. During the holidays we went on \_\_\_\_\_ (17) around Ukraine and visited quite a lot of places of interest, including Kiev, Lviv, the Carpathian and Crimean mountains. When the weather was fine we \_\_\_\_\_ (18) camping at the Seversky Donets or the Pechenezhsckiy reservoir. I will never forget the warm summer nights which we spent sitting round the camp \_\_\_\_\_ (19) singing songs and sharing our thoughts and plans for the future.

Our \_\_\_\_\_ (20) party was both a happy and a sad event for our class as we realized that it was the end of our carefree life and we would not be able to spend as much time together as we used to. Anyway I am sure that the friendship that we carried through the school years will live forever.

## USE OF ENGLISH 2

**21. Read this text and think of the word which best fits each space. Use only one word in each space.**

A good teacher

Lucy Wright would never 1) \_\_\_\_\_ become a teacher if she hadn't enjoyed school so much. She had had teachers who 2) \_\_\_\_\_ teach well but could also 3) \_\_\_\_\_ a laugh with the students.

In her own teaching, Lucy believes a sense 4) \_\_\_\_\_ humour is important. 'I 5) \_\_\_\_\_ be unhappy if my students were afraid 6) \_\_\_\_\_ me or didn't 7) \_\_\_\_\_ fun in my classes.'" she says. 'If people don't 8) \_\_\_\_\_ relaxed in class they won't learn, will they?'

If you 9) \_\_\_\_\_ into a typical classroom today, you won't see many smiling faces. Children only go to school because they 10) \_\_\_\_\_ to. If 11) \_\_\_\_\_ there were more teachers like Lucy!

**22. Read this text. Use the word given in capitals at the end of each line to form a word that fits the space in the same line.**

School then and now

Parents and teachers are always making 1) \_\_\_\_\_ between the time when they were 2) \_\_\_\_\_ and the present 3) \_\_\_\_\_. They say everything was better than it is today, especially in 4) \_\_\_\_\_. For example, they say they used to work much 5) \_\_\_\_\_ in school, and that nowadays, we aren't very interested. I 6) \_\_\_\_\_, because we spend hours every day doing homework after our lessons or 7) \_\_\_\_\_ for 8) \_\_\_\_\_. I wonder if our parents really had to study so much after school every day. In my opinion, it is no 9) \_\_\_\_\_ to say we have 10) \_\_\_\_\_ how to play. I think one reason why kind 11) \_\_\_\_\_ in class is because they need to get rid of stress.

COMPARE  
CHILD  
GENERATE  
EDUCATE  
HARD  
AGREE  
REVISE  
EXAMINE  
EXAGGERATE  
FORGET  
BEHAVE

**23. Complete this text using the correct form of the verbs below.**

carry relax do be get spend will (2) have (2) would (2)

*Long summer break under threat*

The Minister of Education thinks that if the summer break were shorter, children 1) \_\_\_\_\_ do much better at school. 'Imagine how you would feel,' he told a press conference, 'if you 2) \_\_\_\_\_ two months off work. You would 3) \_\_\_\_\_ a lot of time trying to 4) \_\_\_\_\_ used to being back at work. This is exactly what we ask children to 5) \_\_\_\_\_ during the long summer holidays. If you ask teachers, they 6) \_\_\_\_\_ tell you that when the kids get back from their summer break, they don't just 7) \_\_\_\_\_ on from where they stopped in June. They 8) \_\_\_\_\_ to do the same things again. If the summer holidays 9) \_\_\_\_\_ shorter, this would not happen. If our proposal goes ahead, we will introduce a system based on five terms a year. This means children 10) \_\_\_\_\_ have lots of breaks with plenty of opportunities to 11) \_\_\_\_\_ during the year. If we didn't have these long summer holidays, we 12) \_\_\_\_\_ go much more work in our schools, so we think it's time for a change.'

**24. Fill in the blanks. The first letter of each missing word has been given.**

Education differs from country to country. In Britain, school consists of pre-school, 1) p\_\_\_\_\_ school and secondary school. 2) M\_\_\_\_\_ for different subjects are given in figures out of 10, 20 or 100; 3) g\_\_\_\_\_ are usually expressed in letters A, B, C, etc. A certificate is given for success in a particular 4) a\_\_\_\_\_ of study (for example the Cambridge Certificate); a diploma is awarded by colleges and a 5) d\_\_\_\_\_ by universities.

**VOCABULARY PRACTICE 3**

**25. Underline the correct word in each of the following sentences.**

1. She *got* / *took* a good report from her teachers.
2. They said she had *done* / *made* progress in all subjects.
3. She had *done* / *made* very few mistakes in her tests.
4. She is well-behaved and *pays* / *gives* attention in class.
5. She always *takes* / *does* notes when the teacher talks.
6. She likes physics and enjoys *doing* / *making* experiments.
7. She hates being disturbed when she is *revising* / *reading* for an exam.
8. She feels a bit nervous when she has to *sit* / *revise* an exam.
9. She wants to *get* / *go* into university.
10. When she *gets* / *takes* her degree, she wants to go abroad.

**26. Match the definitions below with one of the words given.**

*tutor – professor – classmate – director of studies – lecturer – undergraduate – head teacher – graduate*

1. Someone in charge of a school. \_\_\_\_\_
2. Someone who is still at university studying for their first degree. \_\_\_\_\_

3. Someone who has successfully completed their first degree. \_\_\_\_\_
4. Someone responsible for courses in a private school. \_\_\_\_\_
5. Someone in the same class as you at school. \_\_\_\_\_
6. Someone who teaches at a college or university. \_\_\_\_\_
7. Someone responsible for teaching a small group of students. \_\_\_\_\_
8. Someone with the highest academic position in a university. \_\_\_\_\_

**27. Fill each gap with an appropriate word from the list.**

- |                |                      |
|----------------|----------------------|
| grammar school | primary school       |
| nursery school | public school        |
| state school   | middle school        |
| infant school  | secondary school     |
| playschool     | comprehensive school |

A 1) \_\_\_\_\_ or 2) \_\_\_\_\_ is for children aged two to five. A 3) \_\_\_\_\_ includes 4) \_\_\_\_\_ and lasts from the age of five to eleven. In Britain, at the age of nine some children go to 5) \_\_\_\_\_ before going to 6) \_\_\_\_\_. Bright pupils sometimes go to 7) \_\_\_\_\_ after taking an examination, but most children go to a mixed ability 8) \_\_\_\_\_. A 9) \_\_\_\_\_ in England is 'private' and parents pay for children to attend – a 10) \_\_\_\_\_ is free.

**28. Put the following story in the correct order.**

- a Her research is in international law.
- b When she was at playschool, Maria played and had fun.
- c After finishing her BA, she took a year off.
- d In her infant school, she began learning how to read and write.
- e She got into grammar school and did well in all subjects.
- f When she was at junior school, she loved history.
- g She got a place at university to do law.
- h She graduated with a first-class degree.
- i She decided to do postgraduate work.
- j In the sixth form she studied A-levels to get into university.

**READING 5**

**29. Read the text given below and answer the questions given after it.**

When Kathy was eleven, she went to a secondary school. This is what she tells about some of the school rules: "Everyone had to do sports on Wednesday afternoons. We were to be punctual in the mornings. If you were late for school, you had to stay in at lunchtime. The food was terrible, but we had to eat it all. If you didn't, you had to see the headmistress. We had to make sure that our desks were tidy. If your hair was long, you had to tie it back."

Now, six years later, Kathy is at college. This is what she is telling about it, "I prefer college to school because there were a lot of silly rules at school. For example, we had to wear hats in the summer. And the girls weren't allowed to wear trousers – neither were

the women teachers. I used to hate the uniform – it was dark brown. We couldn't talk or run in the corridors. The most important rule was "no smoking" – but I suppose that wasn't silly.

At college people can smoke if they want to and we are allowed to wear what we want. It doesn't matter if we're a bit late in the morning. In fact, we can do almost anything."

1. What is your opinion about having sports lessons at school and extra sports activities after classes?
2. What is your attitude to punctuality? Why do you think it is important to come to school (or work) in time?
3. How can late-comers be punished?
4. Do you think children should be made to eat something they don't like? Why? Why not?
5. Why do you think teachers demand that the students' desks should be tidy?
6. What do you think can make schoolchildren enjoy wearing uniforms?
7. Can you suggest why the girls in Kathy's school were not allowed to talk or run in the corridors?
8. Why do you think the teachers ordered the girls in Kathy's school to tie their hair back if it was long?
9. What do you think about the rule of wearing hats in summer?
10. Could in your opinion girls wear trousers in school? Why? Why not?
11. Do you agree with Kathy's attitude to the rule about smoking?

## WRITING

### 30. *In pairs, answer the questions.*

- What sort of school is more popular in your country?
- Do you think that girls and boys should go to separate schools? Why? / Why not?

### 31. *Read the essay. In pairs, answer the questions.*

1. Does the writer mention any of your opinions from ex. 1?
2. What is writer's personal opinion?
3. What is the tone of the essay? Tick the best answer.
  - formal and controlled \_\_\_\_\_
  - emotional and moralistic \_\_\_\_\_
  - informal and personal \_\_\_\_\_

### **'Girls and boys should be taught in separate schools.'**

*Write an essay giving arguments for and against this statement and also state your own opinion.*

1 Everyone agrees that education is a very important matter but not everyone agrees about the best way to teach children. One controversial question that people disagree on is whether girls and boys should be educated separately.

2 There are several advantages to single-sex schools. Firstly, schools can concentrate on teaching subjects that interest students most. For example, girls are often more interested in languages and an all-girl school can find more time for such subjects in the timetable. Secondly, many people think that girls and boys learn better in classes of the same sex. They say that there is more competition between students and that generally results are better. Finally, supporters of single-sex schools also believe that students are calmer and behave better, too.

3 However, there are many arguments against single-sex schools. Firstly, critics of such schools say that they encourage young people to make stereotypical choices about their futures. This is because students often don't have the chance to try things which are less typical for their gender. But perhaps the biggest disadvantage is that they do not give boys and girls a chance to socialise with each other. This can make it hard for people to adapt to the 'normal' world after they finish school.

4 In conclusion, although single-sex schools can be a good thing, especially academically, they also have a negative side. In my opinion, the biggest argument against these schools is that they do not give young men and women the chance to understand each other better. (249 words)

### Essay Plan

Paragraph 1: Introduction \_\_\_\_

Paragraph 2: Arguments for \_\_\_\_

Paragraph 3: Arguments against \_\_\_\_

Paragraph 4: Conclusion \_\_\_\_

**32. Look at the essay again and put sentences a-d into the correct paragraphs in the essay plan above.**

- a A very short summary of the debate.
- b Some general points about the subject that everyone can agree with.
- c The fact that the question is controversial and causes a lot of debate,
- d The writer's personal opinion.

**33. Look at paragraphs 2 and 3 of the essay. How many arguments does the writer give in each paragraph?**

**34. Look at the underlined words/phrases in the essay and put them into the correct place below.**

- Introducing each new argument: First of all; To begin with; Next; \_\_\_\_\_
- Giving examples/reasons to support an argument: For instance; \_\_\_\_\_
- Introducing your own opinion: Personally, I believe ... ; \_\_\_\_\_
- Introducing a conclusion: To sum up; \_\_\_\_\_

**35. Work in pairs and follow the instructions.**

- Read the essay question below and check you understand it.



- Think of some arguments for and against the statement to put in the table. Do you need to add any examples or reasons to explain your arguments?
- Tell each other what your personal opinion is.

'Adolescence is the unhappiest time in most people's lives.'

**Write an essay giving arguments for and against this statement and also state your own opinion.**

Arguments for	Arguments against

**36. Compare your ideas for the essay with other pairs. Who has the most convincing arguments? The most original?**

**37. Which of the statements below could you include in an introduction to the essay in Exercise 35? Choose three.**

1. According to the dictionary, adolescence means the period of time in someone's life between being a child and an adult.
2. Four years ago, on my thirteenth birthday my big brother said to me, 'You're a teenager now. Welcome to the club.' I glanced at his long, serious face - he looked really, really sad.
3. It is a disgusting lie to say that adolescence is the unhappiest time in your life. And I should know!
4. Everyone knows that this is a challenging time when young people have to make sense of the world ... and themselves.
5. For some people the challenge makes it an enjoyable time, for others it can be the opposite.

## READING 6

**38. Read the article. Are the statements true (T) or false (F)?**

- 1 Boys have always scored better in exams than girls. \_\_\_\_\_
- 2 Boys don't do well at school because of what happens in class. \_\_\_\_\_
- 3 Some boys are not sure of themselves because of their family situations. \_\_\_\_\_
- 4 Boys prefer to work on large projects. \_\_\_\_\_
- 5 Boys pay too much attention to girls to learn well at school. \_\_\_\_\_
- 6 In all the countries in the study girls were better at reading than boys. \_\_\_\_\_
- 7 A lot of British girls read more than two hours a day. \_\_\_\_\_

## CLOSING THE GENDER GAP IN OUR SCHOOLS

Education is an issue which concerns many people in the UK as well as round the world. In England, Wales and Northern Ireland pupils sit GCSE (General Certificate in Secondary Education) exams followed two years later by A (Advanced) levels. Pupils in Scotland follow a different system, finishing their time at school with the Higher Leaving

Certificate. One particular worry – why are boys doing so badly? Vote and tell us what you think.

Some twenty years ago, the performance of girls and boys in class was compared. Boys scored better in exams, so various measures were introduced to improve the performance of girls, including having single sex girl-only classes. Now, the situation is reversed, with girls consistently out-performing boys.

So, what has gone wrong with boys, and what can be done about it? John Dunsford, leader of the association of head teachers of secondary schools in Britain, says that that the academic failure of boys is a problem which has its roots in society rather than the classroom. Girls, more than boys, see education as a passport to a good job. On the other hand, according to Penny Lewis, a head teacher, young men lack confidence, which they hide with a show of bravado. They're uncertain about their place in society. This could be due to the fact that some boys grow up in families where there is no male role model to follow.

Moreover, boys may learn in a different way to girls, preferring small amounts of work with immediate deadlines rather than large projects stretching into the distance. And education is not seen as 'cool'. As one secondary school teacher said, 'Girls achieve more at school because they are watching the future while the boys are watching the girls.'

This is not just a problem in Britain. In a study by the Organisation for Economic Cooperation and Development and UNESCO, girls out-performed boys at reading at the age of 15 in all 45 countries, where the study was made. The UK ranks ninth out of the 45 countries for reading despite the fact that pupils in the UK spend less time reading than in most other countries. Only 3.5% of girls in the UK survey said they read for two hours a day or more and only 2.5% of boys said the same.

Now have your say:

Are single-sex classes best?

**39. Read the points about children being educated at home, and mark each point as P (pro) or C (con). What other points can you think of?**

- lack experience at making friends
- learn at their own speed
- concentrate better (no distractions)
- don't develop social skills
- can't compare progress with others
- get teacher's full attention

**a) Read the article and label the paragraphs with these headings.**

- advantages & examples
- disadvantages & examples
- summary & writer's opinion
- introductory remarks

**b) Make notes about Paragraphs 2 and 3, under these headings:**

Topic Sentence    Supporting Arguments    Reason / Justification

## The Pros and Cons of Parents Educating Children at Home

As everyone is aware, the law in most countries nowadays demands that all children receive an education. **However**, did you know that a number of parents make special arrangements to educate their children at home? This happens mainly in cases where the child has serious health problems or learning difficulties/ or is especially gifted.

Whatever the reason, there are certainly some advantages to educating children at home. **First**, they can learn at their own speed, spending more time on the subjects which *they* find difficult. **What is more**, it is easier for them to concentrate **since** they don't have the distraction of noisy classmates. **Finally**, they learn more in a one-to-one situation, **as** they get the full attention of the teacher.

**On the other hand**, learning at home is not without major drawbacks. **For one thing**, children who don't go to school lack experience at making friends with other children. **As a result**, they do not learn the social skills needed in later life. **Moreover**, they are less motivated to work hard, **because** they have no one to compare their progress with and to compete against.

**All things considered**, I firmly believe children should go to school. Education is not only a matter of learning facts and figures – children also need to learn how to get along with others, and to develop their personalities. I feel they can only do this by mixing with other children in a school environment.

**40. Read the article again and choose the correct answer to each of these questions.**

1 What does the writer include in the introduction?

- A general remarks about the subject
- B his / her own opinion about the topic

2 What does the writer include in the conclusion?

- A his / her own opinion about the topic
- B a balanced summary of both points of view

**41. Which of the linking words / phrases in bold in the article are used to:**

- list / add points? \_\_\_\_\_
- show contrast? \_\_\_\_\_
- introduce a conclusion? \_\_\_\_\_
- show reason / result? \_\_\_\_\_

## SPEAKING 2

**42 Work in groups. Which sentences do you agree with? Why?**

- Schools should teach more practical subjects.
- Music and art should be extra classes.
- There shouldn't be sports in school time.
- There shouldn't be school uniforms.
- Parents should help in the school.
- We should have our education when we are adults, not when we are children.

- Parents should educate their children at home.
- You learn more from going to work than going to university.

### VOCABULARY PRACTICE 3

#### 43. Choose the correct answer.

- Remember that exams never start late, they always start \_\_\_\_\_.  
a) ahead of time    b) at the last moment    c) in time    d) on time
- Will you help me to \_\_\_\_\_ for tomorrow's, exam?  
a) go through    b) read    c) review    d) revise
- Lazy Tom clearly had no \_\_\_\_\_ of doing any work, although it was only a week till the exam.  
a) ambition    b) desire    c) intention    d) willingness
- Are the students \_\_\_\_\_ about the history exam?  
a) discussing    b) saying    c) talking    d) telling
- If you never do any work, you will only have yourself to \_\_\_\_\_ if you fail your exams.  
a) blame    b) fault    c) mistake    d) reprove
- I'm \_\_\_\_\_ I didn't pass the exam but I'll do better next time.  
a) deceived    b) despaired    c) disappointed    d) disillusioned
- You must tell me the result now. I can't bear the \_\_\_\_\_.  
a) suspenders    b) suspending    c) suspense    d) suspension
- As my exam is next month, I'll take advantage of the week off to \_\_\_\_\_ on some reading.  
a) catch up    b) hurry up    c) make up    d) pick up
- Eve was happy she \_\_\_\_\_ to finish the exam in time.  
a) achieved    b) managed    c) realised    d) succeeded
- Do you think there is any \_\_\_\_\_ of him passing the exam?  
a) chance    b) expectancy    c) occasion    d) opportunity
- I hate \_\_\_\_\_ formal examinations. I find it difficult to organise my thoughts in a limited space of time.  
a) making    b) passing    c) sitting    d) writing
- Don't forget to \_\_\_\_\_ your name at the top of the testpaper.  
a) get    b) place    c) put    d) set
- Your answer to the examination questions must \_\_\_\_\_ exactly the instructions given!  
a) accompany    b) conform    c) follow    d) keep
- Eric was very upset by his French exam \_\_\_\_\_.  
a) effects    b) failures    c) results    d) successes
- Well done! You've done an excellent \_\_\_\_\_.  
a) job    b) task    c) trade    d) work
- If at first you don't \_\_\_\_\_ try again.  
a) accomplish    b) prosper    c) succeed    d) triumph
- Those students \_\_\_\_\_ their exams last week.  
a) assisted    b) made    c) presented    d) took
- Franky got very \_\_\_\_\_ marks in his maths exam.

- a) imperfect    b) low    c) reduced    d) secondary
19. Did you \_\_\_\_\_ the examination last month?  
a) enter into    b) form part of    c) go in for    d) take place in
20. You should write your name \_\_\_\_\_ at the top of the paper.  
a) clearly    b) largely    c) obviously    d) seriously
21. Good \_\_\_\_\_! I hope you do well.  
a) chance    b) hope    c) luck    d) wish
22. The examiners often \_\_\_\_\_ extremely difficult questions for the written exams.  
a) create    b) make    c) set    d) write
23. I expect all of you to be here ten minutes before the examination begins, without \_\_\_\_.  
a) fail    b) failure    c) fault    d) miss
24. The purpose of this examination was to \_\_\_\_\_ the students' knowledge of the subject.  
a) inspect    b) prove    c) test    d) try
25. Vivian passed the \_\_\_\_\_ test but failed the written examination.  
a) handy    b) practical    c) skilful    d) working

**44. Put each of the following words into its correct place in the text.**

achievements	adjustment	admit	attitude
average	colleges	common	failure
grade	letter	marking	method
minimum	occasionally	pass	percentage
perfect	progress	record	reports
school	teacher		

**Grading**

Grading is a \_\_\_\_\_ used in schools to \_\_\_\_\_ student achievements. Almost every \_\_\_\_\_ keeps a record of each student's \_\_\_\_\_ in order to have some basis for measuring his \_\_\_\_\_. The record supplies information for \_\_\_\_\_ to parents. Universities and \_\_\_\_\_ often use this information to help determine whether they should \_\_\_\_\_ a student.

For a long time, the most \_\_\_\_\_ method of recording achievement was by \_\_\_\_\_, with a mark, or \_\_\_\_\_, of 100 per cent representing \_\_\_\_\_ achievement. The \_\_\_\_\_ mark for a \_\_\_\_\_ was usually 70 per cent, and for \_\_\_\_\_ work, about 80 per cent. Today, the letters A, B, C, D, E, and \_\_\_\_\_ F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means \_\_\_\_\_.

A few schools use no \_\_\_\_\_ system at all. Instead, each \_\_\_\_\_ writes a detailed \_\_\_\_\_ to the parents. Such letters report the student's progress, \_\_\_\_\_, activities, and social \_\_\_\_\_.

**VOCABULARY PRACTICE 4**

**45. Underline the most suitable word or phrase.**

- a) Jack decided to take a course/lesson in hotel management.  
b) Sheila always got good marks/points in algebra.

- c) After leaving school, Ann studied/trained as a teacher.
- d) Peter decided not to go in/enter for the examination.
- e) My sister learned/taught me how to draw.
- f) I can't come to the cinema. I have to read/study for a test.
- g) In history we had to learn a lot of dates by hand/heart.
- h) I hope your work will improve by the end of course/term.
- i) Martin failed/missed his maths exam and had to sit it again,
- j) If you have any questions, raise/rise your hand.

**46. Complete each sentence with a word from the box. Use each word once only.**

cheat	copy	memorise	pay	revise	concentrate	divide	pass	<del>punish</del>
underline								

- a) Our teachers used to \_\_\_\_\_ punish \_\_\_\_\_ us by making us stay behind after school.
- b) If you \_\_\_\_\_ twenty-seven by nine, the answer is three.
- c) Try to \_\_\_\_\_ the most important rules.
- d) It is difficult to \_\_\_\_\_ attention in a noisy classroom.
- e) Pauline tried her best to \_\_\_\_\_ the end of year examinations.
- f) Your work is the same as Harry's. Did you \_\_\_\_\_ his work?
- g) Your mind is wandering! You must \_\_\_\_\_ more!
- h) Helen decided to \_\_\_\_\_ all her work at the end of every week.
- i) It's a good idea to \_\_\_\_\_ important parts of the book in red.
- j) The teacher saw Jerry trying to \_\_\_\_\_ in the exam.

**47. Match the words in the box with a suitable definition (a-j). Use each word once only.**

classmate	examiner	learner	principal	pupil	coach	graduate
<del>lecturer</del>	professor	tutor				

- a) Someone who teaches at a university lecturer
- b) Someone who has a college degree \_\_\_\_\_
- c) The head of a school \_\_\_\_\_
- d) Someone who studies at primary or secondary school \_\_\_\_\_
- e) The most important teacher in a university department \_\_\_\_\_
- f) Someone who teaches one student or a very small class \_\_\_\_\_
- g) Someone in the same class as yourself \_\_\_\_\_
- h) Someone who trains a sports team \_\_\_\_\_
- i) Someone who writes the question papers of an examination \_\_\_\_\_
- j) Someone who drives but has not yet passed a driving test \_\_\_\_\_

**48. Complete each sentence (a-j) with a suitable ending (1-10). Use each ending once.**

- a) Joe was absent most of the time. 4
- b) Sue wanted to do the experiment for herself \_\_\_\_\_
- c) James was a very gifted pupil \_\_\_\_\_

- d) Lucy couldn't find a duster to clean the board \_\_\_\_\_
- e) Dave could pick up languages very easily \_\_\_\_\_
- i) Brenda wanted to leave space for corrections \_\_\_\_\_
- g) Tony didn't pay attention in class \_\_\_\_\_
- h) Helen was educated at home by her parents \_\_\_\_\_
- i) Brian attended evening classes in photography \_\_\_\_\_
- j) Cathy wanted to get into university \_\_\_\_\_
  - 1 so he didn't have any problems passing his exams.
  - 2 so he started talking in French after only a few days.
  - 3 so she had to study for the entrance examinations.
  - 4 so his name was removed from the register.
  - 5 so he didn't go out with his friends much during the week.
  - 6 so she wrote her answers in the corner.
  - 7 so she didn't have many friends of her own age.
  - 8 so she wrote everything on alternate lines.
  - 9 so she went to the science laboratory.
  - 10 so he could never remember what the teacher had said.

**49. Choose the most suitable word or phrase to complete each sentence.**

- a) Helen's parents were very pleased when they read her school   A    
A) report B) papers C) diploma D) account
- b) Martin has quite a good \_\_\_\_\_ of physics.  
A) result B) pass C) understanding D) head
- c) In Britain, children start \_\_\_\_\_ school at the age of five.  
A) kindergarten B) secondary C) nursery D) primary
- d) Edward has a \_\_\_\_\_ in French from Leeds University.  
A) certificate B) degree C) mark D) paper
- e) My favourite \_\_\_\_\_ at school was history.  
A) topic B) class C) theme D) subject
- f) It's time for a break. The bell has \_\_\_\_\_  
A) gone off B) struck C) rung D) sounded
- g) Our English teacher. \_\_\_\_\_ us some difficult exercises for homework.  
A) set B) put C) obliged D) made
- h) Before you begin the exam paper, always read the \_\_\_\_\_ carefully.  
A) orders B) instructions C) rules D) answers
- i) If you want to pass the examination, you must study \_\_\_\_\_.  
A) hard B) enough C) thoroughly D) rather
- j) Most students have quite a good sense of their own \_\_\_\_\_.  
A) grasp B) ability C) idea D) information

**50. 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.**

School report

Margaret started English Literature this term, and I am afraid

that her (1) introduction to the subject has not been entirely (2) \_\_\_\_\_. She has not shown much enthusiasm, and does not always pay (3) \_\_\_\_\_ in class. Her assignments are often (4) \_\_\_\_\_, because she is so untidy, and because of her (5) \_\_\_\_\_ to check her work thoroughly. She failed to do any (6) \_\_\_\_\_ before the end of term test, and had poor results. She seems to have the (7) \_\_\_\_\_ idea that she can succeed without studying. She has also had many (8) \_\_\_\_\_ and has frequently arrived late for class. This has resulted in several (9) \_\_\_\_\_.

INTRODUCE  
SUCCESS  
ATTEND  
READ  
FAIL  
REVISE  
MISTAKE  
ABSENT  
PUNISH  
GIFT

Although Margaret is a (10) \_\_\_\_\_ student in some respects, she has not had a satisfactory term.

**51. Complete each sentence with a form of do, make or take.**

- Have you done exercise 3 yet?
- I can't come this afternoon. I'm \_\_\_\_\_ an English exam.
- Jack has \_\_\_\_\_ very well this term.
- I'm afraid that you haven't \_\_\_\_\_ any progress.
- Sue didn't know the answer, so she \_\_\_\_\_ a guess.
- You all look tired. Let's \_\_\_\_\_ a break.
- This is a good composition, but you have \_\_\_\_\_ a lot of errors.
- I think you should \_\_\_\_\_ yourself more seriously.
- The teacher gave a lecture, and the class \_\_\_\_\_ notes.
- Paul finds maths difficult, but he \_\_\_\_\_ his best.

**52. Complete each sentence with a word beginning as shown.**

- Charles has a good knowledge of the subject.
- These children are badly behaved! They need more d \_\_\_\_\_.
- Everyone agrees that a good e \_\_\_\_\_ is important.
- If you don't know a word, look it up in your d \_\_\_\_\_.
- Maths is easy if you are allowed to use a c \_\_\_\_\_.
- Keith spent four years studying at u \_\_\_\_\_
- Some apes seem to have as much i \_\_\_\_\_ as humans!
- I find listening c \_\_\_\_\_ tests rather difficult.
- At the age of eleven I went to s \_\_\_\_\_ school.
- I enjoyed doing e \_\_\_\_\_ in the laboratory.

**53. Complete each sentence with one suitable word.**

- If you have a problem, put up your hand.
- Please pay attention \_\_\_\_\_ what your teacher says.
- Mary has a degree \_\_\_\_\_ civil engineering.
- David was punished \_\_\_\_\_ throwing chalk at the teacher.
- I was very good \_\_\_\_\_ maths when I was at school.
- What's the answer if you multiply 18 \_\_\_\_\_ 16?
- We had to write a composition \_\_\_\_\_ 'Our Ideal School'.



- h) Please write this \_\_\_\_\_ your exercise books.  
 i) You might not understand things even if you learn them \_\_\_\_\_ heart.  
 j) When Sue visited Italy, she soon picked \_\_\_\_\_ the language.

**54. Decide which answer (A, B, C or D) best fits each space.**

Learning how to learn

There is usually one important (1) C missing from most school (2) \_\_\_\_\_. Very few students are (3) \_\_\_\_\_ how to organize their learning, and how to (4) \_\_\_\_\_ the best use of their time. Let's take some simple (5) \_\_\_\_\_. Do you know how to (6) \_\_\_\_\_ up words in a dictionary, and do you understand all the (7) \_\_\_\_\_ the dictionary contains? Can you (8) \_\_\_\_\_ notes quickly, and can you understand them (9) \_\_\_\_\_? For some reason, many schools give learners no (10) \_\_\_\_\_ with these matters. Teachers ask students to (11) \_\_\_\_\_ pages from books, or tell them to write ten pages, but don't explain (12) \_\_\_\_\_ to do it. Learning by (13) \_\_\_\_\_ can be useful, but it is important to have a genuine (14) \_\_\_\_\_ of a subject. You can (15) \_\_\_\_\_ a lot of time memorizing books, without understanding anything about the subject!

- |                  |              |                 |                 |
|------------------|--------------|-----------------|-----------------|
| 1 A theme        | B book       | C subject       | D mark          |
| 2 A agendas      | B timetables | C terms         | D organizations |
| 3 A taught       | B learnt     | C educated      | D graduated     |
| 4 A take         | B give       | C get           | D make          |
| 5 A sentences    | B results    | C rules         | D examples      |
| 6 A find         | B look       | C research      | D get           |
| 7 A information  | B advise     | C subjects      | D themes        |
| 8 A do           | B send       | C make          | D revise        |
| 9 A after        | B afterwards | C lastly        | D at last       |
| 10 A teaching    | B ability    | C instruction   | D help          |
| 11 A concentrate | B remind     | C forget        | D memorize      |
| 12 A how         | B what       | C why           | D it            |
| 13 A the way     | B heart      | C now           | D law           |
| 14 A information | B success    | C understanding | D attention     |
| 15 A pass        | B waste      | C tell          | D use           |

**55. Read the following article about schools in Britain. Fill in each gap with one word only.**

British Public Education

British public schools are famous for 1 \_\_\_\_\_ excellence. Even those who criticise them for 2 \_\_\_\_\_ a symbol of class privilege admit they have much to offer. They 3 \_\_\_\_\_ challenging for unusually clever students, but also appreciative 4 \_\_\_\_\_ less academically-gifted personalities. They teach self-discipline, but also creativity. They are exciting, and 5 \_\_\_\_\_ the same time, successful 6 \_\_\_\_\_ conventional terms of percentage of examination passes and university entrances. Indeed, 7 \_\_\_\_\_ schools where students live, work and play together do seem 8 \_\_\_\_\_ have more success in realising their objectives 9 \_\_\_\_\_ any other educational institution of our times.

## POLITICAL SYSTEMS

**1. Match the following English political terms with their Ukrainian equivalents.**

- |                              |                         |
|------------------------------|-------------------------|
| 1) legislative branch        | a) Верховний суд        |
| 2) executive branch          | b) загальні вибори      |
| 3) judiciary branch          | c) гарантії             |
| 4) commander-in-chief        | d) законодавча влада    |
| 5) Supreme Court             | e) законодавчий орган   |
| 6) Supreme Council           | f) головнокомандувач    |
| 7) general elections         | g) Палата Представників |
| 8) guarantees                | h) законопроект         |
| 9) voters                    | i) Верховна Рада        |
| 10) lawmaking body           | j) виконавча влада      |
| 11) bills                    | k) судова влада         |
| 12) House of Representatives | l) виборці              |

**2. Decide which is the odd word in each group and explain why.**

- |                 |            |                |                      |
|-----------------|------------|----------------|----------------------|
| 1) legislative  | democratic | judiciary      | executive            |
| 2) court        | law        | bills          | judge                |
| 3) senator      | voter      | representative | member of parliament |
| 4) Conservative | Labour     | Democratic     | Liberal              |

**3. Sort out the political terms given in the box into the corresponding columns of the table according to the words with which they can go with.**

national	human rights	demonstration	political	reform
situation	educational	point of view	summit	big
country's	Ukrainian	growth	planning	career
position	Important	environmental	party	key
local	recession	major	system	

politics/policy	economic	issue	political

**4. Complete the gaps with one of the words given in the box in exercise 4.**

1. The \_\_\_\_\_ issue in the next election will be unemployment.
2. The worsening \_\_\_\_\_ situation in the southern regions of the country means that many people will lose their jobs.
3. The 1950s saw a period of \_\_\_\_\_ growth in the UK.
4. The Prime Minister of that country left teaching to pursue a \_\_\_\_\_ career.
5. The President discussed the \_\_\_\_\_ of human rights during his visit to Geneva.
6. Many young people nowadays are not interested in \_\_\_\_\_.
7. The latest book of this writer who is the leader of Green Party is dealing with \_\_\_\_\_ issues.
8. The former president's economic \_\_\_\_\_ put a lot of people out of work.
9. Unemployment and crimes were the \_\_\_\_\_ issues in election campaign.
10. Even when she studied at university, Margaret Thatcher was deeply involved in local \_\_\_\_\_.

**5. Supply the missing members of these words families. The first word is done for you.**

1) *economy* – *economic, economics, economist, economically, to economize*

- |                 |                 |                     |                |
|-----------------|-----------------|---------------------|----------------|
| 2) to govern –  | 7) to qualify – | 12) to support –    | 17) campaign – |
| 3) to elect –   | 8) bureaucrat – | 13) to contribute – | 18) law –      |
| 4) to employ –  | 9) to corrupt – | 14) power –         | 19) to solve – |
| 5) to inflate – | 10) democrat –  | 15) industry –      | 20) politics – |
| 6) to educate – | 11) nature –    | 16) environment –   |                |

**6. Read the texts below. Use the words given next to each line in the appropriate form related to its root to fit the space.**

Text 1

**Vote on April 10<sup>th</sup>!**

Vote for the Social Democrats in the next \_\_\_\_\_ (1)! If you look at the record of our present \_\_\_\_\_ (2) you will see a huge increase in taxes and \_\_\_\_\_ (3), and a rate of \_\_\_\_\_ (4) which is out of control. If we win, we will tackle the \_\_\_\_\_ (5) situation by investing in \_\_\_\_\_ (6) projects and training courses to help our young people become better \_\_\_\_\_ (7). We will make it our priority to eliminate \_\_\_\_\_ (8) and to fight \_\_\_\_\_ (9) wherever we find it. So, exercise your \_\_\_\_\_ (10) right and vote on April 10<sup>th</sup>!

elect  
govern  
employ  
inflate  
economy  
educate  
qualify  
bureaucrat  
corrupt  
democrat

Text 2

**Join Friends of the Earth!**

Our campaign to protect the \_\_\_\_\_ (11) world could not have succeeded without our \_\_\_\_\_ (12), whose \_\_\_\_\_ (13) have helped us win some significant victories against some of the most \_\_\_\_\_ (14) \_\_\_\_\_ (15) companies in the world.

nature  
support  
contribute  
power  
industry  
environment  
campaign  
legal  
solve  
politics

We have raised public awareness of \_\_\_\_\_ (16) issues in general, and recently we have \_\_\_\_\_ (17) to make the use of ozon destroying CFCs \_\_\_\_\_ (18). Join us now and help us find alternative \_\_\_\_\_ (19) to world problems, and make our \_\_\_\_\_ (20) sit up and listen.

**7. Read the texts and fill in the table to speak about the political systems of Ukraine and English-speaking countries.**

**THE POLITICAL SYSTEM OF UKRAINE**

**The history of the country as a state** started on the 24th of August, 1991 when Ukraine proclaimed its independence. Nowadays Ukraine is a free independent state. **By the form of government** it combines the elements of presidential and parliamentary republic. **The three branches of Ukrainian political system are: legislative, executive and juridicial.**

**The highest body of legislative power** is the Parliament – the Verhovna Rada. **It consists of** one chamber only and includes 450 deputies. People’s deputies are elected at the general elections for a period of 5 years. The chairman of Verchovna Rada is elected by its members.

**The executive power** is presented by the President and the Cabinet of Ministers. The Cabinet of Ministers is responsible for the realization of the laws adopted by the Verchovna Rada. It consists of the Prime Minister, Vice Prime Minister, and Ministers.

**The head of the state** is the President, who is elected by citizens of Ukraine for the period of 5 years. But no more than two periods in a row.

**The juridicial branch** is made up of the Constitutional Court, which has exclusive constitutional jurisdiction in Ukraine. It consists of 18 judges which are appointed for 9 years. The Supreme Court of Ukraine is the highest juridicial body of general jurisdiction.

The Constitution is **the main law in the country**. It was adopted by the Verkhovna Rada on June 28, 1996. It consists of 15 chapters dealing with the political, social and economic structure of the Ukrainian State.

**The local bodies of state power** are regional, district, city, town and village Radas (Councils). The Autonomous Republic of the Crimea has a Republican Rada and its own Prime-Minister.

**THE POLITICAL SYSTEM OF THE USA**

**The history of the USA as a state** started on June 4 1776, when the Declaration of Independence was signed and British colonies became the United States of America. **By the form of government** it is a constitutional republic of 50 states, a federation.

**The three basic branches of the USA political system** are the legislative, the executive and the judicial powers. The highest body of the legislative power is the Congress which is made up of two houses: the Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators. Each state elects two members of the 100-member Senate.

**The executive power** in the country is represented by the President and the Vice President. The President is chosen in nation-wide elections every 4 years together with the Vice-President. **The head of the state** is the US President, who proposes bills to Congress, enforces federal laws, serves as commander-in-chief of the Armed Forces and with the approval of the Senate, makes treaties. **The vice President**, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President assumes the Presidency.

**The judicial branch** is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life. The Supreme Court may rule the law to be unconstitutional.

**The main law of the country** is the US Constitution, which consists of 8 Articles, 10 Amendments known as the Bill of Rights and 17 more Amendments. The Bill of Rights guarantees individual liberties: freedom of speech, religion and so on. Later amendments abolished slavery, granted the right to vote to women and allowed citizens to vote at age 18.

The local bodies of state power are represented by state governments, town and city councils.

## THE POLITICAL SYSTEM OF THE UK

**The history of the UK as a state** started in the 20th century, when Great Britain and Northern Ireland merged into the United Kingdom. Before this period Great Britain existed as a union of England, Scotland and Wales. **By the form of government** it is a constitutional monarchy. It means that the king or Queen reign but do not rule. The three basic branches of British political system are the legislative, the executive and the judicial powers.

**The highest body of the legislative power** is the Parliament which is made up of the two chambers of the Parliament of the United Kingdom, the House of Commons and the House of Lords, as well as in the Scottish parliament and Welsh and Northern Ireland assemblies.

**The executive power** in the country is represented by Her Majesty's Government, on behalf of and by the consent of the Monarch, as well as by the governments of Scotland and Wales, and the Executive of Northern Ireland. **The head of the state** is the monarch, who reigns but does not rule.

**The judicial branch** is independent of the executive and the legislature. The highest national court is the Supreme Court of the United Kingdom.

**The main law** of the country is the Constitution, which is not one written document, **it consists of** the set of laws and principles under which the United Kingdom is governed.

The local bodies of state power are county and borough Councils.

<b>Facts</b>	<b>Ukraine</b>	<b>The USA</b>	<b>The UK</b>
The history of the country as a state started...			
By the form of government it...			
The three basic branches of the political system are...			
The highest body of the legislative body is...			
It consists (is made up) of...			
It's also necessary to mention that...			
The executive power in the country is represented by...			
The head of the State is...			
The judicial branch is made up of...			
The main law in the country is...			
It consists of...			
The local bodies of state power are...			

**8. Read the text and decide if the statements given after it are true or false**  
**Constitution of Ukraine**

The political system of Ukraine, its laws, its home and foreign policy, the rights and duties of its citizens are established, based and guaranteed by the Constitution. There have been several previous constitutional documents in the history of Ukraine (1710, 1918, 1919, 1929, 1937, 1978). The new Constitution of Ukraine as an independent, sovereign, democratic, social and legal state was adopted by the Verkhovna Rada on June 28, 1996 as the Fundamental Law of the country.

**The main points of the 1996 Constitution are:**

- The land, air space, water, mineral and other natural resources are the property of Ukrainian people.
- The state language of Ukraine is Ukrainian.
- The state symbols are the State Flag, the State Emblem and the State Anthem.
- The capital of Ukraine is Kyiv.
- Every person has the right to free development of his/her personality as long as there are no violations of the rights and freedoms of other individuals.
- All citizens have equal Constitutional rights and freedoms and are equal before the

law.

- There are no privileges or restrictions based upon race, colour of skin, political and other beliefs, gender, ethnic and social origin, property, position, ownership, place of residence, language or religion.

- Citizens of Ukraine have the right to freedom of thought and speech, free expression of views and beliefs, of conscience and religion.

- The Church and religious organisations are separated from the state, and schools are separated from the Church.

- Citizens of Ukraine are guaranteed the rights to life, personal inviolability, non-interference in private and family life, free choice of residence, work, rest, education, social security, housing and health protection, medical care and insurance, and legal assistance.

- The right of private property is inviolable.

- Defence of the Motherland, its independence and territorial integrity, respect to the State Symbols are the duty of Ukrainian citizens.

- Citizens who have reached the age of 18 have the right to vote and are guaranteed free expression of their vote

- The parliament, the Verkhovna Rada, is the only body of legislative power in Ukraine.

- The President of Ukraine is the head of the state and speaks on behalf of it.

- The highest body of the executive power is the Cabinet of Ministers, which is responsible to the President and accountable to the Verkhovna Rada. The Cabinet of Ministers resigns when a new president is elected.

- Justice in Ukraine is exercised entirely by courts, and administered by the Constitutional Court and courts of general jurisdiction. The Supreme Court is the highest juridical body of general jurisdiction.

- The territorial structure of Ukraine is composed of the Autonomous Republic of the Crimea, 24 regions (oblasts), cities, districts, towns, settlements and villages. Kyiv and Sevastopol have a special status.

- The Constitution of Ukraine consists of 15 chapters and 161 articles.

- The day of its adoption is a state holiday - the Day of the Constitution of Ukraine.

- There have been more than six constitutions in the history of Ukraine.

- The Constitution establishes the country's political system.

- All mineral and natural resources belong to the Verkhovna Rada.

- The Constitution guarantees freedom of thought and speech.

- The Constitution establishes privileges for some groups of population.

- It specifies the powers and obligations of the president.

- The highest body of the executive power is the Verkhovna Rada.

- The Cabinet of Ministers is a lawmaking body.

- The Constitutional Court is the highest juridical body.

**9. Fill in the gaps in this text with one suitable word testing how well you have learnt.**

**How can you become the leader of a country?**

One way is to be born into a \_\_\_\_\_ (1) family. If you are a prince, especially the \_\_\_\_\_ (2) son, then one day you can become king. In some countries, eldest daughters can become queens if there are no \_\_\_\_\_ (3) in the family. Of course, today there are not many royal families and those that still exist do not usually have \_\_\_\_\_ (4) to make laws and govern the country. A more usual way to become a leader is to become a popular \_\_\_\_\_ (5) and then the leader of your political party. In most countries where the people \_\_\_\_\_ (6) their government, the voters usually \_\_\_\_\_ (7) for a person who belongs to one of the main political parties. This person is usually the \_\_\_\_\_ (8) for the local region. The candidate who receives the most votes becomes the political \_\_\_\_\_ (9) for that region and takes a seat in the national \_\_\_\_\_ (10). The political party which wins the most seats then has the right to form a \_\_\_\_\_ (11) and take power. The head of that political party then becomes the \_\_\_\_\_ (12) or the prime minister of the country. However, in Ukraine and the USA the system is different.

### **SPEAK ON THE FOLLOWING:**

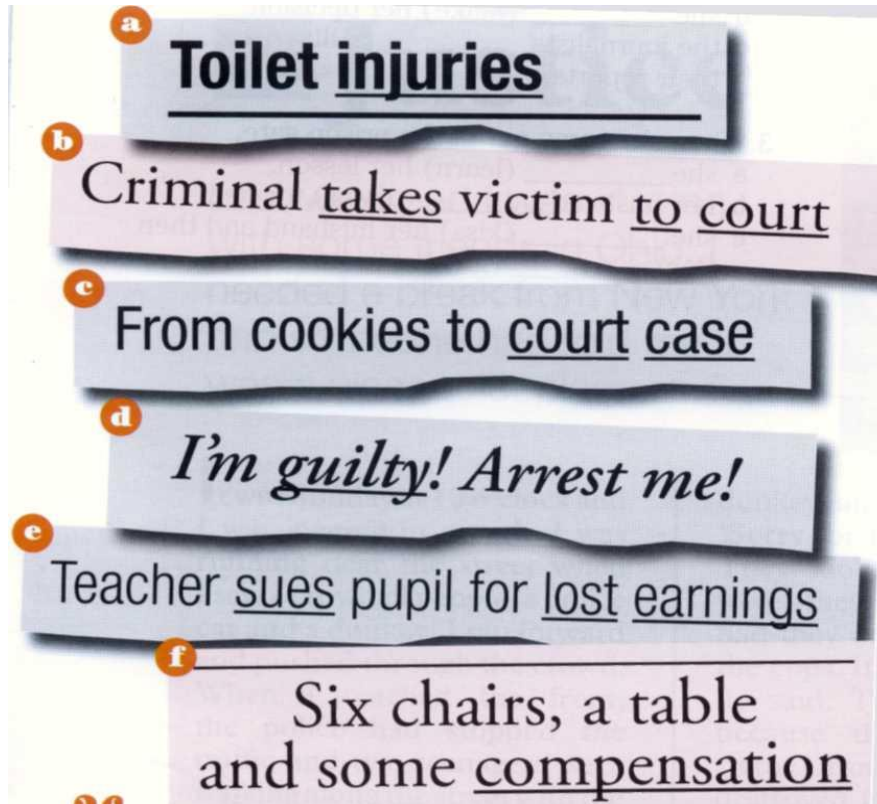
- It has been said that «America is the only true democracy in the western world, or the most corrupt country in the world.» Which of the two parts of this phrase do you agree with and why?
- Are you interested in politics? Do you think people should be politically active if they want to change their life for the better?
- What do you know about the political parties of Ukraine? Do you belong to any of them? Are you interested in the activity of any of them?
- What are the main differences in the Constitutions of Ukraine, UK and the USA?
- What do you think about the institution of monarchy? Would you like to have king or queen or tsar in Ukraine?



## LAW AND ORDER

### READING 1

1. Read the newspaper headlines a – f. Check the meanings of the underlined words. Then read texts 1 – 6 and match them with the headlines.



2. Read the texts again and answer the questions. Tick true and cross false.

- 1 Kathleen Robertson sued her own son. \_\_\_\_\_
- 2 Daniel Allen didn't mean to hurt Ms Blau. \_\_\_\_\_
- 3 The teenage girls from Colorado wanted to frighten their neighbours. \_\_\_\_\_
- 4 Terrence Dickson is a burglar. \_\_\_\_\_
- 5 Kara Walton couldn't open the door of the toilet. \_\_\_\_\_
- 6 Helmut Bleibtreu had felt guilty for 80 years. \_\_\_\_\_

3. Complete the sentences with the highlighted words in the text.

- 1 'A \_\_\_\_\_ consists of twelve persons chosen to decide who has the best lawyer.' - Robert Frost
- 2 After the witness had given his evidence, the \_\_\_\_\_ confessed to the crime.
- 3 Was this the first time that a teacher had \_\_\_\_\_ a student?
- 4 The \_\_\_\_\_ shouted out, 'Order in court!'
- 5 A football player took an opponent to court to ask for \_\_\_\_\_ for a broken leg.
- 6 The police are looking for \_\_\_\_\_ to the robbery which took place at Murphy's Jewellery late last night.

**4. Work in groups. Imagine you are the jury and decide if these people should win or lose their cases.**

- Kathleen Robertson
- Wanita Young

- Terrence Dickson
- Kara Walton

### **Laughter in Court!**

**1** \_\_\_\_\_ Kathleen Robertson of Austin, Texas took a furniture store to court for medical costs and physical and mental suffering. She had broken her ankle after falling over a little boy who was running wild inside the store. The store owner was rather surprised to be the **accused** in a court case. The little boy was Ms Robertson's son!

**2** \_\_\_\_\_ Eleven-year-old New Jersey boy Daniel Allen was running to catch a bus when he accidentally knocked over school teacher Eileen Blau. Daniel cried when he found out he had hurt the teacher. But two years later, she took him to court because of the injuries she had suffered. Apparently, the Aliens' insurance company had still not paid **compensation** for her medical care and lost earnings. During the court case Daniel told the **judge**, 'I'm sorry I ran into her. It was an accident!'

**3** \_\_\_\_\_ A Colorado woman has **sued** two teenagers for giving her some cookies! Instead of going to a dance, Taylor Ostergaard, 17, and Lindsey Jo Zellitti, 18 decided to stay home and bake cookies for their neighbours. After they had finished baking, they added a heart shaped card to every packet of cookies. The card read, 'Have a great night. Love, The T and L Club!' Then, the girls went from house to house, and left a dozen cookies at every home where the lights were on. When the teens knocked on Wanita Young's door, the 49-year-old woman called the police. She was afraid because there were suspicious people at her door. They hadn't answered when she had asked them who they were. Later, Taylor explained that they hadn't answered because they had wanted the gift to be a surprise. There were no **witnesses**, and the police decided that the girls had not committed a crime. However, the next day, Young went to hospital suffering from anxiety. A year later, she sued the girls for the cost of her medical bills.

**4** \_\_\_\_\_ Terrence Dickson had just robbed a house in Pennsylvania. However, he discovered that he couldn't get out of the garage because the automatic door wasn't working correctly. And he couldn't get back in the house either because the door was locked. The family was on holiday, so Mr Dickson was stuck in the garage for eight days. He survived on a case of Pepsi and a large bag of dried dog food. When he finally got out, Mr Dickson sued the homeowner's insurance company. He claimed the situation had caused him mental anguish. It seems that even a burglar can ask a **jury** for money.

**5** \_\_\_\_\_ Kara Walton of Delaware went to court to get damages for something that was her own fault, She sued the owner of a night club because she had fallen from a bathroom window and lost her two front teeth. Why was she climbing through the window in the club? Was the door blocked? No, it was because she didn't want to pay the \$3.50 for using the toilet!

**6** \_\_\_\_\_ Some people just can't accept responsibility for their own problems, but that's not the case of Helmut Bleibtreu. In 2006, this 84-year-old German pensioner went to the police and confessed to a crime. He had placed a firecracker on a railway track in 1926, and had run away when railway police saw him. For 80 years he had lived with his guilt,

but finally he felt he had to admit to the only bad thing he had ever done. The police told him not to do it again and set him free.

## VOCABULARY PRACTICE 1

### 5. Complete sentences 1 – 6 with the given words.

*blackmailer, burglars, kidnappers, muggers, serial killers, shoplifters*

When I was a little kid, I used to believe that ...

1. \_\_\_\_\_ were very strong people who picked up shops.
2. \_\_\_\_\_ were people who stole burgers.
3. \_\_\_\_\_ were people who hit you on the head with a mug.
4. \_\_\_\_\_ were people who sent black envelopes to people.
5. \_\_\_\_\_ were murderers who put poison in breakfast cereals.
6. \_\_\_\_\_ were people who would catch kids and force them to take a nap.

### 6. Complete the table with words from the box.

blackmail	burglary	courtroom	kidnapping	judge	jury	lawyer
	mugging	robbery	sentence	shoplifting	trial	

Crimes	Justice

### 7. Complete the text. Write one word in each gap.

When he was only 15, Norman Fletcher committed a 1) \_\_\_\_\_. He got away with \$8.25 and six packets of chewing gum. Unfortunately for him, he had robbed his local shop, so the police arrested him and he had to pay a 2) \_\_\_\_\_ of \$82.50. Later on, he became a 3) \_\_\_\_\_, but he was caught after he had taken a tin of beans from a supermarket. He went to court, and during the 4) \_\_\_\_\_ his 5) \_\_\_\_\_ argued that Norman needed to go on a 6) \_\_\_\_\_ programme. She also said that her client was prepared to do some 7) \_\_\_\_\_ service. However, the 8) \_\_\_\_\_ sent him to prison for eight weeks. Brilliantly Norman broke out of prison the day before his 9) \_\_\_\_\_ ended. He stole a car to get away but he was stopped

For 10) \_\_\_\_\_ – he was going at over ninety miles per hour – and was sent back to prison. When he was released, Norman decided to become a 11) \_\_\_\_\_. He tried to steal a handbag from an old woman, but she hit him so hard with her umbrella that he started screaming for help and he was arrested for noise 12) \_\_\_\_\_!

### 8. Complete the article with the correct form of the words in brackets.

From our court reporter

Yesterday *Judge* (justice) Williams sentenced five girls for \_\_\_\_\_ (bully) a classmate. After she had listened to the \_\_\_\_\_ (evident) from the victim and her family, the judge said the girls' behaviour had been \_\_\_\_\_ (barbarian) and that their \_\_\_\_\_ (punish) must fit the crime. She ordered them each to pay \_\_\_\_\_ (compensate) to their victim and to do fifty hours of community service helping

\_\_\_\_\_ (pensions). She also said that she hoped they would learn to be better \_\_\_\_\_ (citizenship) and that if she ever saw them in her court again she wouldn't be so \_\_\_\_\_ (leniency).

## **SPEAKING**

### ***9. Work in groups. Discuss the punishments in situations 1 – 4. Express your opinions and agree / disagree with each other.***

1. A 15-year-old boy bullied other children and stole their money and valuables. He insulted teachers and tried to burn down the school. He was suspended for three weeks.

2. An 18-year-old student created a virus which infected millions of computers around the world. He received a ten-year prison sentence.

3. A US citizen blew up a government building and killed 168 people. He received the death penalty.

4. A man drove the get-away car in a bank robbery in which a security guard was killed. His sentence was life imprisonment.

## **READING 2**

Tests confirmed yesterday that the so-called Christopher Edward Buckingham, who had lived a lie for 23 years, is really an American called Charles Albert Stopford III.

The man first came to the police's attention last year when his passport was checked in France. His passport details showed that he had stolen the identity of a Christopher Edward Buckingham who had died, aged eight months, in August 1963. The French officials contacted the UK and he was arrested as soon as he arrived in Britain.

The mystery man was taken to court for using a false passport but he wouldn't tell police his real name. He even refused to see his children, despite their requests to know the truth about their father's past.

The two children are from his thirteen-year marriage which ended in divorce. His ex-wife Amanda said that she was shocked to learn that the man she knew as Chris Buckingham was someone else. She said that she and her children were having trouble understanding the situation.

The man's real name was finally revealed when a woman in the United States saw a picture in an online British newspaper. She thought that it looked like her long-lost brother so she contacted the authorities. The FBI and UK Immigration Service ran some identity checks and these proved that the man's real name was Charles Albert Stopford III.

Stopford had disappeared from the States when he was working as a sailor in the US navy. At the time he had been accused of a serious crime so he ran away to avoid being arrested. He had travelled in Japan and Germany before arriving in England where he met and married Amanda, and had two children.

Following his court appearance, Stopford, 42, was sent to prison in the UK for using a false passport. At the end of his sentence he will be held as an illegal immigrant and

will probably be deported to the US. His parents and eight brothers and sisters said that they were both shocked and excited that he had finally been found.

A British detective said, 'This whole inquiry has been upsetting – for the baby's family, for Charles Stopford's former wife and his children who have been left wondering who 'Buckingham' really is, and indeed for his family in America. Now his true identity has been confirmed, hopefully this will help them all come to terms with what has happened.'

The police officer who led the inquiry until his retirement last year, said: 'I'm pleased he has finally been identified, but there are still a lot of questions to be answered ... I'm going to write to him once more in the hope that he might provide some answers.'

**10. Read the article quickly and choose the best headline.**

- A **Police find baby kidnapper**
- B **End of identity theft mystery**
- C **Man changes name after divorce**
- D **French police arrest British citizen**

**11. Read events A-H and put them in the correct order.**

A An American woman was reading an online newspaper when she saw his photograph.

B He and his wife got a divorce.

C He ran away and travelled to different countries.

D He was arrested in Britain and taken to court.

E He was living in the UK when he got married.

F He was working in the US navy when he was accused of a crime.

G Medical tests proved that the man was Mr Stopford.

H The French police noticed that he was using a stolen identity.

**12. Find words 1-5 in the article. Match them with definitions a-e.**

1 so-called (adj) \_\_\_\_\_

2 identity (n) \_\_\_\_\_

3 false (adj) \_\_\_\_\_

4 long-lost (adj) \_\_\_\_\_

5 deport (v) \_\_\_\_\_

a someone's name and who they are

b to make someone leave a country

c not real but made to trick other people

d being something in name but not in reality

e lost or not seen for a long time

**13. Read the sentences. Are the statements true (T) or false (F)?**

- 1 The British police arrested him for using a false passport. \_\_\_\_\_
- 2 The man stole a baby's passport. \_\_\_\_\_
- 3 The man used a dead baby's name. \_\_\_\_\_
- 4 He was arrested after he had been to France. \_\_\_\_\_
- 5 He never told his wife his real name. \_\_\_\_\_
- 6 He hadn't told his family in the States where he was living. \_\_\_\_\_
- 7 The police believe that the man can give them more information. \_\_\_\_\_

**VOCABULARY PRACTICE 2**

**14. Underline the most suitable word or phrase.**

- a) Sally didn't realise that she had broken/countered/denied the law.
- b) The police have banned/cancelled/refused parking in this street.
- c) I must remember to get a/an agreement/licence/permission for my television.
- d) The president admitted that there had been a breakdown of law and crime/government/order.
- e) Jim's parents wouldn't agree/allow/let him go to the demonstration.
- f) Jake was arrested because he had entered the country falsely/illegally/wrongly.
- g) Talking to other students is against the law/orders/rules of the examination.
- h) The two men were arrested before they could commit/make/perform any more crimes.
- i) I had to take the company to court/justice/law to get the money they owed me.
- j) Smoking is compulsory/prohibited/refused near the petrol tanks.

**15. Match word in the box with a suitable description (a-l).**

blackmailer	forger	hooligan	murderer	shoplifter	vandal	burglar	hijacker
kidnapper	pickpocket	smuggler	witness				

- a) This person takes control of a plane or boat by force. hijacker
- b) This person sees what happens during a crime or accident
- c) This person brings goods into the country illegally..
- d) This person might steal food from a supermarket.
- e) This person kills someone on purpose.
- f) This person takes people and demands money for their return.
- g) This person makes illegal copies of paintings, documents, etc.
- h) This person damages other people's property.
- i) This person might steal your wallet in a crowd.
- j) This person steals from houses.
- k) This person gets money from others by threatening to tell secrets.
- l) This person causes trouble at football matches.

**16. Complete each sentence (a-j) with a suitable ending (1-10). Use each ending once.**

- a) I decided to buy a burglar alarm after someone broke....5.
- b) When Alan was stopped outside the supermarket he ended .. .. .

- c) As it was Sheila's first offence she was let.....
- d) After climbing over the prison wall, Peter managed to get.. .....
- e) The old couple who live opposite were taken .....
- f) At the end of the trial Hilary was found.....
- g) My neighbours admitted denting my car but got away....
- h) The bank at the end of the street was held .....
- i) Nobody saw Jack cheating and he got away with ....
- j) The hijackers took fifteen people.....
  - 1 in by a salesman who cheated them out of their money.
  - 2 away by stealing a car parked nearby.
  - 3 up at the police station, charged with shoplifting.
  - 4 it, although everyone suspected what had happened.
  - 5 into my house and stole my stereo.
  - 6 off with only a warning.
  - 7 with paying only J100 damages.
  - 8 hostage and demanded \$1,000,000 from the authorities.
  - 9 guilty and sentenced to six months in prison.
  - 10 up by two masked men last week.

**17. Complete each sentence with a word from the box. Use each word once only.**

accused	evidence	guilty	lawyer	statement	charged	fine
		jury	sentence	suspect		

- a) The customs officers arrested Bob and . . . charged. . . him with smuggling.
- b) The police spent all morning searching the house for.. ..
- c) Jean left her car in a no-parking area and had to pay a/an .....
- d) Unfortunately at the end of the trial my brother was found. ....
- e) The trial took a long time as the .....couldn't reach a verdict.
- f) George won his case because he had a very good defence. ....
- g) The police visited Dawn and asked her to make a/an .....
- h) Because of his past criminal record, Brian was the main .....
- i) Pauline decided to sue the police because she had been wrongly .....
- j) The murderer of the children received a life. ..

**18. Choose the most suitable word or phrase to complete each sentence.**

- a) Most schools in my country no longer have. .... D punishment.
  - A) physical B) capital C) bodily D) corporal
- b) The policemen following the robbers were in..... clothes.
  - A) plain B) ordinary C) normal D) simple
- c) The two old ladies were..... of their purses.
  - A) stolen B) attacked C) robbed D) snatched
- d) At the end of the story, the hero manages to arrest the.....
  - A) offenders B) villains C) wrongs D) evils
- e) I had to answer question A because it was.....
  - A) compulsory B) necessary C) a must D) an obligation

- f) Charles could not.....having been at the scene of the crime.  
 A) refuse B) object C) deny D) alter
- g) As there was no evidence, the judge dismissed the .....  
 A) trial B) witness C) court D) case
- h) If your dog damages your neighbour's property, you could be  
 A) guilty B) liable C) payable D) illegal
- i) After ten years in prison, Stephen was ..... and set free.  
 A) pardoned B) released C) innocent D) forgiven
- j) The detective inspector told the young ..... to make some tea.  
 A) officer B) official C) guardian D) police

**19. 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.**

Arthur's life of crime

At his last trial, nobody believed in Arthur's (1) .innocence. He had been accused of the (2) \_\_\_\_\_ of a valuable Chinese vase, and was also charged with ten other (3) \_\_\_\_\_. The value of the (4) \_\_\_\_\_ goods was said to be over J20,000. Arthur said in his own (5) \_\_\_\_\_ that the vase had been put into his car (6) \_\_\_\_\_. He also pointed out that the Chinese vase was a fake, and was almost (7) \_\_\_\_\_. The judge did not believe Arthur's story. He told Arthur he was a hardened (8) \_\_\_\_\_ and that he deserved a severe (9) \_\_\_\_\_. Then the judge sentenced Arthur to five years' (10) \_\_\_\_\_. Arthur just smiled. He had spent most of his life in prison and so he was used to it.

INNOCENT  
 THIEF  
 OFFEND  
 STEAL  
 DEFEND  
 ACCIDENT  
 WORTH  
 CRIME  
 PUNISH  
 PRISON

**20. Underline the most suitable word or phrase.**

- a) Harry was told that fishing in the lake was *against/by/over* the law.
- b) Catherine led a secret life *for/in/of* crime before she was caught.
- c) Having trouble with your phone? Send *at/for/to* Fix-a-phone!
- d) I regret to tell you that you are *for/in/under* arrest.
- e) I only attacked the young man *from/in/with* self-defence.
- f) David was often *at/in/with* trouble with the police when he was young.
- g) The robbers' car was hidden *below/by/from* sight behind the bank.
- h) The kidnappers have been caught, and the child is no longer *at/in/on* danger.
- i) Tony was caught by a policeman who was *off/out/away from* duty and cycling to work.
- j) The thieves took the wrong painting *by/in/under* mistake.
- k) The suspicious manager left the safe unlocked *from/on/with* purpose.
- l) The robbers met to plan the bank raid *from/in/with* secret.

**21. Decide which answer (A, B, C or D) best fits each space.**

Inspector Crumb investigates



'I think I know the identity of the murderer,' said Inspector Crumb, 'and at (1) **B** one of the guests in this hotel was a/an (2) \_\_\_\_\_ to the crime, probably by (3) \_\_\_\_\_ I believe that the same guest is also a 4) \_\_\_\_\_, and has been given money by the killer.' 'So whoever 5) \_\_\_\_\_ this terrible crime is still here,' I said. 'But of course. In 6) \_\_\_\_\_ he – or she - is in this room, and will soon be (7)\_\_\_\_\_ arrest.' There was silence for a moment. I noticed that everyone was trying to look (8) \_\_\_\_\_, but they all looked guilty instead! 'Do you have any 9) \_\_\_\_\_, Inspector,' asked Lady Grimshaw finally, 'or are you simply 10) \_\_\_\_\_ people for fun? If you intend to (11) \_\_\_\_\_ someone, you should do it now.' The Inspector smiled. 'I asked you here (12) \_\_\_\_\_ purpose, Lady Grimshaw. I have been reading your (13)\_\_\_\_\_, you see, and it is quite clear that you have told several (14) \_\_\_\_\_'. 'How dare you!' Lady Grimshaw spluttered. 'Do you (15) \_\_\_\_\_ that you were with Tim Dawson in the garden on the night of the murder?' the Inspector said. 'You forgot about the security cameras, you see ...'

- |                 |                |              |             |
|-----------------|----------------|--------------|-------------|
| 1 A last        | B least        | C the        | D school    |
| 2 A witness     | B offender     | C guilty     | D verdict   |
| 3 A now         | B damages      | C law        | D accident  |
| 4 A blackmailer | B hostage      | C hooligan   | D forger    |
| 5 A confessed   | B committed    | C admitted   | D performed |
| 6 A crime       | B self-defence | C fact       | D danger    |
| 7 A to          | B having       | C under      | D my        |
| 8 A accused     | B suspicious   | C ordinary   | D innocent  |
| 9 A evidence    | B witness      | C permission | D body      |
| 10 A suspecting | B suing        | C denying    | D accusing  |
| 11 A trial      | B charge       | C sentence   | D confess   |
| 12 A with       | B for          | C on         | D by        |
| 13 A statement  | B biography    | C evident    | D history   |
| 14 A people     | B errors       | C times      | D lies      |
| 15 A refuse     | B deny         | C contradict | D suppose   |

**22. Match the crimes in the box below to the descriptions (1-10).**

arson burglary forgery hijacking mugging pickpocketing robbery / shoplifting  
smuggling vandalism

- 1 I caught him just as he was taking my wallet from my back pocket. ....
- 2 The gang was arrested while trying to get diamonds and drugs into the country illegally .....
- 3 Terrorists ordered the pilot to fly the plane to another country .....
- 4 The teenagers smashed windows and sprayed graffiti on the walls of the youth centre .....
- 5 The thieves held the bank manager at gun-point while they took the cash. ....
- 6 When he broke the back window to get in, our alarm went off .....
- 7 He was found guilty of copying classic paintings and trying to sell them as originals .....
- 8 The gang of youths was arrested for attacking the woman and taking her handbag.

9 Two young girls were found guilty of taking the item from the supermarket without paying for it .....

10 He had set fire to the forest just for fun .....

### READING 3

**23a Read the following text on crime, focusing on how the words in italics link the text.**

The British public is getting worried, *because* crimes like theft and burglary and violent crimes are on the increase. *As a result*, the government has decided to take tough measures on all types of crime, including relatively petty offences, and has created legislation which gives more power to the courts.

The effect of the new law was seen recently when a young man gave his girlfriend a pair of earrings for her birthday. He had bought the items from a street trader without knowing where they had come from. They had been stolen. Due to his ignorance, he was arrested for handling stolen goods and was put in a police cell.

In the eyes of the law in Britain, there's no difference between what the young man did and what the average thief or burglar does with their loot. The young man was guilty of handling goods which had been stolen and *so* he was breaking the law.

In court, the judge said he would use the case to deter others and consequently, the youth is now serving a nine-month prison sentence. 'Anybody who deals in anything that has been stolen is committing an offence,' said the judge. 'Legally, there is no difference between stealing something yourself or having it in your possession. Possession of stolen goods can result in the individual being charged and convicted.'

From the above case, it is clear that the government has decided to crack down on all forms of crime and has instructed judges not to show leniency to those breaking the law. 'Criminals must know that if they get caught, juries are likely to be harsh and *therefore* jail terms will be long,' said a government spokesperson.

**b Read the text again and answer the following questions.**

1 What is the effect of the increase in crime in Britain?

2 The government has decided to create legislation as a result of what?

3 Why was the young man arrested?

4 What other words or expressions are used in the text to express cause and effect?

Find two examples.

**24. Complete the following sentences with words or expressions which link the effect of something to its cause. Sometimes more than one answer is possible.**

1 The gangster was found guilty of murder and as.....he was sent to prison for 25 years.

2 We didn't have any locks on the windows and.....it was easy for the burglar to break in.

3 .....his previous record, the vandal was sent to a young offender's institute for six months.

4 There weren't any witnesses to the robbery ....., the police are making slow progress with the case.

## READING 4

**25. You are going to read an article about crimes against property. Eight sentences have been removed from the article. Choose from the sentences A – I the one which fits each gap (1 – 7). There is one extra sentence which you don't need to use. There is an example at the beginning (0).**

### Crimes against property

In recent years, there has been an explosion of property-related crimes in almost every country. Despite what the majority of people think, such crime is not committed by professional criminals, nor is it carefully planned. 0 E However, it is surprising how many people still fail to take sensible steps to protect their property and belongings.

In the case of preventing theft from the home, this can be easily done by installing alarms or fitting strong locks on all points of access to the house.

1 \_\_\_\_\_ Additionally, intruders are seldom keen to try their luck on buildings where there are signs of life. 2 \_\_\_\_\_ This may be as simple as leaving a light or television on while you are out.

As most burglaries are committed by adolescents and young men living within two or three kilometres of the victim, they tend to have a good knowledge of the area and are constantly on the lookout for the telltale signs of empty premises. Amazingly, in three out of ten break-ins, the thief does not even have to use force to get in because the householder has left a door unlocked or a window open. 3 \_\_\_\_\_

While not quite in the same league as theft and burglary, there has also been a huge increase in vandalism and the destruction of property. One area of the community badly affected by vandalism is schools – for example, between five and ten per cent of some education authorities' maintenance budgets is spent repairing deliberate damage. 4 \_\_\_\_\_

Another very visible form of property crime is the writing and spray-painting which plagues many city walls. Graffiti has long been identified as one of the major causes of the fear of crime among many city residents. 5 \_\_\_\_\_ If it is widespread, it may even reduce tourism for similar reasons.

The vandals themselves, on the other hand, take great pleasure in graffiti because of the notoriety and kudos it may generate for them, and although some murals display a great amount of talent on the part of the artist, more common are the unattractive tags, or 'signatures'. 6 \_\_\_\_\_ The offenders normally plan their strikes carefully and because it doesn't take them long to spray their messages, they are rarely apprehended by the police. 7 \_\_\_\_\_

Despite the depressing statistics associated with property crime, greater cooperation between police, schools, businesses and the local community as a whole will help in the fight to reduce it.

**A** If opportunities like these did not exist, criminals would have a much harder time and many crimes would not be committed at all.

- B** Their acts resulted in the arrests of several burglars and vandals.
- C** This is because people often associate it with the presence of street gangs and consequently may become afraid to frequent or use those public spaces where it is prevalent.<sup>^</sup>
- D** As a result, they seldom have convictions or a police record.
- E** In fact, it is the work of opportunists and theoretically, therefore, should be easy to prevent.
- F** These are sprayed on as many places as possible and often refer to the gang or 'crew' to which the culprit belongs.
- G** So the police often advise to try to give the impression that someone is at home.
- H** The money could be used elsewhere by reducing vandalism through good design, sensible security measures and better management.
- I** Burglars shy away from doors and windows which are properly secured as these can be difficult to open.

## LANGUAGE DEVELOPMENT

### Word attack

**26. Complete the following sentences, using the words in the box.**

breakout    crackdown    drawback    getaway    giveaway    hold-up    set-up    setback  
telling-off

- 1 The main ..... :.. of city life is the high risk of being a victim of a crime.
- 2 The bank robbers made their ..... in a stolen car.
- 3 Undercover police had set a trap for a local gangster, but he realised it was a ..... and drove off before he made contact.
- 4 The teacher gave the boy a ..... for defacing the school walls.
- 5 There was a ..... at the bank yesterday afternoon and the robbers got away with a huge amount of money.
- 6 Three prisoners went on the run after a ..... but were recaptured after being spotted by members of the public.
- 7 There has been a ..... by the police on drug trafficking.
- 8 Being arrested for drunken driving was a..... to his career as a judge.
- 9 He had been drinking whisky and his glazed eyes were a dead .....

### Connectors: cause and effect

**27. Complete the following text, using the words and expressions in the box. Sometimes more than one answer is possible.**

as a result    because of    consequently    due to    so    so that    therefore

There are many reasons for crime. Social scientists suggest that criminal behaviour is (1) ..... social issues like unemployment, poor housing and lack of education. (2) ....., they suggest that we can only fight crime by turning our attention to such issues and (3) ..... help to improve society in general. Others believe that people should take responsibility for their actions and that crime cannot be excused (4) ..... poverty or lack of education. Such people argue that strong measures should be taken against the smallest of offences, (5) ..... the offenders do not move on from petty to more serious

crime. One thing that all people agree on is that the fear of crime has a detrimental effect on society and (6) ..... communities should be helped to understand the real threat of crime in their area. The old saying 'Prevention is better than cure' is still valid, with a lot of local authorities setting up Crime Prevention Programmes for schools, businesses and homeowners. In many cases, these help to reduce fear and also the incidence of crime, (7) ..... the clear information and practical suggestions they provide.

## USE OF ENGLISH

**28. 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).**

Kleptomania, which means a mania for stealing things, is a mental (0) abnormality which afflicts both young and old. It is different from (1) \_\_\_\_\_, as the culprit is often quite capable of paying for the things he or she takes. Some kleptomaniacs steal things and then have no memory of the (2) \_\_\_\_\_ afterwards. Having a (3) \_\_\_\_\_ for stealing things can cause terrible damage to a person's future and also cause (4) \_\_\_\_\_ to their family and friends. Sometimes psychiatric (5) \_\_\_\_\_ cures it, but in general there are no permanent (6) \_\_\_\_\_ to the problem. Most victims complete therapy in the (7) \_\_\_\_\_ that they will probably feel the urge to steal things again. Those who succeed in defeating the illness completely are in a (8) \_\_\_\_\_.

ABNORMAL  
ROB  
THIEVE  
CONVICT  
EMBARRASS  
TREAT  
SOLVE  
KNOW  
MINOR

**29. Read the text below and decide which answer A, B, C or D best fits each space.**

The young man had lived in a slum area of the city all his life and it was just a matter of time before he was in (1) \_\_\_\_\_ with the law. At school, which he hardly ever attended, not only did he (2) \_\_\_\_\_ the school property but he was also a bully, frightening and beating up other children. When he was fifteen, he was (3) \_\_\_\_\_ for breaking into a local shop. At the age of sixteen, he was (4) \_\_\_\_\_ with assault. He got off with two years' (5) \_\_\_\_\_ for this and was set free. Within six months, he was back in (6) \_\_\_\_\_ after he had been arrested for stealing cars. This time, he was (7) \_\_\_\_\_ to two years in prison. After his release, he again turned to crime. This time it was bank robbery. At his trial he pleaded (8) \_\_\_\_\_, despite the fact he had been caught red-handed. He was found (9) \_\_\_\_\_ and the judge sentenced him to ten years (10) \_\_\_\_\_. Sociologists blame his background, while others say he was just bad.

- |                |             |             |             |
|----------------|-------------|-------------|-------------|
| 1 A problems   | B defence   | C trouble   | D court     |
| 2 A mug        | B vandalise | C thief     | D rob       |
| 3 A accused    | B charged   | C sentenced | D arrested  |
| 4 A charged    | B accused   | C released  | D suspected |
| 5 A punishment | B bail      | C probation | D fine      |
| 6 A court      | B probation | C jail      | D trial     |
| 7 A punished   | B accused   | C committed | D sentenced |

- |                |             |            |                |
|----------------|-------------|------------|----------------|
| 8 A guilty     | B suspicion | C innocent | D free         |
| 9 A suspicious | B guilty    | C illegal  | D against      |
| 10 A prison    | B probation | C offence  | D imprisonment |

### VOCABULARY PRACTICE 3

**30. Fill in the blanks. The first letter of each missing word has been given.**

**It's a crime**

Thieves have been around for centuries, probably for as long as humans, but armed 1) r\_\_\_\_\_ is a more recent phenomenon. Unfortunately women have always been the 2) v\_\_\_\_\_ of rape and domestic 3) v\_\_\_\_\_. 4) F\_\_\_\_\_ has been around ever since printing has been used to make money or produce documents. Rich people or their children are sometimes 5) k\_\_\_\_\_ and are not set free until a ransom has been paid. The twentieth century has seen the appearance of many organized 6) c\_\_\_\_\_ such as hijacking and drug-smuggling or drug-trafficking. Statistics show an alarming 7) r\_\_\_\_\_ in the rate of violent crimes and crimes to do with the 8) i\_\_\_\_\_ sale of arms across the world. Perhaps the most recent crime of all is hacking into computers to access 9) i\_\_\_\_\_ that helps competitors in industry. This increase in international crime makes one wonder whether it is still true to say '10) C\_\_\_\_\_ doesn't pay.'

**31. Complete the following chart.**

Verb	Noun	Person
accuse	_____	accused
start a fire deliberately	arson	_____
blackmail	_____	blackmailer
burgle	_____	burglar
commit a crime	crime	_____
hack into a computer	hacking	_____
hijack	_____	hijacker
imprison	prison or imprisonment	prisoner
kidnap	kidnapping	_____
kill	_____	killer
mug	_____	mugger
commit an offence	offence	_____
pickpockets	_____	pickpocket
rob	_____	robber
shoplift	_____	shoplifter
stalk	stalking	_____
steal	_____	thief
suspect	suspicion	_____

**32. Which crimes are being described in the following situations? Fill in the gaps with words from the list.**

- |         |             |          |           |
|---------|-------------|----------|-----------|
| rioting | shoplifting | stalking | hijacking |
|---------|-------------|----------|-----------|

arson	hacking	blackmail	pickpocketing
robbery	drug-trafficking	hooliganism	fraud
murder	theft	kidnapping	
looting	vandalism	domestic	
mugging	burglary	violence	

1. People broke into our house and stole our video camera. \_\_\_\_\_
2. Youths attacked her in the street and ran off with her handbag. \_\_\_\_\_
3. The pilot was forced to take the plane to Tashkent. \_\_\_\_\_
4. She killed him by poisoning his coffee. \_\_\_\_\_
5. Why do middle-class women steal food from supermarkets? \_\_\_\_\_
6. Having made no profit that year, he set fire to his own factory. \_\_\_\_\_
7. Crowd of protestors broke shop windows and stole goods. \_\_\_\_\_
8. They ran around smashing things and fighting other drunken youths. \_\_\_\_\_
9. He threatened to tell the newspapers unless he got a thousand pounds. \_\_\_\_\_
10. Someone has stolen my purse from my desk. \_\_\_\_\_
11. The clerk handed over the money when they threatened to shoot him. \_\_\_\_\_
12. The business used deception to obtain money. \_\_\_\_\_
13. They were accused of deliberately smashing the phone box. \_\_\_\_\_
14. The boy would be harmed unless his parents paid the money. \_\_\_\_\_
15. The woman was often seen with bruises on her face. \_\_\_\_\_
16. His wallet was stolen from his back pocket. \_\_\_\_\_
17. Trained dogs found the packages stuffed into the seats of the lorry. \_\_\_\_\_
18. The film star had been followed by the same man for months. \_\_\_\_\_
19. They accessed the information from government computer system. \_\_\_\_\_
20. Hundreds of police in helmets broke up the angry crowds. \_\_\_\_\_

**33. Complete the sentences using a suitable form of a phrase from the list.**

appear in court	arrest sb (for sth)	accuse sb (of a crime)
commit (a crime)	face charges	find sb innocent / (not)
pay a fine (for -ing)	take up a case	guilty
suspect sb (of a crime)	return a verdict of guilty /	put sb on trial (for a
plead guilty / not guilty	not guilty	crime)

1. The accused was \_\_\_\_\_ and sentenced for five years in prison.
2. I'm \_\_\_\_\_ tomorrow and the prosecution will be opposing bail.
3. The owners were \_\_\_\_\_ of setting fire on their own premises.
4. He was made to \_\_\_\_\_ of \$30 for parking in the wrong place.
5. She was arrested and \_\_\_\_\_ for murdering her husband.
6. The best lawyer in the country \_\_\_\_\_ her case and won it for her.
7. I'm \_\_\_\_\_ for the murder of your husband.
8. He was \_\_\_\_\_ stealing money from the safe but they had no real evidence.
9. You will be \_\_\_\_\_ a number of serious charges when you go before the judge.
10. The jury \_\_\_\_\_ not guilty.

11. You have \_\_\_\_\_ a minor offence and I will be lenient with my sentence.  
 12. If you \_\_\_\_\_, the judge will probably reduce your sentence.

**34. Write the following words and phrases under the right headings.**

*community service, rob, vandal, blackmailer, steal, insult, shoplifting, robbery, fine (n), judge (n), sue, mugger, serial killer, vandalism, prison sentence, drunk-driving, life imprisonment, accuse, burglar, kidnap, robber, suspended sentence*

Crime and punishment			
crimes	punishment	people	verbs

**35. Complete the sentences with the correct form of the words in capital letters.**

1. I'm sure \_\_\_\_\_ service would be better for him than prison. COMMUNE  
 2. When we got home, the \_\_\_\_\_ were still upstairs. BURGLE  
 3. Police were called out to a \_\_\_\_\_ in the High Street. ROB  
 4. He was arrested for \_\_\_\_\_ when security guards found a frozen chicken under his coat. SHOLIFT  
 5. Luckily he didn't go to prison but was sent on a \_\_\_\_\_ REHABILITATE programme instead.  
 6. I couldn't believe how much mindless \_\_\_\_\_ there was in VANDAL the city.  
 7. The problem of \_\_\_\_\_ abuse at football grounds in Britain RACE is much less than it was twenty years ago.

**READING 5**

**36. Read the text .**

*Missing*

Yesterday Pat went back to her normal job as a policewoman. But for a year she was close, very close, to a man who told her he had killed his wife. Keith Brown didn't know Pat was a policewoman. And he fell in love with her.

So what happened? In the summer of 1992 Brown and his wife had a furious argument. The neighbours heard everything. After this day no one saw his wife again. The police were sure Keith Brown had killed her but he refused to answer any questions.

Early in October, Brown answered a lonely-hearts advertisement in the Sun Valley Times. The woman who put the advertisement in the newspaper telephoned the police. She told them about Keith Brown's letter to her. The police decided that policewoman Pat, not the woman, should meet Keith Brown. Pat phoned Keith Brown – the first of many telephone conversations about life and love, and about his wife.

They had their first meeting in a pub in Preston. The police could listen to Brown's conversation with Pat because she had a small microphone inside her dress. Brown and



Pat met five more times and he fell in love with her. On February 25, 1993, Brown asked her to live with him. She said: "I can't live with you. Your wife might come home at any time." Pat wanted to end their relationship.

But she agreed to meet Brown once more. While they were talking, Brown suddenly confessed. He told Pat, "My wife will never come home again. I killed her. Voices in head told me to kill her. I'm sorry. I love you. I want to spend my life with you." Again, the police recorded everything. They arrested Brown.

But the judge didn't accept Brown's confession as evidence. Although Brown confessed that he had killed his wife, he went free.

And Pat? She had moved to another job.

**36. Read the article again. Are these sentences true or false?**

1. The police found the body of Browns wife in the summer.
2. Brown said his wife lift him.
3. Pat put a lonely-hearts advertisement in the newspaper.
4. Pat and brown first met in a pub.
5. Pat had a secret microphone.
6. Pat said to brown, "Keith, I want to live with you."
7. The judge sent Brown to prison.

**VOCABULARY PRACTICE 4**

**37. Complete this text using the appropriate form of one of the phrase above.**

The police 1) \_\_\_\_\_ Matilda Evans of the murder because she had an obvious 2) \_\_\_\_\_ – she wanted her husband's money. They couldn't 3) \_\_\_\_\_ her with the murder, however, because they had no evidence. But when they found the bottle of poison with her fingerprints on it, they were able to 4) \_\_\_\_\_ her, and the court 5) \_\_\_\_\_ her guilty of murder. Matilda Evans was 6) \_\_\_\_\_ to life imprisonment.

**38. Fill in the gaps with A, B, C or D.**

A man who campaigned for CCTV cameras to be installed near his flat has been convicted 1) \_\_\_\_\_ vandalism – after being caught on the same CCTV cameras which he had asked for. Liam Jordan 2) \_\_\_\_\_ complained to the police of repeated acts of vandalism near his flat in Leeds. He even went as far as speaking to the local newspaper 3) \_\_\_\_\_ the problem. 4) \_\_\_\_\_ police watched a recording from the new CCTV cameras, they were amazed to see Mr Jordan coming out of his flat, 5) \_\_\_\_\_ up a brick and throwing it through a neighbour's window. He was then seen running back into his flat, thinking he had not been seen. Mr Jordan then 6) \_\_\_\_\_ the police himself and told them that vandals had broken his neighbour's window! In court, Mr Jordan said he hadn't 7) \_\_\_\_\_ that the CCTV cameras had already been installed, and that he broke the window in order to 8) \_\_\_\_\_ attention to the problems of vandalism in the area. He was 9) \_\_\_\_\_ to pay **J560** compensation for the 10) \_\_\_\_\_ of the window.

- |                  |              |            |             |
|------------------|--------------|------------|-------------|
| 1 a to           | b on         | c of       | d for       |
| 2 a has          | b was        | c did      | d had       |
| 3 a on           | b about      | c through  | d over      |
| 4 a When         | b While      | c After    | d During    |
| 5 a taking       | b seizing    | c grabbing | d picking   |
| 6 a communicated | b contacted  | c reported | d spoken    |
| 7 a realised     | b recognised | c found    | d revealed  |
| 8 a show         | b make       | c draw     | d bring     |
| 9 a ordered      | b commanded  | c had      | d convicted |
| 10 a price       | b value      | c charge   | d cost      |

## WRITING

*39. Write a report describing the recent crime in your town.*

## MASS MEDIA: THE PRESS

### VOCABULARY PRACTICE

#### 1. Read the text to review the vocabulary.

Traditionally mass media were subdivided into **press, radio** and **television**, in the recent years the humanity added **electronic mass media** to this list. So today **mass media** includes all the 'tools' we have for communicating with large numbers of people: **television, radio, film, online services, magazines** and **newspapers**. All messages that reach masses of people are known as **interpersonal media**.

The press includes newspapers and magazines. A **newspaper** is a written publication containing news, information and advertising, usually printed on low-cost paper called **newsprint**. A **tabloid** is a newspaper of small format giving the news in condensed form, usually with illustrated, often sensational material. **Magazines, periodicals, glossies** or **serials** are publications, generally published on a regular schedule, containing a variety of articles, generally financed by advertising, or by pre-paid magazine subscriptions. They are published **weekly, biweekly, monthly, etc.**

#### 2. Fill in the gaps with the italicized words.

*Ads, articles, captions, comics, copies, cover, daily, died, editorial, games, horoscope, in brief, media, newsagent, newspaper, opinion, popular, readership, reviews, sections, sentimental, small, subscribe, television, weather, weekly, world.*

The radio, the television and the press constitute the (1) \_\_\_\_\_.

In England newspapers fall into two categories: the (2) \_\_\_\_\_ Papers (Tabloids) interested in scandals and the Quality Papers interested in more serious topics. A newspaper is different from a magazine.

'The Independent' is a British (3) \_\_\_\_\_. It's published every day, it's called a (4) \_\_\_\_\_. 'Time Magazine' is an American magazine; it's printed every week, it's called a (5) \_\_\_\_\_.

'Newsweek' is another famous magazine which sells more than 3 million (6) \_\_\_\_\_; it has a very large circulation. In fact, the number of people who actually read it – its (7) \_\_\_\_\_ – is superior to this number.

Many people buy their papers from a (8) \_\_\_\_\_, but others prefer to receive it at home, that's why they (9) \_\_\_\_\_ to their favourite paper.

The front page is covered with big headlines while the (10) \_\_\_\_\_ of a magazine is often a colour photograph.

A magazine is divided into several (11) \_\_\_\_\_: politics, sports, business, etc. It includes various things such as: a leader or (12) \_\_\_\_\_ written by an editorial writer, international or (13) \_\_\_\_\_ news to know what's going on in the world, news items or news (14) \_\_\_\_\_ about less serious topics (15) \_\_\_\_\_ and stories about famous people, politicians, the fashion, etc., advertisements or adverts or (16) \_\_\_\_\_ for various products or services, wanted ads or (17) \_\_\_\_\_ ads for people who are looking for a job or people who want to buy/sell things, the (18) \_\_\_\_\_ report or weather forecast for people who want to know whether tomorrow will be a rainy day, TV listings

to know what's on (19) \_\_\_\_\_, film or book (20) \_\_\_\_\_ to know about the latest movie to see or the latest book to read, the readers' mail or letters to the editor, the obituary column with the names of celebrities who have just (21) \_\_\_\_\_, (22) \_\_\_\_\_ for children or for adults too, the (23) \_\_\_\_\_ or the stars for superstitious people, the agony column or the lonely heart column for people who have problems in their (24) \_\_\_\_\_ lives, crosswords and (25) \_\_\_\_\_ to pass the time when travelling on buses or trains, surveys and (26) \_\_\_\_\_ polls to discover what a majority of people think, many photos with (27) \_\_\_\_\_ underneath to report on events, etc.

Electronic media include ablog (a contraction of the term 'Web log') and a Web site. A Web site is taken by one newspaper and usually contains the features of the printed version – the same sections, which are archived. Additionally, it may contain electronic polls, video reports to the articles and broader material on the article. A blog is a Web site usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Blogosphere is a collective term encompassing all blogs and their interconnections. It is the perception that blogs exist together as a connected community (or as a collection of connected communities) or as a social network.

**3. Fill in the table to make a word chain. Explain the meaning of its 'links'. Explain the difference between the following occupations.**

Verb	Job	Product	Sphere of Work
		edition/editorial	editor-in-chief
—		column	political columnist or a sports columnist
		report	political reporter or a sports reporter
		blog	blogosphere

**4. Review the types of the newspaper stories and talk about the newspaper article using the table.**

#### **WHAT ARE THE DIFFERENT KINDS OF FEATURE STORIES?**

Every newspaper, if it wants to be a good one, contains lots of different kinds of features. Here are some of the main types.

##### **The Profile**

A profile is an article about an individual, and the profile article is one of the staples of feature writing. No doubt you've read profiles in newspapers, magazines or websites. Reporters do them on politicians, CEOs, celebrities, athletes, and so on. Profiles can be done on just about anyone who's interesting and newsworthy, whether it's on a local, national or international level.

The idea of the profile is to give readers a behind-the-scenes look at what a person is really like, away from their public persona. Profile articles generally provide background on the profile subject – their age, where they grew up and were educated, where they live now, are they married, do they have kids, etc.

Beyond such factual basics, profiles look at who and what influenced the person, their ideas, and their choice of vocation or profession.

If you're doing a profile you'll obviously need to interview your subject, in person if possible, so that in addition to getting quotes you can describe their appearance and mannerisms. You should also watch the person in action, doing what they do, whether it be a mayor, a doctor or a beat cop. Also, talk to people who know the person you're profiling, and if your profile subject is controversial, talk to some of his/her critics.

Remember, your goal is to create a true portrait of your profile subject. No puff pieces allowed.

### **The News Feature**

The news feature is just what it sounds like – a feature article that focuses on a topic of interest in the news. News features often cover the same subjects as deadline hard-news stories, but do so in greater depth and detail.

And since feature articles are 'people stories,' news features tend to focus on individuals more than deadline news stories, which often focus more on numbers and statistics.

For instance, let's say you're writing about the increase in heart disease. A deadline story on the topic might focus on statistics showing how heart disease is on the rise, and include quotes from experts on the topic.

A news feature, on the other hand, would likely begin by telling the story of one person suffering from heart disease. By describing the struggles of an individual, news feature can tackle big, newsy topics while still telling very human stories.

### **The Spot Feature**

Spot features are feature stories produced on deadline that focus on a breaking news event. Often news features are used as sidebars to the mainbar, the main deadline news story about an event.

Let's say a tornado hits your town. Your mainbar will focus on the five W's (Who? When? Where? What? Why?) and the H (How?) of the story – the number of casualties, the extent of the damage, the rescue efforts involved, and so on.

But with the mainbar you could have any number of sidebars focusing on certain aspects of the event. One story might describe the scene at an emergency shelter where displaced residents are housed. Another might reflect on past tornadoes in your town. Yet another might examine the weather conditions that led to the destructive storm.

Literally dozens of different sidebars could be done in this case, and more often than not they would be written in a feature style.

### **The Trend Story**

Is there a cool new look in women's fall fashions? A website or tech gadget that everyone's going nuts over? An indy band that's attracted a cult following? A show on an obscure cable channel that's suddenly hot? These are the kinds of things that trend stories zero in on.

Trend stories take the pulse of the culture at the moment, looking at what's new, fresh and exciting in the world of art, fashion, film, music, high-technology and so on. The emphasis in trend stories is usually on light, quick, easy-to-read pieces that capture the spirit of whatever new trend is being discussed. In other words, if you're writing a trend story, have fun with it.

### The Live-In

The live-in is an in-depth, often magazine-length article that paints a picture of a particular place and the people who work or live there. Live-ins have been done on homeless shelters, emergency rooms, battlefield encampments, cancer hospices, public schools and police precincts, among other locales. The idea is to give readers a look at a place they probably wouldn't normally encounter.

Reporters doing live-ins must spend a fair bit of time in the places they're writing about. That's how they get a real sense of the place's rhythm and atmosphere. Reporters have spent days, weeks and even months doing live-ins (some have been turned into books). The live-in is really the ultimate example of the reporter immersing him or herself in the story.

<b>What Kind of Article Is It?</b>	The article deals with... The article presents the general picture of... The purpose of the article is to discuss /show /analyse /ask...
<b>What Is the Article About?</b>	As it is reported from... The article touches upon/gives the facts...
<b>What May People Do in the Article?</b>	To discuss a wide range of problems. To reach an agreement. To approve/disapprove smth. To establish (diplomatic) relations. To solve a problem. To make a statement.
<b>Author's Point of View</b>	The author comes to the conclusion that... The key-note of the article is... We can draw the conclusion that...

5. Fill in the gap (1–7) with the correct form of the verb.

### WHAT'S THE DIFFERENCE BETWEEN BROADSHEET NEWSPAPERS AND TABLOIDS?

You may have heard the terms 'broadsheet' and 'tabloid' (1) \_\_\_\_\_ (*to be*) thrown around to describe different kinds of newspapers. So what's the difference?

**Broadsheet** refers to the most common newspaper format, which is typically 11\*12 inches wide and 20 or more inches long. Many of the USA's most (2) \_\_\_\_\_ (*to respect*) newspapers – 'The New York Times', 'The Washington Post', 'The Wall St. Journal', and so on – are broadsheet papers. Broadsheet papers are usually six columns across.

Beyond their size, broadsheet papers tend to employ a traditional approach to news that emphasizes in-depth coverage and a sober tone in articles and editorials. Broadsheet readers often tend to be fairly affluent and educated, with many of them (3) \_\_\_\_\_ (*to live*) in the suburbs.

In the technical sense, **tabloid** refers to a type of newspaper that typically measures 11\*17 inches and is five columns across, narrower than a broadsheet newspaper. Since tabloids are smaller, their stories tend to be shorter than those (4) \_\_\_\_\_ (*to find*) in broadsheets.

And while broadsheet readers tend to be upscale suburbanites, tabloid readers are often (5) \_\_\_\_\_ (*to work*) class residents of big cities. Indeed, many city dwellers prefer tabloids because they are easy to carry and read on the subway or bus.

Tabloids also tend to be more irreverent and slangy in their writing style than their more serious broadsheet brothers. In a crime story, a broadsheet refers to a police officer, while the tabloid calls him a cop. And while a broadsheet might spend dozens of column inches on 'serious' news – say, a major bill (6) \_\_\_\_\_ (*to be*) debated in Congress – a tabloid is more likely to zero in on a heinous sensational crime story or celebrity gossip.

In fact, the word tabloid (7) \_\_\_\_\_ (*to come*) to be associated with the kind of supermarket checkout aisle papers – such as the 'National Enquirer' – that focus exclusively on splashy, lurid stories about celebrities.

But there's an important distinction to be made here. True, there are the over-the-top tabloids like the 'Enquirer', but there are also the so-called respectable tabloids – such as the 'New York Daily News', the 'Chicago Sun-Times', the 'Boston Herald' and so on – that do serious, hard-hitting journalism. In fact, the 'New York Daily News' has won 10 Pulitzer Prizes, print journalism's highest honour.

## READING

### 6. Match the following English words with their Ukrainian equivalents.

#### Part 1

- |                            |  |
|----------------------------|--|
| 1) mass media              | a) скарги  |
| 2) periodicals             | b) безсторонність, справедливість, неупередженість |
| 3) free distribution       | c) незалежний                                      |
| 4) advertising             | d) втручання в особисте життя                      |
| 5) ethnic minorities       | e) засоби масової інформації                       |
| 6) libel                   | f) періодичні видання                              |
| 7) censorship              | g) запобігання                                     |
| 8) independent             | h) безкоштовне розповсюдження                      |
| 9) complaints              | i) реклама   |
| 10) intrusion into privacy | j) цензура   |
| 11) impartiality           | k) наклеп  |
| 12) prevention             | l) естетичні меншості                              |

#### Part 2

- |                 |   |
|-----------------|---|
| 13) competition | m) безстороння, неупереджена інформація |
| 14) choice      | n) передплата                           |

- |                          |                            |
|--------------------------|----------------------------|
| 15) satellite TV         | o) телевізійна мережа      |
| 16) pastime              | p) сучасні події           |
| 17) programme content    | q) проведення часу         |
| 18) controversy          | r) суперництво, змагання   |
| 19) circulation          | s) зміст програм           |
| 20) TV network           | t) вибір                   |
| 21) unbiased information | u) супутникове телебачення |
| 22) subscription         | v) звернення               |
| 23) currnt news          | w) суперечність            |

**7. Which is the odd word in each group and why?**

- |               |           |             |            |
|---------------|-----------|-------------|------------|
| 1) local      | newspaper | magazine    | weekly     |
| 2) radio      | press     | television  | news       |
| 3) view       | opinion   | circulation | comment    |
| 4) politician | publisher | editor      | journalist |
| 5) popularuty | public    | audience    | readers    |

**8. Read the text and answer the questions given below.**

**Mass media in Ukraine**

Ukrainian mass media, which include press, radio and television, are independent, and the state guarantees their economic independence. There are more than 4,000 periodical editions in Ukraine now, and new radio and TV channels, newspapers and magazines appear practically every year.

The role of mass media in our everyday life is enormous. Where do we get most of the news? From TV or radio news programmes, or from newspapers. What forms public opinion? Mass media. So they bear great responsibility and should always give truthful and unbiased information to their readers and viewers.

In Ukraine there are several information agencies that supply the population of the country with the latest news. These agencies are: the «UKRIFORM» – «Ukrainian National Information Agency», the «UNIAR» – «The Ukrainian Independent Information Agency «Respublica», the UN IAN – the Ukrainian Independent News Agency Interfax-Ukraina» and some others. These agencies have reporters in every administrative region of our country and in all major foreign countries. They collect most interesting and important information for the readers of newspapers and magazines and for the TV viewers.

There are newspapers and magazines for the readers of all ages and professions, with different interests, tastes and hobbies. For example, those who are interested in politics can read the newspapers «Day», «Today», «Facts», «Grany», «Kyivsky Vidomosty». In these newspapers the readers can also find information about home affairs, culture and sports. These publications deal with the burning problems of our present life and history, and at the same time there you can find amusing stories, crosswords and puzzles that can entertain you in your spare time. Enthusiastic sports fans of Ukraine like the newspapers «Sportyvna Gazeta» and «Komanda» (The Team). There is a special newspaper for those who live in the country and are interested in farming – «Silske Zhutya» («The Rural



Life»). Doctors, nurses and people who are interested in medicine prefer reading the «Medical Newspaper». There are also magazines for businessmen and businesswomen, for scientists and gardeners, etc. Those who like to learn about the new publications in literature can read the magazines «Dnipro» and «Vsesvit». Teachers have their own newspaper «Vchitelska Gazeta», and specialists of different subjects can buy journals in their special fields. Young people like to read the newspapers «Kosa», «Artmozaica», «Telenedelya» and others.

Some people buy newspapers and magazines every day, others prefer to subscribe to them, and in this case these periodicals are delivered to their homes. Payment for a subscription to newspapers and magazines is accepted at every post-office.

Ukrainian learners of English can find a lot of interesting information in the newspapers and magazines published in English – «Kyiv Post», «News from Ukraine», «Digest».

Some magazines are published every month, and they are called monthlies; if they are published every 3 months, they are called quarterlies. Newspapers are usually published daily or weekly.

Television and radio networks in Ukraine are divided into government-run companies and private TV and radio companies. The State TV and Radio Company operates two channels and includes editorial services that specialize in political analysis, socio-political programmes, current information, youth and sports programmes. Private channels tend to broadcast music and news programmes, a lot of advertising and talk shows.

***Answer the following questions about your family and yourself.***

1. Does your family subscribe to any newspapers or magazines? If yes, which?
2. Do all the members of your family read newspapers and magazines? Do they have any preferences?
3. Do your friends and acquaintances prefer to subscribe to periodicals or buy them in the news-stands/ news agents?
4. If you read a newspaper or a magazine, do you begin reading from the very first page or from your favourite sections?
5. Do you have a favourite TV channel? What attracts you in it? Does it have any specialisation, like a music channel?
6. If you are listening to your favourite radio music channel, are you irritated when the music is interrupted by news?
7. Do you like to read gossip in the celebrity columns? Do you think that it is an intrusion into privacy?
8. What is your opinion about advertising in mass media? Do you like it? Is it necessary?
9. Some people say that they prefer not to watch or listen to the news programmes and not to read newspapers because they feel very many negative emotions afterwards? What is your opinion?
10. If you were offered a choice to watch TV, to listen to the radio, to read a book or a magazine or newspaper, which would you prefer and why?

**9. Read the following text and do the True/False activity that follows it.**

**Press and broadcasting in Great Britain**

Great Britain is really a newspaper reading nation. More national and regional daily newspapers are sold in Britain than in most other developed countries. National newspapers have a total circulation of 14.2 million on weekdays and 16.2 mln on Sundays. There are about 130 daily and Sunday newspapers, over 2,000 weekly newspapers and some 7,000 periodical publications. There are also more than 750 free distribution newspapers, mostly weekly and financed by advertising, and some 60 newspapers and magazines produced by members of the ethnic minorities. The press is free to comment on matters of public interest, subject to law (including that of libel). There is no state control or censorship of the press, which caters for a variety of political views, interests and levels of education. Newspapers are almost always financially independent of any political party. None of the main political parties own or publish daily newspapers. There is a Press Complaints Commission which deals with complaints by members of the public and provides a more effective press selfregulation and prevention intrusion into privacy.

All the national newspapers use computer technology, and its use in the provincial press is increasing.

Twelve national morning daily papers (5 «qualities» and 7 «populars») are available in most parts of Britain.

**Broadcasting**

British Broadcasting has traditionally been based on the principle that it is a public service accountable to the people through Parliament. It also embraces the principle of competition and choice. Three public bodies are responsible for television and radio services in Britain:

- a) the BBC – the British Broadcasting Corporation which broadcasts television and radio services;
- b) the ITC – the Independent Television Commission which licenses and regulates the non- BBC TV services, including cable and satellite services;
- c) the Radio Authority which licenses and regulates all non-BBC radio services.

Television viewing is Britain's most popular leisure pastime: practically all households have TV sets and most have video recorders.

The Government is not responsible for programme content, nor for broadcasters' day-to-day conduct of business. The independence of broadcasters requires them to maintain certain standards: programmes must display a proper balance and wide range of subject matter, and impartiality in matters of controversy. They must not offend good taste.

The BBC has two national TV channels and five radio services. It also broadcasts in 37 different languages of the world and its audience is about 120 mln people.

**Decide whether the following statements about the text you have read are true or false:**

1. British people read more newspapers than people in the USA.
2. All newspapers in Britain are sold and bought.
3. Practically each ethnic minority in Britain publish their newspaper.

4. Libel in mass media is persecuted by law.
5. Both newspapers and TV broadcasting are censored by the state.
6. Practically all British major political parties publish their own newspapers.
7. The Press Complaints Commission is concerned with the prevention of intrusion into privacy.
8. All activities of the BBC are based on the principles of choice and free competition.
9. A Special Government commission is responsible for the content of the programmes and impartiality in matters of controversy.

**10. Read the following text and do the activities that follow it.**

**American press**

Americans are surrounded by information from the time they wake up in the morning until the time they sleep at night. A typical office worker, for instance, is awakened by music from an alarm-clock radio. During breakfast he reads the local newspaper and watches an early morning news show on TV. If he drives to work, he listens to news, music and traffic reports on his car's radio. In his office he reads business papers and magazines. At home after dinner, he watches evening news on television. In bed he reads himself to sleep with a magazine or a book.

Our typical office worker, like most Americans, takes all this for granted. This wide choice is the product of nearly 300 years of continual information revolution. Technological advance have speeded up the way information is gathered and distributed. And, because most of the news media in the United States are businesses which depend on advertising and sales, owners have always tried to appeal to the widest possible audience.

The «New York Times» is only one of many daily newspapers that have become significant shapers of public opinion. Other influential publications are «The Washington Post», «The Los Angeles Times», «The Boston Globe», and «The Christian Science Monitor». Satellite technology has made possible the first genuinely nationwide newspapers – from the serious business paper, «The Wall Street Journal» to the bright colours and personality orientation of the «USA Today».

Another popular phenomenon is the appearance of supermarket tabloids, sold mainly at grocery stores. Although they look like newspapers, they carry little important news and pay much attention to gossip about celebrities, stories about children and pets, and diet and health tips. The leading tabloid, «The National Enquirer», has circulation of more than 4 million.

Now the total number of daily newspapers in the USA is declining. There are several reasons for this. The movement of people from cities to suburbs led to growing popularity of local weekly newspapers. Working husbands and wives found they had less time to read. But the most important reason was probably the growing popularity of television including TV news like, for example, CNN, and also internet.

The same developments that have influenced newspaper circulation – faster printing methods, lower prices, advertising money – have also marked the beginning of mass appeal for American magazines. The most popular US magazines now are those which

cater to Americans' increasing leisure time and appetite for consumer goods. Some examples are «Cosmopolitan» and «The Saturday Evening Post». The first weekly «Time» appeared in 1923 and was intended for people too busy to keep up with a daily newspaper. It was the first magazine to organize news into separate departments such as national affairs, business and science.

A basic characteristic of the American press is that almost all editors and journalists agree that, as much as possible, news should be very clearly separated from opinion about the news. Most newspapers are careful to give equally balanced comment, and thus to protect their reputation for objectivity.

There are no official or government owned newspapers in the USA, and no state censorship, no «official secrets act», nor any law that says that government records must be kept secret until several years have passed (though some «top secret» documents are protected). Courts and judges cannot stop a story or newspaper from being printed. Someone can go to court later, but then of course the story has already appeared.

Needless to say, some Americans are not very happy with newspapers publishing «hot news» about politicians and famous people. But the America press responds by quoting their constitutional rights. And every journalist knows that when something which has been hidden behind closed doors, appears on front pages, it can sell a lot of newspapers.

***Match the names of the following american newspapers and magazines with their characteristics.***

- |                              |   |
|------------------------------|---|
| 1. «The Wall Street Journal» | a) advertising, fashion and cosmetics   |
| 2. «The National Enquirer»   | b) a serious business paper   |
| 3. «Cosmopolitan»            | c) a very important American newspaper which shapes public opinion                      |
| 4. «TheNewYorkTimes»         | d) a world famous weekly magazine in which news are organised into separate departments |
| 5. «Newsweek»                | e) a tabloid with lots of gossip, interesting stories                                   |

## **SPEAK ON THE FOLLOWING**

- Where do you and your family like to get news from: radio, TV, newspapers, magazines, Internet?
- If you were offered a choice to read a book, a magazine, or a newspaper, which would you prefer? Why?
- Can you name three most popular and respectable newspapers in Ukraine, Great Britain and the USA?
- Do you prefer to read tabloids or quality papers? Why?
- Have you ever read any British or American newspapers? Do they differ from the Ukrainian ones? If yes, in what?
- Which factors, in your opinion, influence the increase of the circulation of newspapers and magazines?
- Do you think that the so-called “hot-news” about famous people should be

published in newspapers and magazines or shown on TV? Why? Why not?

- Much has changes in the history of mass media from newspapers to internet. Can you name some of these changes?

- Do you think newspapers and magazines will last for a long time? Can you predict the future of the mass media development?

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