

**Міністерство освіти і науки, молоді та спорту України
Харківський національний педагогічний університет імені Г.С. Сковороди**

FAST TRACK

**Методичні рекомендації
з практики англійського усного та писемного мовлення
для студентів третього курсу мовних спеціальностей**

Харків – 2013

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FAST TRACK: Методичні рекомендації з практики англійського усного та писемного мовлення для студентів третього курсу мовних спеціальностей / О. А. Коваленко, О. М. Антонюк, О. В. Зосімова, В. Л. Лаврухіна, О. В. Маріна, С. С. Микитюк, Т. В. Подуфалова. – Харків: ХНПУ ім. Г. С. Сковороди, 2013.– 98 с.

У методичних рекомендаціях запропоновано матеріали для самостійної та індивідуальної роботи, а також самоконтролю студентів мовних спеціальностей за темами “Cinema and Television”, “Art”, “World around us”, “Character and Personalities”, “Education” та “English in the World”, що, згідно з програмою, вивчають упродовж року на заняттях з практики англійського усного та писемного мовлення. Посібник містить автентичні тексти, а також комплекс комунікативно спрямованих вправ і завдань, що дозволяють студентам всебічно оволодіти основами усного та писемного мовлення і розвинути вміння та навички читання та говоріння.

Методичні рекомендації призначено для студентів 3 курсу мовних спеціальностей.

Затверджено редакційно-видавничою радою Харківського національного педагогічного університету ім. Г.С. Сковороди. Протокол № 1 від 9 січня 2013 р.

Видано коштом укладачів

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MODULE 1. CINEMA AND TELEVISION

I. Cinematography

1. Fill the gaps with suitable words from the list below (the list includes some words that are not suitable).

**action award cartoon cast credits crew director dubbed editing
flashback list location played plot scene screenplay sequel set shot
soundtrack special effects studio stunts subtitles**

In a movie, the names of the stars, the producer, the person who wrote the _____ and the _____ are given in the opening _____, but you have to wait till the end to see the complete _____ of characters and the actors who _____ them and the name of every individual member of the film _____. Some films are shot in a _____, others are filmed _____. Foreign language films can be shown with _____ or they may be _____.

A really exciting movie depends on good photography, good _____ (the way the film is cut with perfect timing so that each _____ surprises you), exciting _____ (car chases, fights and falls), _____ (visual techniques which make the fantasy seem like reality), and the _____ (music and sound effects).

2. Who's who behind the camera? Match the professions on the left with the correct definitions on the right.

- | | |
|-----------------------|---|
| 1. a director | a) a person in charge of lighting on the set |
| 2. a producer | b) this person's job starts after shooting is over. It involves mixing dialogue, music and sound effects to produce the final sound track |
| 3. an editor | c) a person who chooses actors for the various roles in a film |
| 4. a script-writer | d) a person in charge of the movie creative development |
| 5. a casting director | e) this person's job is to make sure that costumes, sets, props, etc. are all consistent |
| 6. an art director | f) an assistant to the gaffer |
| 7. a gaffer | g) a person in charge of the business side of a film |
| 8. a best boy | h) this person's job is "cut" all the film into a final two or three hour version |
| 9. a key grip | i) a person who holds the microphone above the actors to record what they're saying |
| 10. a focus-puller | j) a person who writes the stories and words for films or TV programmes |
| 11. a clapper-loader | k) a person who controls the equipment which records sounds picked up by the microphone |
| 12. a dubbing editor | l) a person in charge of overall visual design of a film |
| 13. a sound mixer | m) a person who starts each take with the help of a board |
| 14. continuity | |

- supervisor** n) a person who moves a camera from one position to another on the set or location
- 15. a boom operator** o) a person who keeps a camera in focus and changes lenses when necessary

3. *Discuss the following questions.*

1. Movies are being made all over the world all the time. But how, step-by-step, does a script get to the screen? What are the main stages?
2. What does each stage of making a film include?
3. What people are involved in each period?

4. *Vocabulary and Reading*

The Movies and You

Suppose that you have been chosen to produce or direct a movie. You know that the first thing you must do is to plan the production of the entire film beforehand. There will be many important decisions that you will have to make even before you begin.

First, you must decide what kind of film you are going to produce. Match some possible types with the definitions below:

- | | |
|----------------------|---|
| spine chiller | 1. a sentimental tearjerker |
| soap opera | 2. a suspense type mystery |
| cliff-hanger | 3. a lavish show with lots of extras and props |
| animated film | 4. a hand-drawn film using no real actors |
| spectacular | 5. an adventure that keeps the spectator in suspense through many exciting episodes |

Second, you must decide on the cast that is the actors who will take part in the film. Who would you choose for the following parts from the following list?

- | | |
|------------------|--|
| stand-in | 1. the part of a naïve young girl |
| stunt man | 2. a substitute for the leading man during an auto accident scene |
| ingénue | 3. each of the hundred soldiers used in one scene as background |
| extra | 4. a substitute to take the place of the leading lady while lighting is being tried, cameras focused, etc. |

The next decision has to do with the physical setting and enactment of some of the scenes. Some matters you have to deal with are:

ad lib cue upstage set props

1. The opening scene takes place in front of a row of stores. You do not need the complete store buildings, but you do need an appropriate _____.
2. In that first scene you need a car, a lamppost and some large signs. In other words, you need certain _____.
3. The hero wants to know if, during the scene, he can depart from the script and add dialogue of his own, or _____.

4. One of the characters forgets his entrances and exits and needs someone to _____ him.
5. One extra keeps trying to _____ the hero by moving to the back of the set, thus forcing the hero to face away from the audience. You have to reprimand him.

In a meeting with the cameramen, you have to tell them what kind of camera work you want in certain scenes. Match the camera work term from the list with its definition.

- | | |
|------------------|---|
| close-up | 1. a scene showing a large crowd in the distance |
| long shot | 2. a scene in which miles of country are shown slowly, from west to east |
| fade-out | 3. a scene showing the grief-stricken face of the leading lady |
| dissolve | 4. a scene in which a Western street grows darker until the screen is entirely black |
| panning | 5. a scene in which the hero's face begins to disappear, but before it disappears completely, the villain's face appears. |

5. Below is a list of cinematographic terms used in the industry. Match the terminology with appropriate definitions.

- | | |
|----------------------------------|---|
| 1. acoustics | a) Tryout of live voice, recording or other elements prior to final selection of the film. |
| 2. action | b) (a) Music or other sound that is kept below the level of a speaker's voice; (b) scenery or setting for a scene; (c) the characters or objects appearing farthest from the camera. |
| 3. audition | c) The movement of the subject within the camera field of view. Also, such movement as represented on film. |
| 4. background | d) A fairly tight shot of the performer or the subject matter. In small-studio parlance, this would refer to the head of a performer. |
| 5. close-up | e) Titles of acknowledgement for story, sets, direction, etc. |
| 6. contingencies | f) The study of sound reverberation and absorption. |
| 7. continuous performance | g) Unforeseen situations, events, or circumstances that might performance delay the production schedule of the picture. |
| 8. credits | h) One individual picture on a piece of motion picture film. |
| 9. dubbing | i) The actual time it takes for the presentation of a given film or show. |
| 10. editing | j) The system, widespread in England, whereby one film is shown continuously throughout the day, with only a very short interval between each showing, and people can come and go whenever they like. |
| 11. frame | k) The general term used to describe the processes involved in making all the original material that is the basis for the finished motion picture. |
| 12. monochrome | l) The addition of sound (either music or dialogue) to a visual presentation via a recording process, which prepares a complete sound track that can be transferred to, and synchronized with, the visual presentation. |
| 13. narration | m) The commentary for a film, spoken by an off-screen voice. |
| 14. production | n) The process of assembling, arranging, and trimming the desired shots and sound tracks to best advantage for the purpose at hand. |
| 15. running time | o) Having shades of only one colour refers to black-and-white |
| 16. scenario | |

17. scenery	pictures.
18. screenplay	p) The portion of a length of film reserved for the sound record.
19. set	q) A term used to indicate the number of times a given shot has been made. They are usually numbered sequentially.
20. shot	r) A sound recording system with two or more sound tracks or channels, each of which is fed to an individual speaker.
21. sound effect	s) The full text of a film, with dialogue, descriptions of characters and setting, directions about movements, etc.
22. sound track	t) The specific identifiable group or groups of persons towards which film is aimed.
23. stock footage	u) Motion picture film material obtained from film libraries rather than shot specifically for a film production.
24. take	v) Scenery or other artificial background for motion picture production.
25. target	w) (a) A single run of the camera; (b) the piece of film resulting of such a run.
audience	x) A written description of the characters, place and things that will happen in a film. y) Curtains, drapes, painted canvasses or other artificial background materials for visual studio recording.

6. Fill in the gaps in the sentences below with the terms from the previous exercise.

1. We had to do six _____ for this particular scene. 2. The poster featured a few _____ from the film's most graphic scenes. 3. Doing the filming for the documentary took two months, but _____ took another four. 4. Once I watched a whole movie with the wrong _____. 5. The camera focuses on the heroine in _____. 6. Saving Private Ryan was a co- _____ with Paramount. 7. Dame Judi Dench did the _____ for the documentary. 8. Galton and Simpson wrote some excellent comedy _____. 9. The film ends with a Celine Dion song over the end _____. 10. In the _____ there were waiters hovering over the tables. 11. Excellent archive aviation _____ contrasts nicely with the film shot of the airfields as they are today.

7. Match the idioms with their meaning.

1. bread and circuses	a. somebody feels only frightened and shocked.
2. in the can	b. a person or thing whose name is known by everyone.
3. a shaggy dog story	c. <i>coll.</i> finished, agreed or decided upon; when it is about a film, it is made.
4. a house-hold name	d. to finish your job, career, or your time in performing in public or playing a sport, by doing smth. very successful that everyone admires.
5. be rolling in the aisles	e. be laughing a lot and not be able to stop while watching a film, a play.
6. not be (exactly) a barrel of laughs	f. mass entertainment produced to amuse the population of a country, especially to prevent them from causing trouble.
7. go out in a blaze of glory	g. someone or something is not very funny or enjoyable.
8. somebody's blood runs cold	h. a very long joke with a pointless end.

8. *Fill in the gaps of the sentences with the idioms from the exercise above.*

1. I want to make sure I've got my grant _____ before I accept the place in the college. 2. A joke is a good way to start a meeting – if you don't want them to _____, but it creates a good atmosphere. 3. "What did you think of Huskin's wife?" "Well, she is _____, isn't she?" 4. In a film like this, you just know the young pilot is going to lead a raid on the bridge, crash his plane, and _____. 5. The very first scene of "Saving Private Ryan" makes your _____. 6. Research suggests that men prefer _____, while women prefer witty comments or anecdotes. 7. The wide spread of Hollywood films made a number of American actors and actresses _____ across the world.

9. *Choose the right answer.*

1. The music for the film has been taken from the works of Chopin.
a) incidental b) intervening c) passing d) supplementary
2. They all sat in the fourth of the cinema.
a) bench b) line c) rank d) row
3. Lawrence Olivier gave an excellent in the film.
a) act b) character c) performance d) play
4. There was an interesting of the film in the paper last week.
a) comment b) resume c) revision d) review
5. What time is the first of the film?
a) act b) performance c) programme d) show
6. There is an interesting nowadays to make films portraying love between youngsters.
a) direction b) trend c) surge d) tradition
7. Although he is said to be a dramatic actor, he is currently in a musical.
a) starring b) acting c) going d) taking
8. The latest video contains details of over one thousand films.
a) brochure b) catalogue c) leaflet d) prospectus
9. This film is not for children.
a) adapted b) agreeable c) right d) suitable
10. The film started with the heroine's death so most of it was shot in
a) backtrack b) flashback c) reverse d) switchback
11. I found the last scene extremely and well directed.
a) moving b) pathetic c) pitiful d) sympathetic

II. The History of Cinematography

1. Pre-reading discussion

What makes a motion picture great? What great motion pictures can you name?
In what ways does a motion picture resemble a novel? In what ways is it different?
How have motion pictures changed since they were first invented?

2. *Read the following text. Be ready to discuss the main ideas of it.*

THE STORY OF MOTION PICTURES

The theatre darkens, and the audience quiets in anticipation as the screen in front of them comes alive with pictures and sound. A story is about to be conveyed through the medium of motion pictures. As the screen story unfolds, the audience becomes engrossed in the drama, unaware of the many narrative devices employed in the film to make the story comprehensible.

To fully appreciate how these storytelling devices are used in film making, it is necessary to know something of the history of motion pictures and of the principles of film production.

Motion pictures were introduced to the public in 1894, with the invention of a cumbersome viewing machine. Inside the machine, a mechanism conveyed a short strip of film past a viewing window. By carefully controlling the speed at which the film was conveyed, the machine created the illusion that the photographs were moving. For a few cents, people could peek into the machine and see a short film. They were fascinated. Envisioning a profit, entrepreneurs installed hundreds of viewing machines in hotels, stores, and restaurants. However, their investment in these sensational gadgets was high, and their profits were small because only one person at a time could be entertained. Entrepreneurs had visions of a machine that could project enlarged images of the moving pictures onto a wall so that one machine could entertain many people simultaneously.

Their dream was realized with Thomas Edison's invention of the motion picture projector.

Its appearance in 1896 made possible the exhibition of films to large audiences, and soon theatres that had previously featured only live entertainment began exhibiting a sequence of one-minute soundless films between the singers, dancers, and trained dog acts. The films were an immediate sensation. Especially popular were films of runaway horses, rushing fire engines, marching parades, and crashing ocean waves. Although these films were nothing more than photographs of familiar scenes, audiences, dazzled by the visual wizardry, inundated theatre owners with requests for new films. Film makers easily dealt with this demand: a camera operator merely went outdoors and photographed anything interesting he saw. The scene he photographed was precisely what the audience eventually saw in the theatre.

It soon became increasingly difficult to find interesting new scenes to film, but inventive movie makers overcame the problem by hiring actors to perform scenes for the camera. A scene, in film terminology, is an event that occurs in one place and at one time. When the place or time of the action changes, the scene is over. Since these early movies comprised only one scene, the plots were simple. Frequently they depicted a daring rescue from a dangerous situation. Longer films were created by putting two or three scenes together. For instance, a film might include a scene of a child in a burning house, a scene of a rushing fire engine, and a scene of a fireman subsequently rescuing the child.

Film storytelling took a revolutionary leap forward with the 1904 film "The Great Train Robbery". Composed of fourteen scenes that lasted a total 12 minutes, this western film, complete with horses and gunfighting, was far longer than any previous

film. However, what distinguished this motion picture from earlier films was not just its greater length, but the effective story it was able to project by employing the simple yet innovative technique of editing. After the scenes of robbery, the chase, and the capture had been photographed on film, the film was edited by literally cutting apart the successive scenes of the story and rearranging them in a new, more effective sequence. The story begins with a scene in a railroad telegraph office. The robbers enter and tie up the telegraph operator. After they rob the train, the action returns to the telegraph office, where the telegraph operator is now struggling to untie himself. What emerged from the edited version of the film was a dramatic, exciting story. “The Great Train Robbery” introduced an important principle of motion picture narration: the sequence of the scenes in relation to each other helps create an effective story.

Film makers soon discovered how difficult it was to tell a coherent story with pictures alone. Since early motion pictures were “silent”, narration depended almost entirely on the actions of the film actors. If their actions were not clear, the audience would not be able to comprehend the story. For this reason, the actors greatly exaggerated their body movements, gestures, and facial expressions. Costumes and sets (movie locations) also helped narrate. A funny hat, a ragged dress, or a battle field reflected the personality or circumstances of a screen character, and therefore served a narrative function by helping the audience understand the story.

As pioneer film makers attempted longer and more complex stories, they were concerned that audiences might not be able to follow the plot. This prompted them to create additional narrative devices to make film stories comprehensible. For example, new camera techniques were employed. Instead of the camera remaining stationary with the action moving in front of it, the camera itself moved to focus on parts of a scene. An amusing scene in a restaurant might show a shot, or view, of a man eating soup, then a shot of a woman eating soup, then a close-up shot of a spider falling into one of their bowls. The close-up focuses the audience’s attention on something significant in the story. In this scene, perhaps the man will try to flirt with a woman as a spider crawls up his spoon. A long-distance shot serves a different narrative function. It often establishes the place where the subsequent action will occur. For example, a long-distance shot of a prison suggests that the next scene will occur inside the prison.

Lighting can also contribute to the narration. Degrees of dark and light can project a mood of danger, sadness, or romance. Gradually diminishing light at the end of a scene, called a fade-out in film terminology, serves as a clear transition between two scenes separated in time. In fact, many narrative devices function to clarify the time element in movies. Because the events in a story might take place over days, weeks, or even years, film makers had to create visual devices to express chronology. Showing the turning hands of a clock or the changing pages of a calendar is one way to depict the passage of time. In contrast, a film can create the illusion of simultaneous events by interrupting a scene with other action and then returning to the original scene. Cross-cutting back and forth between shots of the pursued and shots of the pursuer is a common technique in chase scenes. Narrative devices such as these make a film story comprehensible and coherent. That is, they help audiences

understand the sequence of events by combining separate scenes into a unified story.

As motion pictures improved in the early 1900s, they became increasingly popular. To keep pace with the public's demand for films, makeshift motion picture theatres were set up in empty stores and offices, sometimes as many as five to a city block. For a nickel, theatre-goers could see comedy, drama, adventure, and romance while a piano player provided music appropriate to the action on the screen: touching music for sad scenes, exhilarating music for chase scenes, and so on. Although independent of the film itself, the musical accompaniment enhanced the film narration by creating a mood.

In fact, music was so critical to screen narration that film makers began experimenting with ways to synchronize recorded music with films. By late 1920s they had devised a way to include music on the filmstrip itself. They never intended that films should "talk", but in *The Jazz Singer*, the first words in a motion picture were spoken. Within a few years, all films talked, and films were able to narrate a story not just with pictures and music, but with dialogue and sound effects synchronized with the screen action.

Supplementing pictures with sound gave films a richness of new narrative tools. Like a close-up shot, a sound could focus the audience's attention on something significant. Sound effects could also reveal the time and place of a scene or create a mood. For example, a crowing rooster suggested morning in the country, and a howling wind on a dark night made terrified audiences shiver in fear. Bells rang, crowds cheered, and guns exploded. But the most significant impact of sound was that actors could talk.

The addition of dialogue to motion pictures revolutionized not only the way that film stories were narrated but also the kinds of stories that could be told on film. Stories that had been virtually impossible to narrate through pictures alone could now be effectively narrated through pictures and sound. Through dialogue, characters could reveal critical information about the plot, about themselves, or about other characters. Dialogue could also be used to explain past events or anticipate future action.

After films could talk, many popular novels, short stories, and classic literary works were adapted for the screen. Dialogue from literature was often literally transferred to the screen version of a story, but descriptions had to be rewritten. If a description could be represented visually, then the camera told the story. If a description could not be represented visually, then the dialogue told the story. For example, an author might write, "Distressed that they would miss their airplane flight, Jim and Ann quickly packed their suitcases and rushed out of the hotel room, not realizing that they had left their airline tickets on the table."

The filming plan might look something like this:

Scene 27: Interior of hotel room. Time: 14 seconds.

Camera	Action	Dialogue
medium-shot	Jim opens door.	Hurry! The plane leaves in 15 minutes!
	Ann closes suitcase.	We've got to make it!

close-up
fade-out

They hurry out.
Tickets on table.

Before the production of a movie can begin, the motion picture director, who coordinates every aspect of filming, carefully plans each scene in collaboration with the writer of the screen story. Together they visualize how to divide the story into scenes and what each scene will contribute to the development of the story. Then the director establishes a filming schedule, for the scenes are usually not filmed chronologically. As each scene is filmed, the director collaborates with a team of technical experts, including the lighting technician, the sound technician, the camera operator, the set designer, and the costume designer. Most important, the director collaborates with the actors themselves to establish how they will portray their film characters. The director is guided by an important principle of good film making: every element in the film – the lighting, the costumes, the dialogue – has a function in narrating the film story.

After the dozens of scenes are filmed and edited in their final form, sound effects and mood music are added to the sound track. If the film makers have done their jobs well, the result will be an entertaining story told through the medium of motion pictures.

3. Comprehension Check. Label each sentence true or false according to the story.

1. Thomas Edison's projector made it possible for many people to see live performers simultaneously.
2. Actors in silent films would exaggerate their facial expressions to help make the story comprehensible.
3. The Great Train Robbery revolutionized movie production by being the first film to employ dialogue.
4. Screen storywriters adapt popular novels for the medium of motion pictures.
5. A scene comprises a sequence of events that take place chronologically over days, weeks, or even years.
6. Silent film makers envisioned films in which actors could reveal critical information about the plot through dialogue.
7. Films employ visual devices to depict the passage of time.
8. The illusion of motion is created when a film strip is conveyed through a motion picture projector.
9. Music can enhance the mood created by film actions.
10. The function of a close-up shot is to focus the attention of the audience on something amusing in the plot.

4. Circle the one word or phrase that does not have the same meaning as the other three. Give the explanation of its meaning(s).

1. Early films often (*consisted of/ contained/ comprised/ conveyed*) one scene that (*showed/ depicted/ represented/ created*) a daring rescue.

2. Pioneer film makers (*created/ invented/ performed/ devised*) new narrative devices to make film plots more (*coherent/ visual/ connected/ unified*)
3. Silent film actors had to (*express/ project/ send/ adapt*) their emotions clearly when they (*acted/ exaggerated/ played/ performed*) in a dramatic scene.
4. Film entrepreneurs (*imagined/ envisioned/ dreamed of/ developed*) recorded music played simultaneously with the film action.
5. Muted lighting (*reveals/ adds to/ enhances/ strengthens*) the (*emotion/ feeling/ mood/ plot*) in sad scenes.
6. Silent films often (*used/ employed/ adapted/ utilized*) printed captions between scenes to make the plots (*clear/ exciting/ comprehensible/ understandable*).
7. Sound effects can (*focus/ center/ concentrate/ reveal*) the audience's attention on a detail that is (*critical/ important/ interesting/ essential*) to the plot.
8. Through dialogue, film detectives can (*expose/ explain/ discover/ reveal*) how they solved a mystery.
9. The first lavish theatre built in the 1920s to (*convey/ exhibit/ show/ display*) motion pictures was (*a cause of excitement/ a hit/ an expense/ a sensation*).
10. As a state-of-the-art entertainment medium, television (*enhanced/ revolutionized/ changed/ altered*) the entertainment industry and caused a (*marked/ striking/ temporary/ dramatic*) drop in movie attendance.
11. The approval of film reviewers can be (*critical/ essential/ effective/ important*) to a film's success and can (*actually/ really/ virtually/ literally*) determine its future.

5. Translate into English using active vocabulary.

1. Репертуар кінотеатрів змінюється двічі на тиждень. 2. Програма звичайно вміщує як повнометражний художній фільм, так і короткометражний документальний фільм. Дуже часто показують рекламу. 3. Ви дивилися фільм „Хрещений батько”? Ні, я чекаю, коли він з'явиться у прокаті. 4. Постійні відвідувачі кінотеатрів звичайно купують *CINEMA WEEK*, щоб подивитися де і який фільм іде. 5. Давайте підемо на вечірній сеанс. – Але квитки на вечірні сеанси дорожчі, ніж на денні. 6. У Британії популярність кіно різко знизилася за останні 25 років. 7. Події фільму відбуваються у Англії. Фільм знятий за однойменним романом Дж. Чейза. 8. Падіння актора показане уповільненим кадром, а рух машини показаний швидко. 9. У своїй грі він чітко додержувався сценарію. 10. Актор ознайомився зі сценарієм та відмовився від ролі. 11. Для цієї чудової екранізації знадобилися сотні акторів масовки для батальних сцен. По мірі того, як розгортається кіно розповідь публіка все більш заглиблюється у події на екрані. 12. Підприємцям ніколи не подобався громіздкий апарат для перегляду фільмів. Вони мріяли і передбачали появу кінопроектора. 13. Збільшені на стіні фотографії могли розважати багато людей одночасно. 14. Публіка закидала творців фільму проханнями про створення нових фільмів. 15. Довгі черги любителів кіно перед кінотеатрами для перегляду нового сюжету свідчили про зростаючу популярність кіно. 16. Фільм починався масовою сценою, в ньому було багато ретроспективних кадрів і сцен на природі. 17. У трилері „Мовчання ягнят” Джоді Фостер створила блискучий та захоплюючий образ жінки-детектива. 18. У створенні будь-якого фільму важлива не тільки

робота режисера, але також і оператора, сценариста, костюмера. **19.** Фільм режисера Стівена Спілберга „Індіана Джонс і останній хрестовий похід” був випущений на екран в 1989 році і одразу ж став дуже популярним серед глядачів. У фільмі особливо цікаві трюки та спец ефекти. **20.** Винахідливі творці фільмів наймали акторів, які грали сцени для зйомки. **21.** Інноваційний прийом монтажу допомагав створювати більш цікаві та хвилюючі історії. **22.** Актори німих фільмів повинні були перебільшувати свої рухи, міміку, жести для того, щоб фільм був зрозумілим для глядачів. **23.** Найрізноманітніші прийоми використовуються для того, щоб фільм був якомога більш захопливим: крупний план, загальний план, зйомка в затемненні, уповільнена зйомка, паралельна зйомка, прискорена зйомка та інші. **24.** Кінотеатри на відкритому повітрі популярні в багатьох країнах світу. **25.** На афіші було вказано, що фільм, який ми збиралися подивитися, був широкоекранним, повнометражним, кольоровий трилер. Це був фільм, в якому приймало участь багато відомих акторів. **26.** Крупний план обличчя Отелло вражав своїм реалізмом. **27.** Цей науково-популярний фільм отримав загальне визнання. **28.** Це був розтягнутий пересічний фільм. Багато хто вважає його провалом. **29.** Спочатку сценарист пише план-сценарій, а потім повний сценарій з діалогами і вказівками для акторів. **30.** Серіали зі змістом детективів користуються попитом серед глядачів. **31.** У списку акторів фільму ми побачили нашого улюбленого Джима Керрі. **32.** Багатосерійний фільм про часи Другої Світової війни був дійсно правдивим фільмом. **33.** Усі, хто дивився цю кінохроніку не залишилися байдужими.

III. Charlie Chaplin

1. Read the first paragraph of this magazine article. Then write down four questions that you would like to find the answers to in the rest of the article.

REMARKABLE CHARLIE

ALEXANDER WALKER looks at his life and times



HE WAS BORN in the slums of south London. He wore his mother's old red tights cut down for ankle socks. He was sent to a workhouse when she was temporarily sent to the madhouse. Dickens might have created Charlie Chaplin's childhood. But only Charlie Chaplin could have created the great comic character of "The Tramp", whose ragged dignity, subversive mischievousness, hard-grained resilience and soft-hearted sentimentality gave his creator the dimensions of an immortal.

Read the continuation of the article and find out if your questions are answered.

Other countries – France, Italy, Spain, even Japan and Korea -show more surpassing love (and profit) where Chaplin is concerned than the land of his birth. It's not just that Chaplin quit Britain for good in 1913 when he journeyed to America with the Fred Karno vaudeville troupe to perform his mime, juggling and comedy acts on the stage where Mack Sennett's talent scouts recruited him for the Hollywood

slapstick king.

Sad to say, many English filmgoers between the wars thought Chaplin's Tramp a bit, well, "vulgar". Certainly the middle-class filmgoers did: the working-class audiences were warmer towards a character who defied authority, using his wicked little cane to trip it up, or aiming a well-placed kick on its broad backside with the flat of his down-at-heel boot. All the same, Chaplin's comic persona didn't seem all that English or even working class. English tramps didn't sport tiny moustaches, baggy pants or tail coats: European dictators, Italian waiters and American *maitre d's* wore things like that. Then again, the Tramp's ever-roving eye for a pretty girl had a promiscuousness about it that was considered, well, not quite nice by English audiences – that's how foreigners behaved, wasn't it? And for over half of his screen career, Chaplin had no screen voice to confirm his British nationality.

Indeed, it was a headache for Chaplin when he could no longer resist the talkies and had to find "the right voice" for his Tramp. He postponed that day as long as possible: in *Modern Times* in 1936, the first film in which he was heard as a singing waiter, he made up a nonsense language which sounded like *no known nationality*. He later said he imagined the Tramp to be an Oxford-educated gent who'd come down in the world. But if he'd been able to speak with an Oxford accent in those early slapstick shorts, it's doubtful if he'd have achieved world fame - and the English would have been sure to find it "odd".

He was an immensely complex man, self-willed to a degree unusual even in the ranks of Hollywood egotists. The suddenness of his huge fame gave him the freedom - and, more importantly, the money – to be his own master. He already had the urge to explore and extend a talent he discovered in himself as he went along. "It can't be me. Is that possible? How extraordinary," is how he greeted the first sight of himself as the Tramp on the screen, but that shock set his imagination racing. Unlike Buster Keaton, Charlie Chaplin did not work out his gags conceptually in advance. He was the kind of comic who used his physical senses to invent his art as he went along. Inanimate objects especially helped Chaplin make "contact" with himself as an artist. He turned them into other kinds of objects. Thus a bust alarm clock in the *Pawnbroker* became a "sick" patient undergoing an appendectomy; boots were stewed in *The Gold Rush* and their soles eaten like prime plaice (the nails being removed like fish bones). This physical transformation, plus the adroitness with which he managed again and again, are surely the secrets of Chaplin's great comedy. It may be a legacy from working alongside jugglers and acrobats on the English music-hall stage in his youth and developing something of their sensory proficiency. But Chaplin not only charged things with energy, he altered their personalities and, in so doing, extended his knowledge of his own.

He also had a deep need to be loved – and a corresponding fear of being betrayed. The two were *hard to* reconcile and sometimes – as in his early marriages – the results were disastrous. Yet even this painfully-bought self-knowledge found its way into his comic creations. The Tramp never loses his faith in the flower girl who'll be waiting to walk into the sunset with him; while the other side of Chaplin, the man who's bought his cynicism dearly in the divorce courts, makes *Monsieur Verdoux*, the French wife killer, into a symbol of man's misogyny.

It's nice to know that life eventually gave Charlie Chaplin the stable happiness it had earlier denied him. In Oona O'Neill Chaplin, he found a partner whose stability and affection effaced the 37 years age difference between them that had seemed so ominous when the Santa Barbara registrar, who was marrying them in 1942, turned to the luminous girl of 17 who'd given notice of their wedding date and said, "And where is the young man?" - Chaplin, then 54, had prudently waited outside. As Oona herself was the child of a large family with its own turbulent centre, she was well-prepared for the battlefield that Chaplin's life became as unfounded charges of Communist sympathies engulfed them both - and, later on, she was the fulcrum of rest in the quarrels that Chaplin's act of stem fatherhood sometimes sparked off in their own large brood of talented children.

Chaplin died on Christmas Day 1977. A few months later, a couple of almost comic body-snatchers stole his coffin from the family vault and held it for ransom: the Swiss police recovered it with more efficiency than the Keystone Cops would have done. But one can't help feeling Chaplin would have regarded this macabre incident as his way of having the last laugh on a world to which he had bequeathed so many.

2. Answer the multiple-choice questions about the article.

- 1 Chaplin left Britain and went to the USA to ...

A act in movies.	C direct movies.
B perform on the stage.	D escape from his mother.
- 2 British audiences thought Chaplin's Tramp was ...

A heart-breaking.	C unmistakably English in origin.
B very funny.	D apparently foreign.
- 3 The Tramp ...

A never appeared in a talking picture.	C appeared in one talking picture.
B appeared in several talking pictures.	D appeared in talking pictures but didn't speak.
- 4 Chaplin's comic scenes were ...

A carefully planned and scripted.	C improvised.
B planned but not scripted.	D improved.
- 5 When he married his last wife she was ...

A 17.	C 37.
B 42.	D 54.
- 6 After their wedding Chaplin's professional and family life was ...

A tranquil.	C turbulent.
B uneventful.	D disappointing.

3. Highlight the following words in the passage. Try to work out their meaning from the context. Match them to the definitions below.

*subversive resilience headache postponed gags inanimate bust
 adroitness charged corresponding reconcile cynicism misogyny stable
 effaced ominous prudently turbulent unfounded charges macabre*

bequeathed

a) ability to recover from setbacks b) allegations c) broken d) erased e) filled
f) harmonize and resolve g) hatred of women h) horrifying i) lack of trust
j) leave after one's death k) matching l) not living m) problem n) put off
o) secure p) skill q) threatening r) undermining authority s) violent t) visual jokes
u) wisely

4. *Discuss the questions about the article.*

- What were Chaplin's most admirable qualities — and what were his less admirable attributes?
- What were his greatest achievements?
- What brought him the greatest disappointment and greatest happiness?
- Why was he (and is he still) so famous and well-loved? How can you account for his success?
- What does the image of the Tramp signify for us today?

IV. The Impact of Television on People

1. *Choose the right answer.*

1. Did you see that ... about wildlife in Africa on television last week?

a) documentary b) history c) slapstick d) soap opera

2. All three TV channels provide extensive ... of sporting events.

a) broadcast b) coverage c) network d) vision

3. We hope to bring you further news of this in our next ... at midnight.

a) article b) bulletin c) episode d) piece

4. We covered a wide ... of topics in the interview.

a) collection b) extend c) number d) range

5. TVP Channel One tries to ... for all tastes.

a) cater b) furnish c) regard d) suit

6. We are interrupting this programme for a news

a) alarm b) alert c) flash d) signal

7. I must remember to ... my TV license next week.

a) regain b) renew c) replace d) retain

8. The ... comedy in the silent films was especially funny.

a) clownish b) mocking c) slapstick d) witty

9. The programme was so successful that a ... series is being made.

a) after-effect b) backup c) by-product d) follow-up

10. There are several TV in Poland, and all of them allow advertising

a) broadcasts b) canals c) channels d) screens

11. Violent programmes on TV may have a bad ... on children.

a) control b) influence c) power d) pressure

12. There is a fault at our television station. Please do not ... your set.

a) adjust b) change c) repair d) switch

13. The laughter on many comedies on TV isn't real laughter, it's ... laughter.

a) bottled b) canned c) corked d) wrapped

14. There are many ... on television where a team of people have to answer questions.

a) inquiries b) puzzles c) quizzes d) riddles

15. The poor reception on your TV is probably due to outside

a) interception b) interference c) interruption d) intervention

2. *Choose the right answer.*

1. Modern life is closely ... (a) *joined* (b) *combined* (c) *connected* with radio and television. 2. These new media have not ... (a) *suppressed* (b) *ousted* (c) *pushed out* the cinema. 3. The third channel is used to ... (a) *cater for* (b) *provide for* (c) *appeal for* minority interests. 4. In the ... (a) *area* (b) *province* (c) *domain* of television the BBC has ... (a) *an opponent* (b) *rival* (c) *a supporter* in the form of independent Television. 5. The government has ... (a) *definite* (b) *definitive* (c) *ultimate* control of administration. 6. The BBC... (a) *draws* (b) *derives* (c) *deprives* its income from the sale of TV licences. 7. Music of all types, plays and films are regular ... (a) *fixtures* (b) *feasts* (c) *features* for all to enjoy. 8. It enables us to follow ... (a) *live events* (b) *living matters* (c) *on-the-spot events* from all corners of the earth. 9. TV courses give those with a strong willpower the ... (a) *option* (b) *opportunity* (c) *possibility* to study. 10. It is fascinating to watch events ... (a) *acutely* (b) *really* (c) *actually* occurring.

3. *Read the following texts about TV in Great Britain and be ready to summarize the given information.*

TELEVISION IN GREAT BRITAIN

The number of people in Britain who choose to ignore television is so small they never count in statistical studies. Given the influence of this most invasive of mass media, survey concern themselves with how many sets each household has and how many hours people spend watching.

The accusatory fingers are out every so often that children are hopelessly addicted to TV. The latest survey shows that one in every four British children has his own TV set and is glued to it for 13 hours a week, which works out to a solid two hours every evening. A cause for parental worry with many wringing their hands in despair that there is little control over what the kids watch, ruining their imagination in the process, never mind that homework takes a poor second place.

This is especially so when they go beyond the 9 p.m. watershed for about programmes that show explicit sex, violence and other undesirable facets of low life. Others worry that television is a harbinger of family life breakdown. Socialists and mass media analysts' efforts to alert the public to television's pervasive dangers seem so much waffling. Now satellite TV has enjoined the circuit and homes all over Britain are sprouting dish antennae to add even more channels to the existing four.

The two channels Sky and BSB (British Satellite Broadcasting), which recently merged, have spent millions enticing the public to bring even more package news, entertainment and sport into their living rooms. The public outcry is that the line

between education/information and negative influence is thin enough as it is without the world becoming the viewer's oyster. Watchdogs, watersheds and censorship aside, British television does indeed pervade, distract, entertain and alarm, depending on your moral views, self-discipline and, in the case of parents, vetting powers.

BBC1 and BBC2 are non-commercial stations depending on annual licence fees and government subsidy. ITV and Channel 4 have yet to bombard viewers with commercials between heartbeats as is the case with American television but do have enough 'breaks' to make watching irksome. Of the four channels ITV is the only 24-hour channel though no survey has yet been done about what the viewership figure are during the wee small hours. Security guards on night duty must find this a comforting distraction.

Except for BBC 2, the other channels vie ceaselessly for viewership from six in the morning, with snap, crackle and pop 'breakfast television' that can range from the inane to the arty. Contents are a hodgepodge of current affairs, world news and pop gossip that aim to capture the attention of millions of people rushing off to work before 9 a.m. The ratings war becomes the yardstick for the rise or fall of such programming and the efforts to sustain viewers often reach ridiculous heights. One breakfast session was suffering so badly that the producers decided to bring in a character called Ronald Rat – a glove puppet. It didn't say much for viewers' cranial matter when the toothy rodent pulled the programme from the brink of cancellation to an all-time popularity!

Provincial station like Central, TVS, Channel, Anglia and Yorkshire have somewhat different schedule but pool their news coverage on the independent ITV and Channel 4 channels. All papers print daily viewing schedules for every station. It is as impossible to use a blanket description for British television as it is to pigeonhole public tastes. You could use every adjective in the book and still not encompass what appears on the little box. At best, accolades and brickbats are only a reflection of individual taste.

4. Find in the text above synonyms for the following words and word combinations: premonition; aggressive; overt; tempt; permeate; general outline; TV set; compete; jumble; disregard; despondency; continuing without interruption; unite; all-embracing; to act in unison; to cover completely.

5. Say if the statements are true or false, correct false ones, using the facts from the text above.

1. Great number of people in Britain usually ignores television.
2. British children watch TV 2 hours a week.
3. Television causes family problems.
4. You cannot see any commercials on BBC1 and BBC2.
5. Ronald Rat appeared in one of the programmes on TV to entertain children in a puppet show.
6. British channels constantly compete with each other.
7. There is not so much variety of programmes on British television.

6. *Translate into English.*

1. Проблема сьогодення – безнадійна пристрасть дітей до телебачення. Вони буквально приклеєні до екранів, ігноруючи читання книжок, заняття спортом, ігри на свіжому повітрі. 2. Батьки у відчаї, тому що вони не можуть контролювати те, що дивляться їхні діти. Саме телебачення є найдоступнішим джерелом інформації. Діти часто дивляться програми для дорослих, які йдуть після дев’яти годин вечора, і які показують відвертий секс, насилля та інші сторони життя. 3. З появою супутникового телебачення глядачі мають можливість дивитися значну кількість каналів. Однак, без сумніву, найбільш популярні канали в Британії залишаються чотири: BBC 1, BBC 2, ITV та 4-й канал. BBC 1 і BBC 2 це канали, які субсидує держава і які залежать від ліцензійної плати. 4. Багато комерційних каналів транслюють свої програми цілодобово, навіть не беручи до уваги кількість глядачів, які все ще біля екранів в досвітній час. Ранкове телебачення пропонує глядачам програми, які являють собою „суміш” новин у світі, поточних подій і розважальних шоу. 5. Дуже важко класифікувати смаки глядачів. Будь-яке схвалення або несхвальний відгук про ту чи іншу програму, про той чи інший канал – це лише відображення індивідуального смаку. 6. Він дуже кмітливий, дотепний, винахідливий і завжди готовий до експромту. Шкода, що він не погодився бути ведучим цього шоу. 7. Розважально-ігрові програми надзвичайно популярні серед різних шарів населення. Деякі з них захоплюючі та пізнавальні, а інші безглузді та лише претендують на тонкий смак.

MODULE 2. ART

I. Painting Genres and Techniques

1. *Complete the chart with the words from the list:*

battle piece	water colour	shade	brush	landscape
oil painting	fade	drawing	etching	wood cut
easel	tone	crayon	cartoon	canvas
sepia	mosaic	sculptor	flower piece	tint
engraver	(Indian) ink	tempera	copyist painter	acrylics
palette	self-portrait	still life	pastel picture	view
colourist	charcoal	mural	nude	icon
paintbox	portraitist	print	marine	hue

<i>Artists</i>	<i>Genres of paintings</i>	<i>Types of pictures</i>	<i>Colouring</i>	<i>Tools and equipment</i>	<i>Types of paint</i>

2. *Explain the difference between the words below:*

drawing – painting

to paint – to represent

art gallery – art house
art dealer – art critic

canvas – painting
sketch – study

3. Match the words with their definitions:

1. **colourist** a) someone who draws well
2. **art critic** b) a painter who uses colour itself as a subject of a painting
3. **atelier** c) someone who produces art, especially paintings or drawings
4. **connoisseur** d) someone who sits or stands while someone else paints them or takes photographs of them
5. **art dealer** e) someone whose job is to make judgments about the good and bad qualities of art
6. **artist** f) someone who buys and sells works of art
7. **sitter** g) someone who knows a lot about something such as art, food, or music
8. **draughtsman** h) a room or building where an artist works

4. Supply synonyms to the following words:

seascape artist to represent portraitist fresco atelier

5. Match the words and word combinations with their meanings:

1) pastels	a) a thin, curved board that an artist uses to mix paints, holding it by putting his or her thumb through a hole at the edge
2) palette knife	b) a stick of coloured wax or chalk that children use to draw pictures
3) crayon	c) a small amount of a soft or sticky substance
4) stencil	d) a small amount of a substance that is added to something else
5) perspective	e) the way different elements in a painting relate to each other in terms of size
6) daub	f) a painting done with oil paints, or the piece of cloth it is painted on
7) palette	g) the lightness or darkness of a colour, rather than what the actual colour is
8) dash	h) a piece of plastic, metal, or paper in which designs or letters have been cut out, that you put over a surface and paint over, so that the design is left on the surface
9) stained glass	i) a long spatula used for mixing paints; it can be made from plastic, or wood and metal
10) tone (value)	j) glass of different colours used for making pictures and patterns in windows, especially in a church
11) canvas	k) sticks of ground pigment mixed with chalk and gum or oil; they cannot be mixed on a palette like paints, but are mixed on the paper by overlaying or blending

12) proportion	l) the way in which artists create an illusion of depth on a flat surface; one of the ways to create this illusion is to make the objects that are far away smaller than those that are closer to the viewer
13) chiaroscuro	m) 1. of or relating to painting in outdoor daylight; 2. of or relating to a branch of impressionism that attempts to represent outdoor light and air
14) plein-air	n) 1. the use of deep variations in and subtle gradations of light and shade; 2. the distribution of light and shade in a picture.

6. Before reading answer the following questions:

1. What genres in painting do you know? What are their main features?
2. What do you know about the hierarchy of genres?

7. Read the information about genres in painting and fill in the table.

Genre	Main features

Genres in Painting

History (historical) painting is the painting of scenes with narrative content from classical history, Christian history, and mythology, as well as depicting the historical events of the near past. These include paintings with religious, mythological, historical, literary, or allegorical subjects – they embodied some interpretation of life or conveyed a moral or intellectual message. It was taught in the academies of art, from the Renaissance to the 19th cent., as the highest form of art in a hierarchical grouping that ranked still-life painting lowest on the list. A modern work cited as falling within the history-painting tradition is Picasso's *Guernica*. History painting also known as the grand genre, it was the noblest form of art.

Portrait painting is a genre in painting, where the intent is to depict the visual appearance of the subject. Beside human beings, animals, pets and even inanimate objects can be chosen as the subject for a portrait. Portraitists create their work by commission, for public and private persons, or are inspired by admiration or affection for the subject.

Landscape art depicts scenery such as mountains, valleys, trees, rivers, and forests. Sky is almost always included in the view, and weather usually is an element of the composition. In the first century A.D., Roman frescoes of landscapes decorated rooms that have been preserved at Pompeii and Herculaneum. Traditionally, landscape art depicts the surface of the earth, but there are other sorts of landscapes, such as moonscapes, for example. The word *landscape* is from the Dutch, *landschap* meaning a sheaf, a patch of cultivated ground. The word entered the English vocabulary of the connoisseur in the late 17th century.

Genre painting, also called *genre scene* or *petit genre*, depicts aspects of

everyday life by portraying ordinary people engaged in common activities. These depictions can be realistic, imagined, or romanticized by the artist. Because of their familiar and frequently sentimental subject matter, genre paintings have often proven popular with the **bourgeoisie**, or middle class. The *petit* name contrasts this with the *grand genre*, history painting.

A **still life** is a work of art depicting mostly inanimate subject matter, typically commonplace objects which may be either natural (food, flowers, plants, rocks, or shells) or man-made (drinking glasses, books, vases, jewelry, coins, pipes, and so on) in an artificial setting.

8. Match the words with their definitions.

1. fresco	a) a simple, quickly-made drawing that does not show much detail
2. landscape	b) a painting consisting of two panels, traditionally hinged together
3. view	c) an illustration made by cutting lines into a surface (usually wood or metal), inking the surface, and then printing it.
4. diptych	d) a painting done on a wall or technique of painting on a moist, plaster surface with colors ground up in water or a limewater mixture
5. etching	e) a portrait that exaggerates a person's physical characteristics for comic effect
6. print	f) a picture showing an area of countryside or land
7. study	g) a small detailed drawing, especially one which is done in order to prepare for a larger picture, or as part of a series of drawings of the same kind of subject
8. sketch	h) a picture showing a beautiful or interesting place
9. engraving	i) a photographic copy of a painting, or a picture made by pressing paper onto a special surface covered in ink, or a single photograph from a film
10. caricature	j) an illustration made by drawing through a wax covering on a metal plate, which is then put into acid to eat away (etch) the metal where it has been uncovered; the plate is then inked and printed
11. likeness	k) relief sculpture in which the figures project slightly from the background
12. low relief	l) a representation, picture, or image, esp. a portrait
13. high relief	m) a large picture painted or affixed directly on a wall or ceiling; a greatly enlarged photograph attached directly to a wall; a wallpaper pattern representing a landscape or the like, often with very widely spaced repeats so as to produce the effect of a mural painting on a wall of average size
14. mural	n) relief sculpture in which the figures project more than 50 per cent from the background
15. nude	o) nude sitter

16. the nude	p) naked or unclothed
17. altogether	q) a representation of a nude human figure

9. Find the odd one out in each line of the words given below and explain your choice:

- a) battle painting landscape painting mural painting historical painting
- b) still life canvas seascape portrait
- c) soft pale dark pastel
- d) brush easel palette scenery
- e) colourist sitter engraver portraitist
- f) oil painting print wood cut landscape
- g) pen crayon ink hue
- h) bright vivid brilliant gaudy;
- i) show display exhibition collection;
- j) oil water-colour texture tempera.

10. Find one word or word combination which doesn't go with the headword:

- a) **art** – critic, dealer, teacher, school, historian, form, taste, gallery, exhibition, movement;
- b) **painting** – landscape, seascape, pictorial, historical, genre, monumental;
- c) **colours** – dull, cool, harsh, soft, solid, delicate, agitated, primary;
- d) **piece** – battle, conversation, flower, water, portrait;
- e) **art** – graphic, applied, modern, oriental, pop, fine, genuine, ancient, folk, royal, abstract, visual;
- f) **masterpiece** – to produce, to make, to create;
- g) **portrait** – full-length, half-length, knee-length, life-size, full-size;
- h) **picture** – original, dull, crude, moving, expensive, pastel, masterpiece;
- i) **to be posed against** – the landscape background, the seascape foreground, a classic pillar, an open sky.

11. Having filled the gaps with the words from the box, read and act the dialogue:

photograph	painting	artistic	repeat
view	spattering	normal	represent
paint	drawing	innumerable	conveys
art	foreground	impossible	unintelligible

S.: Do you like this _____, Mr. Glyn?

G.: Very much.

S.: You don't find it obscure and _____, do you?

G.: Not at all.

S.: Then be so good as to tell me what these _____ black tongue-lickings in the lower part of the picture _____.

G.: Those are people walking about.

S.: Do I look like that when I walk along Piccadilly?

G.: Perhaps not. These people are younger than you.

S.: Indeed. Thank you for reminding me of my antiquity. Then what is this conveyance in the left _____.

G.: That obviously is a coaster's donkey and barrow.

W.: _____. Never saw such an animal. Its pasterns are all wrong.

G.: It is certainly not a coloured _____, if that is your taste. But it _____ its meaning absolutely, and with great feeling.

W.: By out-of-line _____?

G.: Executed deliberately and with infinite skill. Isn't that better than the servile rendering of nature which so many of us _____ year after year.

S.: I will not be persuaded to renounce the grammar of design which has been accepted since Giotto.

G.: Surely that is a reactionary _____. When someone gets away from the commonplace you condemn him.

S.: I certainly condemn this. There is not one simple, honest presentation of the natural human form in it. This is not a picture, it is a mere _____ of colours.

G.: Nevertheless, it is _____.

S.: I don't know anything about art. But I know what I like. Blood and thunder, we are not here to be made a mock of or to allow some _____ adventurer to throw a pot of _____ in the public's face. No _____ britisher would be attracted to this picture.

(from A.J. Cronin, "Crusader's Tombs")

12. *Fill in the gaps with suitable prepositions if necessary.*

1. ___ the foreground of the picture is a man with a black beard, dressed in rough workingman's clothes and a hat. 2. The term 'Impressionism' was derived ___ the title of a painting exhibited ___ 1874 ___ Claude Monet. 3. The influence of the Impressionists transformed Van Gogh's own use ___ colour and he too began to experiment ___ bright, unmixed colours. He was dismissive of the movement as a whole however, accusing it ___ being purely decorative. Van Gogh was more interested ___ some of the Post-Impressionists who, like himself, were more concerned ___ investing the objects in their paintings with significance and symbolism. 4. ___ the early days of the Impressionist movement, Renoir was at its centre, experimenting ___ colour and the techniques of painting quickly. 5. Monet was fascinated ___ the changing effects of light ___ landscapes, and particularly ___ water. 6. Unlike the Impressionists, Paul Cézanne was not content ___ merely finding ways of capturing the appearance of a moment in time. 7. *The Cornfield* was exhibited several times ___ Constable's lifetime, first ___ the Royal Academy ___ 1826. 8. When *The Hay Wain* was exhibited ___ France, with other paintings ___ Constable, the artist was awarded _____ a Gold Medal by Charles X. 9. ___ the right is a woodcutter, a favourite motif of Gainsborough's, but the composition of *The Market Cart* is dominated ___ the grandeur of the trees. 10. Auguste Renoir is famous especially ___ his paintings of women. 11. Sir James Thornhill's paintings were executed ___ the Baroque style of the European Continent. 12. ___ Redon's still lifes, most of which date ___ the last two decades of his life, objects are depicted in great detail but placed ___ a misty, undefined background. 13. The majority of works are

___ pencil, made ___ the spot, but there are also watercolour studies and trial paintings of finished works. **14.** Daubigny painted many river scenes directly ___ nature. **15.** The use of a coarse canvas and the sketchy nature of the painting are typical ___ Degas's later work. **16.** The figures and animals ___ the foreground are silhouetted ___ a bright sunny sky. **17.** His early works are known ___ the muted tonality. **18.** ___ this picture, the Trinity is represented by God the father (who holds up the Cross), the crucified Christ, and the Holy Spirit in the form of a dove. **19.** The painting probably dates ___ about 1670. **20.** The distinction of Greuze's portraits was well appreciated ___ his lifetime. **21.** The prominence of the tree and the rutted path, as well as the heavy application of paint, are characteristic ___ Ruisdael's works of this period. **22.** I'm not very good ___ painting. **23.** Saskia sat ___ many of Rembrandt's paintings.

13. Complete the sentences with the words from the box.

still life	collector	collection	taste	background
portrait	artist	subject	style	spot
work	paint	symbol	condition	

1. This is Hogarth's most ambitious _____ of children. **2.** The painting was bought by a private _____. **3.** This large _____ of fruit and flowers spilling from a terracotta vase is painted in bright, light tones against the _____ of an imposing classical building set in an elegant park. **4.** This painting is in excellent _____. **5.** The tonal changes which occur over the receding landscape have been achieved by the use of oil _____. **6.** The light, feathery brushstrokes used to describe the landscape are typical of Gainsborough's late _____. **7.** In the Protestant contemporary world, the theme of the prodigal son was a frequent _____ for works of art due to its moral background. **8.** The _____ Hans Holbein was best known for painting portraits. **9.** "Just try going outside and painting things on the _____! **10.** Unlike the other flower still lifes in the National Gallery's _____, Jan van Os's paintings, with their crowded compositions, lighter colours and light backgrounds, alluding to classical architecture and garden settings, reflect 18th-century _____. **11.** This is an important early _____ by Jacob van Ruisdael painted at the end of the 1640s. **12.** A cat is sometimes included in portraits of children as a _____ of the wildness of nature intruding upon the innocence of childhood.

14. Fill in the blanks. The first letter of each missing word has been given:

1. Rembrandt's wife Saskia served as a m_____ for a large number of his religious and mythological pictures. **2.** Rembrandt, like Shakespeare uses his art to c_____ ideas which apply to human beings of all times and all cultures. **3.** This is an example of the intimate p_____ of small format which Moroni made of male sitters. **4.** In 1629 Rembrandt completed *Judas Repentant*, *Returning the Pieces of Silver* and *The Artist in His Studio*, works that evidence his interest in the handling of l_____ and variety of p_____ application, and constitute the first major progress in his development as a p_____. **5.** The landscape takes about a third of the b_____ of 'The Martyrdom of Saint Sebastian'. **6.** The unusual splendour of the King's dress suggests that this work records a particular occasion, since he is usually d_____ in more sombre clothes. **7.**

This work was p_____ while Fantin-Latour was visiting Mr. and Mrs. Edwin Edwards in Sunbury near London in 1861. **8.** A f_____ portrait of the Queen hung on the wall. **9.** This mythological s_____ depicts Diana, the goddess of hunting. **10.** In his later career Fantin-Latour preferred to paint imaginative c_____ rather than still lifes. However, his flower p_____ remained popular with c_____. Paul Collins uses various brushes, portable e_____ and aluminium frames to keep his canvas stretched. **11.** The collection is currently h_____ in the British Museum. **12.** The left side of the c_____ was cut, perhaps by the artist himself, to remove secondary characters and focus the observer's attention on the main theme. **13.** Gauguin is f_____ for his paintings of native women on the Pacific island of Tahiti. **14.** Rembrandt's practice of s_____ his work with his first name, later followed by Vincent Van Gogh, was probably inspired by Raphael, Leonardo da Vinci and Michelangelo, who, then as now, were referred to by their first names alone. **15.** I don't take to these modernistic people who just splash on d_____ of paint. **16.** The exhibition includes a series of s_____ by Picasso for his painting *Guernica*. **17.** During his early years in Amsterdam (1632-1636), Rembrandt began to paint dramatic biblical and m_____ scenes. **18.** Rembrandt's numerous portraits and s_____ exhibit a profound penetration of character. **19.** Originally the portrait s_____ Wellington (then an Earl) in red uniform with the Peninsular Medal.

15. Complete the following sentences with a, an, the or no article:

1. In both ___ painting and ___ printmaking Rembrandt exhibited ___ complete knowledge of classical iconography, which he molded to fit ___ requirements of his own experience. **2.** ___ elderly man is portrayed seated, wearing ___ fur robe, and gazing downwards in ___ contemplation. **3.** In writings about ___ Renaissance, its beginning may be seen to waver from ___ thirteenth to ___ fifteenth century. **4.** ___ greatest artist of ___ Flemish school, Rembrandt was ___ master of light and shadows whose paintings, drawings, and etchings made him ___ giant in ___ history of ___ art. **5.** This is ___ early picture by ___ French Impressionist painter Claude Monet. **6.** Jacob van Ruisdael was primarily ___ landscape painter but he did paint ___ handful of seascapes. **7.** ___ bouquet has not been painted from ___ life but rather composed in ___ highly imaginary manner. **8.** The challenge to academic painting that ___ Impressionism posed was ___ challenge both in ___ form and in ___ content. **9.** The artist continued to paint genre scenes of this type until ___ 1659, after which he confined himself to ___ portraiture. **10.** ___ painting belongs to the group of more mature seascapes by Ruisdael and probably dates from ___ early 1660s. **11.** Sir Henry Tate was ___ English sugar merchant from Chorley, noted for establishing ___ Tate gallery in London. **12.** ___ towers of ___ Chester Cathedral and St. John's Church are just visible in ___ background. **13.** ___ Impressionists found that they could capture the momentary and transient effects of sunlight by ___ painting outdoors. **14.** 'The Morning Walk' by Thomas Gainsborough shows ___ elegant young couple strolling through ___ woodland landscape. **15.** ___ landscape was probably painted directly in front of ___ subject. **16.** ___ best known painting at ___ Huntington, Gainsborough's *The Blue Boy*, portrays Jonathan Buttall, ___ son of ___ successful hardware merchant, who

was __ close friend of ___ artist. **17.** At __ time of purchase in 1957, this picture was thought to be __ late Rembrandt but it has now been reattributed to __ unknown follower of Rembrandt from __ late 17th or early 18th century. **18.** __ Van Gogh's *Sunflowers* is one of __ most famous pictures in __ world. **19.** There was __ exhibition of __ Adams' paintings at ___ Museum of Modern Art. **20.** Just as __ sculptors carve stone to create volume, __ painters "model" their figures in light and shadow to give them __ three-dimensional form. Without this effect, __ figures would seem flat and two-dimensional.

16. Translate into English.

1. Навіть зрілий, досвідчений художник має зробити чимало ескізів перед створенням монументальної батальної картини. **2.** Мистецтвознавці не були вражені колекцією молодого художника. На їхній погляд, суперечлива тематика, кричущі кольори та хаотична композиція засвідчують бажання автора догодити смакам своєї доби та будь-що привернути увагу глядача, однак насправді вказують на брак художнього смаку та погане володіння технікою живопису. **3.** Офорти Тараса Шевченка з альбому «Мальовнича Україна» вражають неприхованим реалізмом і водночас ліричною тональністю. **4.** На думку істориків мистецтва, картина Рембрандта «Викрадення Європи» можна вважати яскравим прикладом твору «золотої доби» барокового живопису. **5.** Творчий доробок цього художника складається з картин маслом, акварелей та офортів. Працюючи у будь-якому жанрі та техніці, йому завжди вдавалося гармонійно поєднати форму і колір, розкрити характер людини чи передати настрої пейзажу. **6.** Володимир Боровиковський найбільш відомий своїми портретами, хоча він також був визначним майстром іконопису. **7.** У написаних на численні замовлення портретах художник ретельно зображував риси обличчя натурщика, одяг, коштовності. Герої картин та пейзажне тло утворюють гармонійну єдність. Портрети свідчать про глибоке проникнення автора у характер людини. **8.** Жести, міміка та пози персонажів портретів Рейнолдса завжди відповідали їхньому вікові, характеру та соціальному статусу. **9.** До того, як цілком присвятити себе портретному живопису, художник створив чимало побутових сцен, пейзажів та натюрмортів. Мазки пензлем у його пізніших картинах стали більш виразними, а гра барв вражає оригінальністю та вишуканістю. **10.** Реалії народного життя, героїчне минуле України та її мальовнича природа відображені у творах художників другої половини ХІХ ст. **11.** Творчий доробок Володимира Боровиковського складається з близько 500 портретів, більшість з яких збереглася до нашого часу. Художникові позували члени царської родини, придворні, генерали, аристократи, представники літературного та мистецького світу. У творчості Боровиковського домінує камерний портрет. **12.** В Амстердамі Рембрандт почав писати картини на біблійні та міфологічні сюжети, прагнучи наслідувати бароковий стиль Рубенса. До кінця 1630-х років художник створив також чимало портретів та пейзажних офортів. Як правило, у цих пейзажах автор надавав перевагу драматичним моментам у природі, зображуючи вирвані з корінням дерева чи похмуре, лиховісне небо. У 1642 р. Рембрандт створив

картину «Нічна варта» – неперевершений шедевр групового портрету. Упродовж наступного десятиліття полотна художника різнилися розміром, темою та стилем. Попередня тенденція створювати драматичний ефект здебільшого за допомогою сильних контрастів світла і тіні поступилася місцем використанню фронтального світла та більш насичених кольорів. **13.** Мені здається, що фігури, розташовані на пейзажному фоні, будуть мати більш природний та невимушений вигляд. **14.** Цей натюрморт було створено на Таїті після остаточного переїзду Гогена з Франції. Вазу, прикрашену лише візерунком із золотих ліній, художник розташував у самому центрі картини. Букет утворює відносно симетричну структуру з широкими блакитними листочками по кожен бік кремових та червоних квітів. Тьмяні кольори стіни та полиці слугують як контраст до яскравих, екзотичних квітів, що є центральною темою натюрморту. **15.** Хоча Ілля Рєпін є одним із яскравих представників реалістичної школи живопису, у своїй пізній творчості він певною мірою зазнав впливу імпресіонізму та інших сучасних течій у мистецтві. **16.** Після екскурсії до художнього музею Кетрін вирішила записатися на курси мистецтва для початківців. **17.** Національний художній музей України продовжує розширювати свою колекцію. Серед нових експонатів – унікальна ікона Св. Георгія та твори відомого художника-абстракціоніста Казимира Малевича, що народився в Києві. На діючих експозиціях представлені понад 20 тисяч творів сучасних художників та майстрів давнини.

II. Art Styles

1. Read the text about different art styles and fill in the table:

Style	Period	Main features	Representatives

Gothic Art is the style of art that reigned in Europe from the Middle ages up to the beginning of the Renaissance. Typically religious in nature it is especially known for the distinctive arched design of its churches, its stained glass and its illuminated manuscripts.

The Renaissance was the artistic revolution and one of the great explosions of creative genius in the history of art. Artists studied the natural world, perfecting their understanding of such subjects as anatomy and perspective. It is notable for three of the greatest artists in history Leonardo da Vinci, Michelangelo Buonarroti and Raphael. By about the 1520's the Renaissance art had become exaggerated into the style known as Mannerism.

Mannerism, the artistic style, which gained popularity in the period following the Renaissance, takes as its ideals the work of Raphael and Michelangelo Buonarroti. It is considered to be a period of technical accomplishment, but of formulaic, theatrical and overly stylized work. Mannerism is characterized by a complex composition, with muscular and elongated figures in complex poses. Discussing Michelangelo in his journal, Eugene Delacroix gives as good a

description as any of the limitations of Mannerism: "*[All that he has painted is muscles and poses, in which even science, contrary to general opinion, is by no means the dominant factor. He did not know a single one of the feelings of man, not one of his passions. When he was making an arm or a leg, it seems as if he were thinking only of that arm or leg and was not giving the slightest consideration to the way it relates with the action of the figure to which it belongs, much less to the action of the picture as a whole... Therein lies his great merit: he brings a sense of the grand and the terrible into even an isolated limb.]*"

Baroque Art emerged in Europe around 1600 as a reaction against the intricate and formulaic Mannerist style, which dominated the Late Renaissance. Baroque Art is less complex, more realistic and more emotionally affecting than Mannerism. This movement was encouraged by the Catholic Church, the most important patron of the arts at that time, as a return to tradition and spirituality. Being one of the great periods in the art history Baroque Art was also the age of Rubens, Rembrandt and Velazquez.

In the 18th century Baroque Art was replaced by the more elegant and elaborate **Rococo** style. The Rococo style succeeded Baroque Art in Europe. It was centered in France, and is generally associated with the reign of King Louis XV (1715-1774). It is a light, elaborate and decorative style of art. Rococo was eventually replaced by Neoclassicism, which was the popular style of the American and French revolutions.

Neoclassical Art is a severe, unemotional form of art harkening back to the style of ancient Greece and Rome. Its rigidity was a reaction to the overbred Rococo style and the emotional Baroque style. The rise of Neoclassical Art was part of a general revival of classical thought, which was of some importance in the American and French revolutions. Around 1800 Romanticism emerged as a reaction to Neoclassicism. It did not really replace the Neoclassical style. Many artists were influenced by both styles to some degree. Neoclassical Art was also a substantial direct influence on 19th century Academic Art.

Romanticism is a deeply-felt style, which is individualistic, beautiful, exotic, and emotionally wrought. Although Romanticism and Neoclassicism were philosophically opposed, they were the dominant European styles for generations, and many artists were affected to a greater or lesser degree by both. Artists might work in both styles at different times or even mix the styles, creating an intellectually Romantic work using a Neoclassical visual style, for example, Great artists closely associated with Romanticism include J. M. W. Turner, John Constable, and William Blake.

Impressionism, and through it almost all of 20th century art, is also firmly rooted in the Romantic tradition. Impressionism is a light, spontaneous manner of painting, which began in France as a reaction against the formalism of the dominant Academic style, its naturalistic and down-to-earth treatment of its subjects. The movement's name came from Monet's early work *Impression Sunrise*, which was singled out for criticism by Louis Leroy on its exhibition. The hallmark of the style is the attempt to capture the subjective impression of light in a scene. The Impressionist style is still widely practiced today. However, a variety of successive movements were influenced by it grouped under the general term Post-Impressionism.

Symbolism is a 19th-century movement, in which art became infused with a

spooky mysticism. It was a continuation of the Romantic tradition. Anticipating Freud and Jung, the Symbolists mined mythology and dream imagery for a visual language of the soul. More a philosophy than an actual style of art.

Cubism was developed between about 1908 and 1912 in a collaboration between Pablo Picasso and Georges Braque. Their immediate influences are said to be Tribal Art (although Braque later disputed this) and the work of Paul Cezanne. The movement itself was not long-lived or widespread, but it began an immense creative explosion, which resonated through all of 20th century art. The key concept of Cubism is that the essence of objects can only be captured by showing it from multiple points of view simultaneously. Cubism had run its course by the end of World War I, but among the movements directly influenced by it, were Futurism, Constructivism and, to some degree, Expressionism.

Surrealism is a style, in which fantastic visual imagery from the subconscious mind is used with no intention of making the artwork logically comprehensible. Founded by Andre Breton in 1924 it was a primarily European movement, which attracted many members of the chaotic Dada movement. It was similar in some respects to the late 19th-century Symbolist movement, but deeply influenced by the psychoanalytic work of Freud and Jung. The Surrealist circle was made up of many of the great artists of the 20th century, including Salvador Dali, probably the single best-known Surrealist artist, was somewhat of an outsider due to his right-wing politics – during this period leftism was fashionable among Surrealists, in fact, in almost all intellectual circles.

2. Find Ukrainian equivalents to the following words and word-combinations: illuminated manuscripts, arched design, stained glass, technical accomplishment, muscular and elongated figures, the intricate and formulaic Mannerist style, patron, elaborate, emotionally wrought, down-to-earth treatment, successive movements, spooky mysticism, immense creative explosion.

III. Paintings and Painters

1. Arrange the following words in the pairs of synonyms:

a) gifted; traditional; outstanding; characteristic; complete; progress; enigma; famous; notorious; to commission; prophet; baptism; protection	b) riddle; consecration; celebrated; infamous; talented; conventional; prominent; guardianship; typical; entire; advance; to order; foreseer
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2. Read the text and mark the following statements true or false.

- When Leonardo began his career artists lived like princes.
- In the *Last Supper* Leonardo has painted a higher reality, thus making a complete break with the Early Renaissance.
- The *Battle of Anghiari* is the earliest and most famous Leonardo's picture.
- In the *Madonna and Saint Anna* the figures are pictured in a strange rocky shadowy grotto.

- e) *The Madonna of the Rocks* was designed in Florence in 1501 and completed many years later in Milan.
- f) *The Adoration of the Magi* was Leonardo's last work.



NOTES

Baptism of Christ - "Хрещення Христа"

Adoration of the Magi - "Поклоніння волхвів"

Madonna of the Rocks - "Мадонна в гроті"

Madonna and Saint Anna - "Діва Марія і Немовля зі Св. Анною"

Last Supper - "Таємна вечеря"

Mona Lisa - "Мона Ліза" ("Джоконда")

Battle of Anghiari - "Ангіарська битва"

LEONARDO DA VINCI (1452-1519)

The coming of the sixteenth century saw the rise of great artists in Italy - Raphael, Michelangelo and Leonardo da Vinci. Their names have never lost their enormous fame.

High Renaissance style was founded by one of the most gifted individuals ever born. Leonardo da Vinci, who has always been famous because of the fantastic range of his genius, fulfilled the Renaissance ideal of the Universal Man. He was not only a great painter and sculptor, but also an outstanding architect, an inventor, an engineer, a musician, and the leading physicist, botanist, anatomist, geologist and geographer of his time.

Leonardo's fame as an artist is based on eighteen paintings that came down to us, some of them incomplete, some damaged as a result of his experimental techniques. Leonardo's art surpassed the achievements of his time. In an era when the continuing power of the Church competed in men's mind with the revived authority of Classical antiquity, for Leonardo there was no authority higher than that of an eye, which he characterized as "the window of the soul". When Leonardo began his campaign to modernize painting the artist was still a craftsman and a guild member; before the High Renaissance was over, a great master could live like a prince.

Leonardo da Vinci was born in Tuscany. By 1469 he was Verrocchio's apprentice. In Verrocchio's workshop Leonardo obtained the best education of his time.

The Adoration of the Magi is Leonardo's first masterpiece. It was commissioned in 1481 for a church outside Florence. It was, never carried any further than the monochrome underpaint Leonardo used the pyramidal composition. The groups are based on the actions of the component figures and dissolve as soon as they move. Leonardo did not know it, but this discovery was made in Greece in the 5-th century B.C. In this work Leonardo started with the moment of feeling, form came next.

The Madonna of the Rocks, of 1483, is one of the earliest and the most famous Leonardo's pictures. It was intended for the Oratory of the Immaculate Conception in Milan. The doctrine of the Immaculate Conception means that the Virgin was freed from the taint of the Original Sin. Leonardo has interpreted this doctrine dramatically. He represented Mary in the midst of a dark world of rock forms. In this strange rocky

grotto, where the sun never seems to strike and the plants grow thick but colourless, the Christ Child manifests his Divinity as he blesses the infant St. John, himself taken under the Virgin's protection. And, like a prophecy of the Baptism of Christ by St. John in the Jordan, a river winds away among the pale peaks. This painting makes Leonardo a typical artist of the High Renaissance.

The Madonna and Saint Anna was designed in Florence in 1501 and completed many years later in Milan. It represents a revolutionary rethinking of the conventional theme of the Holy Family. Leonardo intertwined the figures to form a pyramidal composition. Leonardo makes the Virgin sit on her mother's lap and merges their bodies in such a way that their heads are like twin heads rising from a single trunk. St. Anna's head mirrors her daughter's image. The Virgin, as in traditional representations of this subject, is shown reaching for the Christ Child, who in his turn attempts to ride upon a lamb, the symbol of his sacrificial death. The background is one of the most impressive mountain pictures ever painted. Valleys, rocks and peaks diminish progressively into the bluish haze of the distance until they can no longer be distinguished.

Leonardo's power as an artist and thinker is evident in the *Last Supper* and the *Mona Lisa*, his two most famous works. Leonardo's *Last Supper* was painted on the end wall of the refectory of the Monastery of Santa Maria delle Grazie in Milan in 1495. In the fresco Christ discloses to his followers that soon one of their numbers will betray him and their cause. The composition is the product of the moment of action and meaning. The Apostles are presented in four groups of three each. Each of these numbers has many meanings: the multiplication of the Gospels by the Trinity is only one, and twelve itself is not merely the number of the Apostles but of the months of the year and the hours of the day and of the night. The numerical division helps to throw the fundamental character of each of the Apostles into full relief, from the innocence of John on Christ's right to the horror of James on his left and to the protestation of Philip, who placed his hand on his breast. Only Judas knows, and the light does not shine upon his face. The *Last Supper* is a humanistic interpretation of the narrative. Leonardo has painted a higher reality, thus making a complete break with the Early Renaissance and establishing the ideal world in which Michelangelo and Raphael later operated. Leonardo painted his masterpiece in an oil-and-tempera emulsion on the dry plaster, and it began rapidly to peel off. As a result the surface is severely damaged.

Although Leonardo's paintings are badly preserved, they are all fascinating. Leonardo created an enigma to which he gives no answer.

From 1503 until 1506 Leonardo was painting a portrait of the wife of the prominent Florentine citizen. The painting is known today as the *Mona Lisa*. The figure sits in a relaxed position, with hands quietly crossed, before one of Leonardo's richest and most mysterious landscape backgrounds, traversed by roads that lose themselves, bridges to nowhere, crags vanishing in the mists. This attitude of total calm became characteristic for High Renaissance portraits. The face has suffered in the course of time but nothing has spoiled the sad half smile that plays about the lips.

For a year or two Leonardo worked for the notorious Cesare Borgia, designing battle engines, siege devices and making maps. The Florentines commissioned

Leonardo to paint the *Battle of Anghiari* on a wall of a newly constructed Hall of Five Hundred in the Palazzo Vecchio. This painting depicted an event from 15-th century history. It was part of a general programme to celebrate the newly revived republic.

Leonardo's later life was a succession of trips between Florence, Milan and Rome. He painted little in his later years. At his death Leonardo's artistic influence was immense, but much of his scientific work had to await later rediscovery.

3. *Comprehension check. Answer the following questions.*

1. How did Leonardo fulfil the Renaissance ideal of the Universal Man?
2. What does Leonardo's reputation as an artist rest on? What happened to his other works of art? Why?
3. What is Leonardo's first masterpiece? What colour dominates in this work of art?
4. In what work of art has Leonardo interpreted the doctrine of the Immaculate Conception? How has he interpreted it?
5. What does the *Madonna and Saint Anna* represent?
6. What compositional form dominates in Leonardo's works?
7. What is pictured in *The Last Supper*? Where do the figures operate? How are the Apostles arranged? What does each of these numbers mean?
8. What is the *Mona Lisa* famous for? What is depicted in the background?
9. What else did Leonardo create in Florence?
10. What did Leonardo do in his later life?

4. *Give English equivalents to the following phrases:* ремісники; члени гільдії; символ жертвовної смерті; традиційне зображення звичайної теми; на сухому тиньку; відродити авторитет класичної античності; узяти когось під свою опіку; пірамідальна композиція; зрадити справу; однокольоровий ескіз; виявити божественність; пророцтво про хрещення Христа; випередити здобутки свого часу.

5. *Translate the following groups of words into Ukrainian:* ideal - idealism - idealistic; invent - inventor - invention - inventive; craftsman - craftsmanship; apprentice - apprenticeship; symbol - symbolic - symbolism; pyramid - pyramidal; commission - commissioner; city - citizen - citizenship; relax - relaxation - relaxed; betray - betrayal - betrayer; manifest - manifestation; mature - mature - maturation - maturely - maturity; concentrate - concentrated - concentration; fame - famous; gift - gifted.

6. *Here are descriptions of some of Leonardo's works of art. Match them up to the titles given below.*

1. The Apostles are presented in four groups of three each.
2. Christ Child manifests his Divinity as he blesses the infant St. John.
3. This painting depicts an event from 15-th century

- a. *Mona Lisa*
- b. *Adoration of the Magi*
- c. *Madonna of the Rocks*
- d. *Last Supper*

history.

4. The face has suffered in the course of time but nothing has spoiled the sad half smile that plays about the lips.

5. It was never carried any further than the monochrome underpainting.

6. The Virgin sits on her mother's lap, as in traditional representations of this theme.

*e. Madonna and Saint Anna
f. Battle of Anghiari*

7. *Insert the article wherever necessary.*

Nothing in Leonardo's scientific drawings is quite as exciting as his Olympian views of... nature, which illustrate his standpoint in ... Renaissance debate about ... relative importance of ... various arts. Leonardo maintained that ... painting deserved ... position as one of... liberal arts, more than ... music or ... poetry. ... Music, he noted is dead as soon as ... last sound has expired, but ... work of ... painting is always there to be seen. He pointed out, no one ever travelled to read ... poem, but ... people journey ... hundreds of miles to see ... painting. Leonardo did not admit... sculpture to ... liberal arts; ... painter could work in quiet, sitting down, richly dressed and listen to ... music while he worked, while ... sculptor was covered with ... sweat and ... dust and his ears deafened by ... noise of... hammer and ... chisel on ... stone.

8. *Translate the sentences into English.*

1. Леонардо да Вінчі – перший художник Високого Ренесансу, нетривалої золоті доби італійського мистецтва. 2. Твори цього періоду позначені синтезом привабливих сторін життя. 3. Це був один із найкращих періодів творчості художника. Тут він написав "Мадонну в гроті" – першу монументальну вітварну композицію Високого Ренесансу. 4. Найбільша робота Леонардо – розпис стіни трапезної монастиря Санта Марія делла Граціє на сюжет "Таємної Вечері". 5. Експерименти Леонардо призвели до її швидкого обсіпання. 6. У портреті Мони Лізи досягнуто найвищого ступеня гармонії та краси образу доби Високого Ренесансу.

IV. English School of Painting

1. *Before reading the text discuss the following questions.*

What noted artists of the English style do you know?

What are the main periods in the history of English Art?

2. *Read the text and decide whether the following statements are true or false.*

- Painting in England in the period of the 15–17 centuries was represented mostly by native artists.
- Hans Holbein the Younger played an important part in the development of English landscape painting.
- The first artist who raised British painting to level of importance was William Hogarth.

- d) Thomas Gainsborough was one of the founding fathers of the British landscape school in the 18th century and also one of the most outstanding portrait painters of his day.
- e) Sir Thomas Lawrence is famous for his portraits of women.
- f) Joseph Turner is a renowned English painter who represented a new trend, named *Impressionism*.

BRITISH PAINTING

Painting in England in the period of the 15-17th centuries was represented mostly by foreign artists. In the 16th century Hans Holbein the Younger, a well-known painter, was invited to London by King Henry VIII. Though he did not create any painting school in England he nevertheless played an important part in the development of English portrait art.

Later Charles I made the Flemish painter Van Dyck (a pupil of Rubens) his court painter. Van Dyck founded a school of aristocratic portrait painting.

The 18th century was the century during which a truly national painting school was created in England. The first man who raised British pictorial art to level of importance was William Hogarth. Famous for his engravings and oil paintings, some of them of extreme sensitivity, others bitterly satirical, he was followed by Joshua Reynolds (1723-1792), famous for his portraits. If Hogarth was the artist of the town, Gainsborough (1727-1788), contemporary of Reynolds, was the painter of the countryside, frequently the background to his portraits. In a similar tradition was George Stubbs (1724-1806), as famous for his portraits of horses as of people. Among the other portraitists of the 18th century were George Romney (1734-1802) and Henry Raeburn (1756-1823). Sir Thomas Lawrence (1769-1830) was a favourite of the English nobility. His magnificent paintings were glorified portraits of statesmen, military leaders and diplomats – always handsome, self-possessed and imperious, a romantic pathos ennobling them more. John Constable (1776-1837) finally gave landscape painting its importance. Among his near-contemporaries, though a little younger, were William Blake, a poet, visionary and painter, and Joseph Turner (1775-1851), renowned above all for his naval scenes.

In the second half of the 19th century England entered upon important stages of her artistic development. Some known painters – Dante Gabriel Rossetti (1828-1882) and others formed themselves into a brotherhood with the title of Pre-Raphaelites that expressed their deep admiration for the masters who preceded Raphael (1483-1520). The school had a great influence on the development of English pictorial art. Well remembered are names of the two other leaders of the movement – William Hunt (1827-1910) and John Millais (1829-1896).

The modern period in British art may be said to date from the year 1910 when the first Post-Impressionistic Exhibition (including Van Gogh, Cezanne, Matisse and Picasso) was held in London. Walter Sickert (1860-1942), a pupil of James Whistler (1834-1903), and later a great admirer of Degas, developed his own kind of impressionism. The first decade of the century was dominated by two romanticists – Frank Brangwin (1867-1956) and Augustus John (1878-1961), a true bohemian, living with gypsies through Wales and France, and the sculptor Jacob Epstein,

essentially an expressionist (Somerset Maugham, Winston Churchill, etc.) noted for his drawings of the blitz showing the destruction caused by Nazis during World War II. Such modern painters as David Hockney (born 1937), Peter Blake, Allen Jones seek an image of immediate popular appeal (hence the term pop-art).

Most of the famous British painting collections may be seen in the museums and galleries of London, the Tate Gallery, the National Gallery and others.

3. *Answer the following questions.*

- a) Which foreign artists worked in Britain? What's their contribution to British pictorial art?
- b) When was a truly national painting school created in England?
- c) What do you know about William Hogarth's paintings?
- d) What is Joshua Reynolds famous for?
- e) Do you know any English animal painters?
- f) William Blake was both a poet and a painter, wasn't he? What else was he famous for?
- g) What contribution did Joseph Turner make to the English school of painting?
- h) What role did the brotherhood of Pre-Raphaelites play in the history of British art?
- i) What is characteristic of the modern period in British painting?
- j) What British art galleries do you know?
- k) Do the periods in the history of British painting correspond to the stages of development in European art?

4. *Read the text below and choose the word which best fits each space:*

Gainsborough's Landscapes

As a landscape (1) _____ Gainsborough was influenced in his early years by Dutch seventeenth century pictures seen in East Anglia; and the landscape (2) _____ in his Ipswich period portraits are all in that tradition. But during his Bath period he saw paintings by Rubens and thereafter that influence is apparent in his landscape compositions. The landscapes of Gainsborough's (3) _____ have spontaneity deriving from the light rapid movement of his (4) _____; but they are not rapid sketches from (5) _____, he never painted out-of-doors; he painted his landscapes in his studio from his drawings, and from the scenes which he constructed in a kind of model theatre, where he took bits of cork and vegetables and so on and moved them about, and moved the light about, till he had arranged a (6) _____. It is possible that some of his preliminary black and white (7) _____ landscape drawings were done out-of-doors; but the majority were done in the studio from (8) _____ when he returned from his walk or ride; and some of the finest of the drawings, the "Horses by a Shed", for example, resulted perhaps from a (9) _____ of the two procedures – a rough pencil note made on the (10) _____ and reconsidered in terms of composition with the aid of his candle and the model theatre after dinner. At his highest level he went far beyond the current formulae and achieved a degree of

integrated three-dimensional arrangement.

1	A artist	B painter	C portrayer	D colourist
2	A backgrounds	B foregrounds	C scenes	D views
3	A youth	B maturity	C fashion	D format
4	A brush	B dash	C shadow	D easel
5	A view	B location	C nature	D scenery
6	A colour scheme	B composition	C palette	D scenery
7	A pencil	B ink	C water-colour	D chalk
8	A nature	B memory	C imagination	D tradition
9	A combination	B division	C arrangement	D interpretation
10	A spot	B location	C easel	D background

5. Choose the best word that completes each of these sentences:

- From the beginning to the end of his life Turner's one paramount artistic aim was _____ of light and atmosphere.
a) representation b) painting c) drawing d) exhibition
- The exhibition features 250 _____ of art.
a) paintings b) pictures c) pieces d) works
- Throughout life Turner constantly used water-colour for immediate _____ from nature.
a) paintings b) studies c) reproductions d) scenes
- Reynolds, the famous English portrait painter, worked with great rapidity and could paint half dozen _____ a day, while in the full flush of his power.
a) landscapes b) sketches c) sitters d) images
- In the Low Countries during the seventeenth century the _____ achieved great popularity and varied from simple, clear assemblages of crockery, clay pipes, bread, and cheese, to tables groaning beneath a lush disorder of goldsmith's work, lobsters and grapes.
a) landscape b) flower piece c) still life d) pastel picture
- Reynolds usually painted with brushes 18 inches in length; he worked always standing, and he placed his canvas on his _____ close by his sitter, almost side by side.
a) easel b) palette c) wood cut d) frame
- Joseph William Turner was essentially _____, but was also a fervent and lifelong supporter of the royal academy.
a) self-taught b) mature c) fashionable d) talented

8. Although portraiture later became the main source of Gainsborough's fame and income, he was also one of the earliest British painters to produce important landscapes, admired for their freshness and fluency of _____.
- a) lighting b) handling c) foreshortening d) masterpiece
9. The volcano Vesuvius can be seen in the _____ of *The Bay of Naples* by Renoir.
- a) background b) bottom c) centre d) underpainting
10. George Stubbs studied anatomy, and his pictures of horses are among the most _____ ever painted, but his work is lyrical and transcends naturalism.
- a) impressive b) oppressive c) discernible d) accurate
11. Stubbs was born in Liverpool and he spent his early career in the north, _____ portraits and developing his interest in anatomy.
- a) representing b) painting c) depicting d) colouring
12. The costume of the unidentified _____ suggests the approximate dating of this picture to 1585-95.
- a) painter b) connoisseur c) sitter d) apprentice
13. The silhouetted figure placed in a narrow vertical _____, and the exaggerated hand gesture, are characteristic features of Pellegrini's work.
- a) line b) format c) symmetry d) arrangement
14. In this landscape the colours are _____, the forms are not sharply distinguished from one another, and the paint is applied thinly, almost like watercolour.
- a) gaudy b) cool c) muted d) depressing
15. The National Gallery was the first Gallery in the world to digitally scan its entire collection direct from the work and not from transparencies, providing visitors with the opportunity to own a _____ of over 2300 works from the world's greatest collection of European painting.
- a) copy b) reproduction c) etching d) sketch
16. The main focus of the composition is the seated lady, dressed in brown and orange, who is _____ singing, with an open music book in her lap.
- a) painted b) silhouetted c) posed d) represented
17. Van Dyck uses light and _____ in a subtle and dramatic way: the sitter seems to emerge from darkness, his face and headdress modelled by the light that falls from the left.
- a) silhouette b) shade c) form d) tint

18. The deep recession of the seemingly endless landscape is evoked not only through the traditional means of the winding road, but also by the varied _____ of the paint.
 a) application b) shade c) colour d) depiction
19. This picture, previously entitled 'Outskirts of a Village', probably _____ a scene from the artist's home town in France.
 a) paints b) defines c) depicts d) exposes
20. Rosa was one of the first artists known to have painted nature 'en plein air', or _____.
 a) from imagination b) out-of doors c) realistically d) overnight
21. Rembrandt's _____ form a unique and intimate biography, in which the artist surveyed himself without vanity and with the utmost sincerity.
 a) landscapes b) sketches c) self-portraits d) portraits
22. Just as stage designers use lighting to spotlight a performer, painters will often _____ important elements in paintings.
 a) emphasize b) highlight c) define d) accentuate

6. Translate into English:

1. Зараз у художньому музеї проходить виставка творів Дж. Тернера, видатного англійського художника-мариніста, чиї морські пейзажі вирізняються дивовижним відчуттям кольору та композиції. **2.** Побачивши в Луврі полотно Веронезе, Матісс серйозно допрацював портрет Грети Молл. Зокрема, художник зробив руки жінки більш широкими й підкреслив лінії брів, аби надати фігурі більшої монументальності. **3.** Після екскурсії до художнього музею Кетрін вирішила записатися на курси мистецтва для початківців. **4.** Національний художній музей України продовжує розширювати свою колекцію. Серед нових експонатів – унікальна ікона Св. Георгія та твори відомого художника-абстракціоніста Казимира Малевича, що народився в Києві. На діючих експозиціях представлені понад 20 тисяч творів сучасних художників та майстрів давнини. **5.** «Повернення блудного сина» – картина видатного голландського художника Рембрандта – зберігається в Ермітажі. **6.** Неяскраві кольори, ледве помітні контури та горизонтальна композиція цього малюнка вказує на те, що він був зроблений як етюд для великої панорамної картини. **7.** Автор цього морського пейзажу спеціально підкреслив контури предметів, зображених на передньому плані. Аби передати відчуття простору, художник розділив картину по діагоналі. **8.** Картина Е. Нікола, на якій зображено ірландських емігрантів на шляху до порту Галвей, належить до серії полотен на актуальну тему масової еміграції до Америки, що почали демонструватися на громадських виставках у другій половині XIX ст. **9.** Автор цього сімейного портрету передав почуття людей зі зворушливою щирістю.

Фігури на картині розташовані симетрично, у кольоровій гамі домінують м'які та ніжні відтінки. **10.** У музеї Тараса Шевченка в Торонто відкрито нову унікальну експозицію «Портрети генія», на якій представлені автопортрети та портрети письменника інших художників у різних жанрах, таких як акварель, олія, туш, сепія, олівець, гравюра та навіть інкрустація по дереву й вишивка.

MODULE 3. WORLD AROUND US

I. Fauna

1. Match the words and word combinations on the left with their definitions on the right:

1.	amphibians	a.	Animals fed when young on milk from the mother's body
2.	carnivores	b.	Animals in which the female gives birth to partly developed young and then carries them in a pouch
3.	marsupials	c.	Small plant-eating animals with strong sharp long front teeth
4.	rodents	d.	Flesh-eating animals
5.	crustaceans	e.	Plant-eating animals
6.	herbivores	f.	Animals with a hard outer shell that are closely related to the insects
7.	mammals	g.	Animals that are able to live both on land and in water
8.	reptiles	h.	Animals whose blood changes temperature according to the temperature around it and that usually lays eggs

2. Select the correct answer to each question:

PART ONE

1 Which is the largest of the **ape** and **monkey families, full-grown?**

a chimpanzee b orang-outang c gorilla

2 Which of these is not a **mammal**?

a whale b porpoise c shark d dolphin

3 Which of these is a **marsupial**?

a kangaroo b camel c panda

4 Which of these hasn't got a **shell** on its back?

a snail b tortoise c turtle d crab e octopus

5 Which of these hasn't got **tusks** but has got **whiskers**?

a elephant b walrus c seal

6 Which of these hasn't got **horns**?

a rhino(ceros) b hippo(potamus) c bull d goat e deer f antelope

7 Which of these has **spots** rather than **stripes**?

a zebra b leopard c tiger

8 Whose fur might you expect to pay most for?

a fox b mink c rabbit d silver fox e blue fox

9 Which member of the snake-family is this?

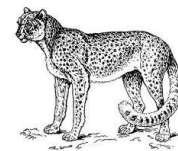
a viper b boa constrictor c cobra d python e rattlesnake



- 10 Which of these animals is not **carnivorous**?
a hyena b reindeer c polar bear
- 11 Which of these insects doesn't **sting**?
a ant b wasp c bee d ladybird
- 12 Which won't **bite** you?
a mosquito b flea c butterfly d fly
- 13 Which of these beasts hasn't got a **hump**?
 a bison b ox c camel
- 14 Which of these birds can fly?
a penguin b ostrich c goose d emu e kiwi
- 15 Which of these birds has the most impressive **tail**?
a peacock b pigeon c sparrow d budgerigar
- 16 Which of these animals does not normally **hibernate**?
a bear b squirrel c dormouse d rat
- 17 Which of these has most legs?
a spider b scorpion c centipede d beetle e worm f piranha fish
- 18 Which of these birds' **feathers** aren't black?
a blackbird b crow c raven d blue tit
- 19 Which of these creatures is not **extinct**?
a mammoth b dinosaur c pterodactyl d buffalo e brontosaurus
- 20 Which birds are these?
 a the symbol of peace?
 b the announcer of spring?
 c supposed to be very wise?
 d with perhaps the most beautiful singing voice?

PART TWO

- 21 Which member of the cat family is this?
a cheetah b panther c lion
- 22 Which of these is not a **fabulous creature**?
a dragon b unicorn c chameleon d mermaid
- 23 Which of these **reptiles** is not an **amphibian**?
a crocodile b iguana c alligator d newt
- 24 Which of these is not related to the dog?
a wolf b jackal c yak
- 25 Which breed of dog is this?
**a Alsatian b terrier c spaniel d Pekinese e poodle
 f foxhound g labrador h greyhound i bulldog**
- 26 Which of these is not **nocturnal**?
a moth b badger c bat d koala bear
- 27 Which of these creatures has got **gills**?
a lizard b toad c lobster d dragonfly
- 28 Which of these runners would win a 5000 meters race?
a gazelle b elk c wildebeest
- 29 Which of these would win the high jump?



a frog b grasshopper or cricket c giraffe

30 Which of these four is a cross between two of the others?

a horse b ass c donkey d mule

31 Which of these animals has **hooves** as opposed to **paws** and **claws**?

a stag b hare c otter d racoon

32 Which **rodent** is this?

a beaver b guinea-pig c hamster d mole



33 Which of these is not a **bird of prey**?

a hawk b falcon c vulture d woodpecker e eagle

34 Which of these is not a **wading bird**?

a stork b flamingo c swan

35 Which of these does not normally **migrate**?

a robin b swallow c thrush

36 Which is this **species of vermin**?

a weasel b skunk c stoat



37 Which of these birds has the longest wings?

a albatross b seagull c humming-bird

38 Which of these creatures is not **prickly**?

a hedgehog b porcupine c cockroach

39 Which of these **cold-blooded sea creatures** has **tentacles** and no **fins**?

a jellyfish b swordfish c stingray d flying fish

40 Which bird:

a starts the day with its cry?

b is a bit of a petty thief?

c is found in the expression: to learn something ...-fashion?

d is found in the expression: as dead as a ...?

3. Complete the table with the names of the animals in the exercise above:

Reptiles	Mammals	Amphibians	Birds	Fish	Insects

4. Decide which of these in pairs is male and which female:

mare	fox	duck	goose
stallion	vixen	drake	gander
buck	dog	cow	lion
doe	bitch	bull	lioness
ewe	tiger	hen	doe
ram	tigress	cock	stag

5. Match the grown animals, birds and insects (on the left) with their young (on the right):

1. dogs	7. cats	kids	cubs
2. sheep	8. geese	lambs	foals
3. cows	9. goats	chicks	calves

4. pigs	10.hens	larvae	piglets
5. horses	11.lions	puppies	kittens
6. butterflies	12.insects	caterpillars	goslings

6. Complete the table with the missing words:

Neutral	Female	Male	Young
dog		dog	
	cat	tomcat	
			tadpole
		drake	
			foal
chicken	hen		
	vixen	dog	
cattle (pl.)	cow		
	doe	stag	
	ewe		

7. Work out which animals live where:

a) cows b) dogs c) lions d) tame rabbits e) wild rabbits f) canaries g) most birds h) pigs i) bees j) horses
a sty a hive a nest a cage a hutch a kennel a den (a liar) a shed (a stall) a hole (burrow) a stable (stall)

8. Match the group words below with the correct kind of wildlife:

1 A herd of	a whales
2 A pack of	b lions
3 A flock of	c fish
4 A swarm of	d bees
5 A shoal of	e wolves
6 A pride of	f cattle, elephants
7 A school of	g sheep, birds

9. Find a creature which has it as a part of their body:

a tail	_____	hooves	_____
hind legs	_____	a trunk	_____
stripes	_____	fins	_____
spots	_____	a hump	_____
an udder	_____	fur	_____
horns	_____	scales	_____
tusks	_____	whiskers	_____
a mane	_____	a pouch	_____
wings	_____	a shell	_____
claws	_____	webbed feet	_____
paws	_____	feelers or antennae	_____

tentacles	_____	a beak	_____
-----------	-------	--------	-------

10. Complete the table:

Animals	Noise	Animals	Way of moving
pigs	grunt	horses	gallop
	whinny		crawl
	roar		slither
	purr		bound
	bark		pounce
	crow		dart
	sing		hover
	howl		strut

11. Before reading answer the following questions:

- Zoos and safari parks have recently come in for a lot of criticism. Why?
- Can you think of any benefits to wild animals of being kept in a zoo or a safari park?

12. Which of these statements do you agree with and which do you disagree with:

- More animal reserves should be created and more work should be done to help endangered species to breed in captivity
- We cannot afford to worry about animals when millions of human beings are starving
- We should not be too worried about certain species becoming extinct, there are so many species which remain
- We are the main threat to wildlife; there should be much stricter laws to protect the habitats of wild animals

I must agree with you (if you are anti-zoo), that not all zoos are perfect. Of the 500 or so zoological collections in the world, a few are excellent, some are inferior and the rest are appalling. Given the premises that zoos can and should be of value scientifically, educationally and from a conservation point of view (thus serving both us and other animal life), then I feel very strongly that one should strive to make them better. I have had, ironically enough, a great many rabid opponents of zoos tell me that they would like all zoos closed down, yet the same people accept with equanimity the proliferation of safari parks, where, by and large, animals are far worse off than in the average zoo. An animal can be just as unhappy, just as ill-treated, in a vast area as in a small one, but the rolling vistas, the ancient trees, obliterate criticism, for this is the only thing that these critics think the animals want.

It is odd how comforted people feel by seeing an animal in a ten-acre field. Safari parks were invented purely to make money. No thought of science or conservation sullied their primary conception. Like a rather unpleasant fungus, they have spread now throughout the world. In the main, their treatment of animals is disgraceful and the casualties (generally carefully concealed) appalling. I will not

mention the motives, or the qualifications of the men who created them, for they are sufficiently obvious, but I would like to stress that I know it to be totally impossible to run these vast concerns with a knowledgeable and experienced staff, since that number of knowledgeable and experienced staff does not exist. I know, because I am always on the look-out for such rare beasts myself.

I am not against the conception of safari parks. I am against the way that they are at present run. In their present form, they represent a bigger hazard and a bigger drain on wild stocks of animals than any zoo ever has done. Safari parks, properly controlled and scientifically run, could be of immense conservation value for such things as antelope, deer and the larger carnivores. But they have a long way to go before they can be considered anything other than animal abattoirs in a sylvan setting.

I feel, therefore, that one should strive to make zoos and safari parks better, not simply clamour for their dissolution. If Florence Nightingale's sole contribution, when she discovered the appalling conditions in the hospitals of the last century, had been to advocate that they should all be closed down, few people in later years would have praised her for her acumen and far-sightedness.

My plan, then, is that all of us, zoo opponents and zoo lovers alike, should endeavour to make them perfect; should make sure that they are a help to animal species and not an additional burden on creatures already too hard pressed by our unbeatable competition. This can be done by being much more critical of zoos and other animal collections, thus making them more critical of themselves, so that even the few good ones will strive to be better.

(from *The Stationary Ark* by Gerald Durrell)

13. Comprehension check:

- Are the following statements true or false? Correct the false ones.

a.	The author is a rabid opponent of zoos and safari parks	
b.	In safari parks animals are well-treated and happy as they live in vast areas	
c.	The aim of safari parks is to make money	
d.	Safari parks are run by knowledgeable and experienced staff	
e.	Safari parks are of immense conservation value	

- Using the text finish the sentences:

- Nowadays safari parks are considered to be _____
- Safari parks can be of immense conservation value if _____
- The author compares safari parks with a _____
- Zoos can be of value _____
- To make zoos and safari parks better we have to be _____

14. Give English equivalents from the text to the following phrases:

Запеклий супротивник зоопарків, спокійно сприймати, поширення сафарі парків, скотобійна в лісовій місцевості, вимагати ліквідації зоопарків, проникливість і далекоглядність, спробувати покращити, спотворити початкову концепцію, звивисті просіки, великі території, значний ризик,

додатковий тягар, тямущий та досвідчений персонал, зводити критику нанівець, бути в пошуках.

15. Discuss the listed arguments for and against zoos and safari parks which are often put forward and in note form refute them.

	<i>Argument</i>	<i>Refutation</i>
<i>Example</i>	Animals are helplessly kept away	Not free

- Animals in zoos are imprisoned without trial.
- The common script “Born Free” applied to animals is sheer anthropological romanticism.
- Life in the wild is a constant struggle for survival.
- Modern zoos are not grim prisons.
- Zoos have not fully realized their educational potential and still are of great value for broadscale bioliteracy.
- Zoos help to preserve habitats and restore the damaged ones.
- Zoos offer people an opportunity to forget their problems. They are a dose of nature.
- To be of conservation value and maintain programmes zoos need financial backing.

16. Translate into English:

1. Ця книга дає загальну інформацію про природне середовище проживання лисиць, оленів-самців і диків кабанів. 2. Будь-яка мама піклується про своє дитя, чи то козеня, курча, лоша, теля чи левеня. 3. Ферма була дивом: кам'яне помешкання, хлів, свинарник, собача будка, конюшня, клітка для кроликів, десятки вуликів і фруктовий сад, який ось-ось повинен був розквітнути. 4. У наших лісах ростуть як хвойні, так і листяні дерева, а також кущі і чагарники. Багато з цих рослин є притулком для таких поширених у нашій місцевості птахів як синиця, малинівка, дятел, ластівка, горобець і дрізд. 5. Шкіра ската з лусками або гола. Живляться вони ракоподібними, молюсками, рибою, деякі — планктоном. 6. Не всі діти знають, у яких тварин є бивні – у слона, моржа чи тюленя. 7. Восени багато птахів відлітають до теплих країв, а деякі тварини впадають у сплячку, такі як соня і ведмідь. 8. В цьому підручнику з біології подане зображення вимені антилопи гну. Вагітність триває близько 8,5 місяців, в посліді один, рідко два дитинча. У віці одного тижня теля починають підгодовуватися травою, період лактації становить 7-8 місяців. 9. Багато запеклих супротивників зоопарків, яким не відмовиш у проникливості і прозорливості, сьогодні вимагають ліквідації зоопарків і сафарі парків, оскільки вони не можуть більше спокійно сприймати поширення цих закладів. Як вони стверджують, сафарі парки є нічим іншим, як скотобійною в лісовій місцевості. З їхньої точки зору, жодна ідея про збереження видів не перекрутила першочергову мету творців цих підприємств робити гроші. 10. Гепарди, що

мчать, антилопи гну, що бродять, буйволи і носороги, що розгулюють – це лише частина того дійсного видовища, яке обіцяють упорядники спеціально організованого відпочинку у сафарі парках. **11.** Подорож на слонах із супроводженням дає змогу вам побувати у віддаленій дикій місцевості і наблизитись до рідкісної дичини. **12.** У всіх видрових тіло продовгувате, короткі лапи з перетинками між пальцями, довгий сильний хвіст і кругла голова з притупленою мордочкою. **13.** Виглядом коала трохи нагадує ведмедя (звідси його назва — сумчастий ведмідь); а рудиментарний хвіст, розташування виводкової сумки зближують його з вомбатом. **14.** Рухливий хобот слона служить органом дотику, нюху і хапання. **15.** Свою назву риба-меч отримала завдяки дуже видовженій та сплюсненій верхній щелепі, яка має вигляд меча та складає до третини довжини риби. Хвостовий плавець у формі півмісяця. Черевні плавці відсутні. Зуби відсутні.

Idiomatic Phrases

17. Complete each idiomatic phrase with the word from the box.

bee	bull	cat	chicken	dog
fish	fly	lamb	pig	snake

1. It's time to be brave and take the _____ by the horns.
2. Terry went meekly into the exam room, like a _____ to the slaughter.
3. Misfortune was to _____ Charles for the rest of his life.
4. From this point the road begins to _____ downhill to the coast.
5. I've eaten too much, I've made a real _____ of myself.
6. Philip's such a gentle man, he wouldn't hurt a _____.
7. Grandfather looked like a _____ out of water at the disco.
8. John's got the big match tomorrow, but I'm sure he's going to _____ out at the last minute and stay at home.
9. Carol arrived at the party and made a _____ line for the sandwiches as she hadn't eaten for hours.
10. Lisa walked in tentatively, like a _____ on a hot tin roof.

18. Choose the correct word to complete the idioms in sentences 1—8.

crocodile	dog	fish	frog	horse	snail	whale	wolf
------------------	------------	-------------	-------------	--------------	--------------	--------------	-------------

1. After forgetting his wife's birthday, Gerald was in the _____ -house for weeks.
2. Our last holiday was great. We had a _____ of a time.
3. Betty could tell they were only _____ tears, because a few minutes later he was laughing.
4. They were very poor, but Sarah's small salary was enough to keep the _____ from the door.
5. I'm so nervous before I give an important speech, that I often get a _____ in my throat.

6. I quite enjoy walking in the hills, but rock-climbing is a whole different kettle of _____.
7. Phil tried hard to promote his plan, but he was flogging a dead _____.
8. Even after the repairs, the train continued to move at a _____'s pace.

19. Match these idiomatic expressions to the explanations on the right:

- | | |
|---|---|
| 1. other fish to fry | something that has no effect |
| 2. a fish out of water | an important figure in a small organization |
| 3. plenty more fish in the sea | out of your depth, in the wrong place |
| 4. a big fish in the small pond | other people or things to choose from |
| 5. water off a duck's back | like or become familiar with straight away |
| 6. take to it like a duck to water | more important things to do |

20. Complete the following sentences using one of the expressions above in its correct form.

- She was upset when her boyfriend left her, but I assured her there were _____.
- I know it's a huge corporation to work for – but it's better to be _____.
- He wants me to spend all my time doing paperwork but I have _____.
- Mark's getting on very well with his horse riding – he _____.
- He hates his new job. It's a different field. He feels like _____.
- She never listens to our suggestions – what we say is _____ to her.

II Fauna

1. Using the words in the box complete the table.

horse-chestnut	willow	cypress
poplar	holly-tree	plane-tree
yew	cedar	lilac
fir-tree	birch	azalea

<i>Deciduous</i>	<i>Coniferous</i>	<i>Shrubs/bushes</i>

2. Which of these flowers are normally garden and which wild? Mark them respectively **G** or **W**.

iris		dandelion		marigold	
carnation		pansy		orchid	
hyacinth		rose		lily	
bluebell		narcissus		snowdrop	
daisy		crocus		primrose	

dahlia		gladiolus		poppy	
tulip		aster		forget-me-not	
geranium		violet		lily-of-the-valley	

3. *Before reading answer the question – What are they?*

- They are home to half the world's wild creatures
- They are a major source of modern medicines
- They have an important effect on the world's weather
- The world's industries depend on their products
- They may disappear in our lifetime

4. *To find the answer look quickly through the quiz below.*

QUIZ

1. Coniferous forests grow in the colder part of the world?

True or false?

2. Tropical rainforests soil makes good farming land?

True or false?

3. An area of tropical rainforests the size of a football pitch is destroyed every

- a. week b. day c. second

4. How much of the world's original tropical rainforests have already disappeared?

- a. 10 % b. 25 % c. 40 %

5. At the present rate, all the tropical forests will have disappeared in

- a. 10 years b. 40 years c. 100 years

6. Most of the world's wood is used

- a. as fuel b. for construction c. to make paper

7. Poor countries use far more wood for construction than rich countries

True or false?

8. Every year US citizens throw away paper and packaging worth a forest the size of

- a. the island of Manhattan b. the city of Chicago c. the state of Delaware

9. Which of the following exports from the Third world is the most profitable?

- a. rubber b. cocoa c. timber

10. Destroying forests causes

- a. flooding b. drought c. earthquakes

TREES – THE FACTS

Different kinds of trees

• In the colder parts of the world are soft wood *coniferous* forests: *pine, spruce, aspens, alders* and *larches*. Often planted commercially for paper pulp they harbour few plants and wildlife being dark with *infertile needle-carpet*

World wood consumption

• Altogether the world consumes enough wood to cover Manhattan to the height of a 10-storey building (3 billion cubic meters of wood a year). Of this 55 per cent comes from hardwoods and 45% from softwoods.

floors. They produce *acidic soil* which makes poor farming land.

- Temperate forests are a mixture of conifers and hardwood *deciduous trees* like *oaks*, *maples* and *hickories*. They are lighter and more diverse than coniferous forests supporting plants and wildlife. The rotting vegetation produces many *nutrients* and these generally stay in the soil, which makes good farming land.

- Tropical forests are diverse and include *hardwood trees* like *teak* and *mahogany*. Sometimes 180 million years old, they can shelter up to 100 species of animals and plants in less than two and a half acres. Tropical forest soil is fragile because it is so old and because most nutrients are absorbed by the plant life. It makes poor farming land.

Tree death toll

- An area of tropical forest the size of Britain is *deforested* every year. That is equivalent to an area the size of a football pitch every second.

- In 1950, 30% of the earth was covered by tropical forests. By 1975, only 12% was left.

- Today more than 40% of the world's original tropical forests have gone. Latin America has lost

37% of its original tropical forests, Asia 42 % and Africa 52%.

- The world is now losing its tropical forest at the rate of 7 % a year and if this continues, it will have all gone in just 40 years' time.

- Tropical *timber* is one of the leading exports of the Third World. It earns as much as cotton, twice as much as rubber and three times as much as cocoa.

- The average citizen of the West consumes more than 150 kilogrammes of paper a year compared to the Third World citizen who uses just five kilogrammes.

Rich and poor countries consume the world's trees in roughly equal proportions. But poor countries use wood to satisfy basic needs while we use it for luxuries.

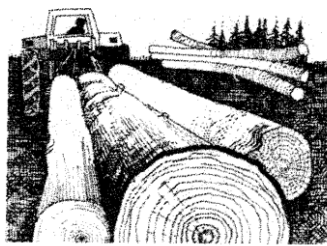
- Half the world's wood is used as fuel – 80% of it by poor countries.

- 40% is used for construction – 75% of it by rich countries.

- 10% is used as paper – 87.5% of it by rich countries

Death of the earth

Trees bind the earth with their roots, protecting the soil from *erosion* and reducing the *evaporation* of water. When they are cut down the earth is left naked, *to be flushed* away by rain or *desiccated* by the sun and attacked by wind. Deforestation is a major factor in the increase of floods. Although It is debatable as to whether or not trees themselves actually produce rain, droughts have increased dramatically in areas of the world where deforestation is most severe.



5. Match the words with their definitions.

- | | |
|------------------------------|--|
| a) daisy | 1. a bulbous European plant which typically bears bright yellow flowers with a long trumpet-shaped centre (corona). |
| b) larch | 2. a widely distributed weed of the daisy family, with a rosette of leaves and large bright yellow flowers followed by globular heads of seeds with downy tufts. |
| c) dandelion | 3. hard reddish-brown timber from a tropical tree, used for quality furniture. |
| d) palm | 4. an unbranched evergreen tree of tropical and warm regions, with a crown of very long feathered or fan-shaped leaves, and typically having old leaf scars forming a regular pattern on the trunk. |
| e) daffodil | 5. a tree or shrub of temperate climates which typically has narrow leaves, bears catkins, and grows near water. Its pliant branches yield osiers for basketry, and the timber is traditionally used to make cricket bats. |
| f) heather | 6. a low, spreading plant with small purple, pink, or white flowers that grows wild in Europe on high land with poor soil. |
| g) lily of the valley | 7. a small grassland plant that has flowers with a yellow disk and white rays. It has given rise to many ornamental garden varieties. |
| h) horse chestnut | 8. a European plant of the lily family, with broad leaves and arching stems of fragrant white bell-shaped flowers. |
| i) laurel | 9. a deciduous tree with large leaves of five leaflets, conspicuous sticky winter buds, and upright conical clusters of white, pink, or red flowers. It bears nuts (conkers) enclosed in a fleshy case. |
| j) mahogany | 10. a coniferous tree with bunches of deciduous bright green needles, found in cool regions of the northern hemisphere. It is grown for its tough timber and its resin (which yields turpentine). |
| k) willow | 11. a small evergreen tree with dark green glossy leaves. The leaves are sometimes used to make decorations such as wreaths. |

6. Choose the best word that completes each of these sentences:

- 1 Many species of animals and plants today are.....
dangerous endangered precarious risky under danger
- 2 The indiscriminate use of pesticides has.....many rare species.
abolished cancelled devastated postponed vanished wiped out
- 3 Modern farm animals and crops are the result of centuries of selective
breeding cultivation education mating reproduction
- 4 It took a long time for the theory of evolution to be.....
absorbed accepted acknowledged tolerated
- 5 Much of our knowledge about evolution comes from the study of.....
artifacts fossils relics ruins tracks
- 6 My friend is a keen amateur.....
natural historian naturalist naturist nationalist
- 7 He gets very.....about experiments being carried out on live animals.
worked down worked out worked over worked up
- 8 One of the effects of acid rain is that it causes plants to.....
contract flourish shrink thrive wither

- 9 Waste paper can be.....instead of being burnt.
decomposed incinerated recycled revamped
- 10 There are over 850,000 named.....of insects on this planet.
colonies families species styles varieties
- 11 Rabbits and mice are.....
amphibians carnivores marsupials rodents
- 12 Crocodiles and alligators are.....
crustaceans herbivores mammals reptiles
- 13 The oak and the beech are.....
bushes coniferous trees deciduous trees shrubs
- 14 Crows and vultures are..... living on carrion.
parasites predators scavengers scroungers
- 15 The lioness lay in wait for her.....
game lunch prey target victim
- 16 Rats, mice and cockroaches are usually considered to be.....
mischievous pets vermin weeds
- 17 Cattle and chickens are..... animals.
domestic domesticated house-broken obedient tame wild
- 18 Your cat has scratched me with its.....:.....
claws fangs hoofs nails paws pincers whiskers
- 19 We all admired the parrot's beautiful.....
bark coat fleece fur hide plumage
- 20 Many insects, such as wasps and ants, use their.....to touch objects.
aerials antlers feelers horns whiskers
- 21 A.....hatches from an egg laid by a butterfly.
caterpillar chrysalis maggot moth snake worm
- 22 We saw a huge.....of birds through our binoculars.
crowd flock herd pack shoal swarm
- 23 The.....that we've gathered in the woods will taste delicious fried in butter.
champions leaves lichen mushrooms toadstools
- 24 Squirrels and rabbits are.....little creatures.
amiable courteous delicious elegant endearing extravagant fierce

7. *Translate into English.*

1. Вільха — це рід дерев і чагарників родини березових. **2.** Батьківщина більшості кленів – Азія. **3.** Ялина дає цінну деревину (вона біла, легка і м'яка), яку широко використовують у будівництві, деревообробній, целюлозно-паперовій промисловості, у виготовленні музичних інструментів тощо. **4.** Тик – це розповсюджена назва видів тропічних дерев з твердою деревиною. **5.** Більшість видів гікорі дають поживні та смачні горіхи. **6.** Дуби бувають літні, зимові та вічнозелені. У літнього рано розпускаються червонуваті листя і восени опадають. У зимового дуба листя з довгими черешками з'являються пізно, але восени не опадають, а засохлі тримаються на гілках всю зиму. У дуба, що росте у Франції, Іспанії, Італії і на Кавказі, зелені листя не сохнуть і не опадають. **7.** Осика — високе струнке дерево з округлою кроною і

циліндричним стовбуром, укритим гладенькою світло-зеленою корою. **8.** Жоржина була названа національною квіткою Мексики в 1963 році. **9.** Гіацинт – рід багаторічних цибулинних рослин – нараховує близько 30 видів. **10.** Знеліснені райони зазнають пагубну ерозію ґрунту та перетворюються на пустир.

III Conservation

- to dump untreated sewage
- to wash away topsoil
- to discharge wastes
- fertilizer
- to reseed
- contaminate
- incinerated garbage
- contouring
- field drainage
- to overgraze
- terracing
- rotation
- windbreak
- to level
- to jeopardize
- to erode

1. Fill in the gaps with the words or phrases from the list above.

CONSERVATION - ARE YOU INVOLVED?

Each member of a community bears some responsibility for safeguarding the natural resources of the area. If conservation efforts are lax or lacking in your community, you should help make local and national lawmakers aware that there is popular support for an effective program.

If You Live in the City or Suburbs

Does your community 1) ... into streams or lakes? Is ground cover or grass neglected in schoolyards, playgrounds, and parks? Do the builders of housing developments, shopping centers, and highways let 2) ...? Do factories 3) ... into public waterways? Is the air 4) ... by 5) ... and industrial gases? Does your family pollute the air by burning leaves and trash?

If You Live in a Farm Community

Are crops planted without using such practices as 6) ..., 7) ... and 8) ...? Are fields 9) ... because there are no 10) ...? Are 11) ... and pesticides used indiscriminately, contaminating farm workers, harming wildlife, or destroying organisms in the waters into which 12) ... flows? Do local farmers fail to consult soil scientists and other conservationists on the best use of their land?

If You Live in Forest or Rangeland Areas

Is timberland 13) ... without leaving immature trees for survival of the timber site or without provisions for 14) ... the acreage? Are cattle and sheep allowed to 15) ... the grassland and thus 16) ... the range?

2. Read the text and decide if the statements given below are true or false:

1. Over-silting of rivers and streams is caused by excessive use of land	
2. Pesticides are designed to kill illnesses, including cancer and birth defects	
3. Genetic resistance of some pests make farmers use watersoluble	

chemicals	
4. DDT is a biodegradable chemical that reduced malaria all over the world	
5. High temperature incinerators is an efficient solution of the problem of garbage disposal in urban areas	

Land and Soil Pollution

In order to sustain the continually growing human population, current agricultural methods are designed to maximize yields from croplands. In many areas, the **overuse** of land results in the erosion of topsoil. This soil erosion, in turn, causes the over-silting or **sedimentation** of rivers and streams.

One of the most hazardous forms of pollution comes from agricultural pesticides. These chemicals are designed **to deter** or kill insects, weeds, fungi, or rodents that pose a threat to crops. When airborne pesticides drift with the wind or become absorbed into the fruits and vegetables they are meant to protect, they can become a source of many illnesses, including cancer and birth defects.

Pesticides are often designed to withstand rain, which means they are not always **water-soluble**, and therefore they may persist in the environment for long periods of time. Some pests have developed a genetic resistance to these chemicals, forcing farmers to increase the amounts or types of pesticide.

The pesticide DDT provides the best-known example of the dangers of introducing synthetic chemical compounds into the environment. Chemically a chlorinated hydrocarbon, DDT was widely used for many years after World War II. At first it was highly regarded because it reduced the incidence of malaria throughout the world. Then, evidence began to show that DDT might be doing more harm than good. DDT, like other chemically stable pesticides, is not readily biodegradable. It has been found in the tissues of every organism tested for its presence. DDT is now known to affect biological activities. It reduces the rate of photosynthesis in marine phytoplankton, organisms that form the basis of most ocean food chains.

Although DDT has been banned in the United States and most other countries, it is still manufactured and used in some parts of the world. Many other pesticides also have been banned. Thousands of pesticides remain in use and, in some cases, their agricultural value may balance out their risks.

Some urban areas are beginning to experience a serious problem regarding the disposal of garbage and hazardous wastes, such as **solvents** and industrial dyes and inks. In many areas landfill sites are approaching their full capacity and many municipalities are turning to incineration as a solution. Giant high-temperature **incinerators** have become another source of air pollution, however, because incineration ashes sometimes contain very high concentrations of metals as well as dioxins, a dangerous family of chemical poisons.

One answer to the garbage problem is recycling. Some towns have passed **ordinances** that encourage or require residents to separate glass and aluminum cans and bottles from other refuse so that these substances can be melted down and reused. Although lightweight steel, cardboard, and paper are also economically **recyclable**,

most industries and cities still burn or bury large amounts of **scrap** metal and paper products every day.

3. Find in the text words and expressions in bold similar in meaning to the ones given below.

- 1) able to be treated or processed so as to be suitable for reuse
- 2) low areas of land that are built up from deposits of solid refuse in layers covered by soil
- 3) substances that dissolve another to form a solution
- 4) excessive use
- 5) capable of dissolving in water
- 6) old, discarded, or rejected item or substance
- 7) the deposition or accumulation of sediment
- 8) to discourage or restrain from acting or proceeding
- 9) a furnace or apparatus for burning trash, garbage
- 10) public injunctions or regulations

4. Read the text and fill in the gaps in it with words from the box.

decompose sedimentation persistent pollutants household detergents unwanted refuse raw sewage oxygen deficiency

Water Pollution

Since the beginning of civilization, water has been used to carry away 1. _____. Rivers, streams, canals, lakes, and oceans are currently used as receptacles for every imaginable kind of pollution. Water has the capacity to break down or dissolve many materials, especially organic compounds, which decompose during prolonged contact with bacteria and enzymes. Waste materials that can eventually 2. _____ in this way are called biodegradable. They are less of a long-term threat to the environment than are more 3. _____ such as metals, plastics, and some chlorinated hydrocarbons. These substances remain in the water and can make it poisonous for most forms of life. Even biodegradable pollutants can damage a water supply for long periods of time. As any form of contamination accumulates, life within the water starts to suffer. Lakes are especially vulnerable to pollution because they cannot cleanse themselves as rapidly as rivers or oceans.

A common kind of water pollution is the effect caused by heavy concentrations of nitrogen and phosphorus, which are used by plants for growth. The widespread use of agricultural fertilizers and 4. _____ containing these elements has added large amounts of plant nutrients to many bodies of water. In large quantities, nitrogen and phosphorus cause tiny water algae to bloom, or grow rapidly. When the algae die, oxygen is needed to decompose them. This creates an 5. _____ in the water, which causes the death of many aquatic animals. Plant life soon reduces the amount of open water. These events speed up the process of eutrophication, the aging and

eventual drying up of a lake.

6. _____ also pollutes water. It is the result of poor soil conservation practices. Sediment fills water-supply reservoirs and fouls power turbines and irrigation pumps. It also diminishes the amount of sunlight that can penetrate the water. In the absence of sufficient sunlight, the aquatic plants that normally furnish the water with oxygen fail to grow.

Factories sometimes turn waterways into open sewers by dumping oils, toxic chemicals, and other harmful industrial wastes into them. In mining and oil-drilling operations, corrosive acid wastes are poured into the water. In recent years, municipal waste treatment plants have been built to contend with water contamination. Some towns, however, still foul streams by pouring 7. _____ into them. Septic tanks and cesspools, used where sewers are not available, may also pollute the groundwater and adjacent streams, sometimes with disease-causing organisms. Even the purified effluent from sewage plants can cause water pollution if it contains high concentrations of nitrogen and phosphorus. Farm fertilizers in some regions fill groundwater with nitrates, making the water unfit to drink. Agricultural runoff containing dangerous pesticides and the oil, grime, and chemicals used to melt ice from city streets also pollute waterways.

5. Translate into English.

1. Зараз у повітрі міститься велика кількість шкідливих речовин, що виникають у результаті експлуатації транспортних засобів, викидів з фабрик і заводів, спалювання відходів тощо. Це, звичайно, негативно впливає на здоров'я людей. Наприклад, смог у великих містах часто спричиняє захворювання дихальних шляхів. **2.** Нерозважливе використання хімікатів і пестицидів призводить до загибелі багатьох представників тваринного світу. **3.** Терасування – це штучне змінення поверхні гористих нахилів для їх якнайкращого використання під сільськогосподарські й лісні культури. **4.** У багатьох містах зараз постала проблема позбавлення від сміття і небезпечних відходів. Місця схову майже заповнені і влада звертається до сміттєспалювання як до оптимального виходу із ситуації. Однак, з іншого боку, сміттєспалювальні печі можуть стати додатковим джерелом забруднення. **5.** Сміття отруює повітря. Якщо його неможливо переробити, його просто спалюють. **6.** Часто заводи й фабрики скидають відходи до водних артерій країни, наражаючи на небезпеку життя річних тварин. **7.** Забезпечення фабрик деревиною призводить до вирубаня лісу. **8.** Зараз людина має усвідомлювати основні проблеми оточуючого середовища, такі, як-от ерозія ґрунту, зниження рівня води, забруднення морів, витік нафти, вичерпання водних ресурсів, порушення кругообігу води і багато чого іншого. **9.** Пестициди і хімікати, які безладно використовуються при вирощуванні врожаю, наносять велику шкоду сільському господарству. Ускладнює ситуацію те, що зернові вирощуються без урахування таких практик, як чергування посівних культур, забезпечення лісосмуг тощо. **10.** Попри те, що більшість пестицидів покликані відлякувати або винищувати комах і гризунів, їх зловживання наносить шкоду людям, викликаючи такі

хвороби, як рак і вади розвитку. **11.** Деякі гризуни виробили генетичну опірність до багатьох видів пестицидів, що змушує фермерів збільшувати кількість сільськогосподарських отрут і їх види. Багатьом пестицидам потрібен час для того, щоб почався процес розпаду, а це означає, що вони надовго лишаються в оточуючому середовищі. Наприклад, пестицид ДДТ розпадається під впливом мікроорганізмів впродовж доволі тривалого часу. Його виявили у тканинах майже усіх тварин, яких тестували на його наявність. **12.** Іноді смітники забруднюють підземні води і суміжні джерела хвороботворними бактеріями і організмами. **13.** Більшість відходів можуть розкладатися під впливом бактерій і ферментів, тобто піддаються біологічній дії. Однак, існують також стійкі забруднювачі, що лишаються у воді й отруюють її. **14.** Коли будь-яка форма забруднення накопичується, вона призводить до вимирання або захворювання живих організмів. Нажаль, вода в озерах не може очищуватися так само швидко, як вода у річках й океанах. **15.** Накопичення азоту і фосфору у воді викликає цвітіння водоростей. Для їх розпаду потрібен кисень. Цей процес викликає нестачу кисню у воді й призводить до вимирання багатьох річних організмів. **16.** Замулювання річок, надмірне використання хімікатів, злив стічних вод до озер погіршує екологічну ситуацію в країні. Замулювання, зокрема, призводить до того, що до води потрапляє недостатня кількість сонячних променів, за відсутності яких, водні рослини, що виробляють кисень, не можуть рости. **17.** Вигрібні ями можуть забруднювати підземні води у місцях, де немає каналізації.

MODULE 4. CHARACTER AND PERSONALITY

I. Describing People

1. Sort out the words from the box under the following categories:

chauvinistic, gullible, vivacious, convivial, greedy, indefatigable, scintillating, bilingual, erudite, versatile, magnanimous, illiterate, restless, agitated, placid, valorous, nonchalant, seemly, obdurate, conceited, vain, intractable, high-minded, worshipful, lukewarm, obliging, gallant, down-to-earth, altruistic, morose, sharp-tongued, a fault-finder, sagacious, diligent, conscientious, urbane, ingenuous, intrepid, benevolent, considerate, peculiar, eccentric, obsequious, ostentatious, persevering

Intellectual ability

Having ability

Having knowledge or skill

Lacking knowledge

Volitional qualities

Unyielding, difficult to control

Showing determination, not giving up easily

Relation to the social norm

Deviating (different) from the social norm

Attitudes towards oneself

Having too much support or enthusiasm for one's own country or sexual superiority

Having too high an opinion of oneself

Attitudes towards life

Wanting more money, power, possession or food than you need

Calm or not calm with regard to attitude to life

Having no fear, fearless

Lacking interest or enthusiasm

Serious in morals and principles

Serious attitude towards work

Attitudes towards other people and relationships with others

Enjoying others' company

Polite to others

Thinking of and offering help to others

Critical of others

Telling the truth to others

Easily deceived

Behaving in a way that is meant to impress people by showing wealth or importance

Too obedient, excessively respectful

2. Fill in the blanks with the definitions given below. Choose from the following:

Chauvinistic, illiterate, bilingual, erudite, versatile, magnanimous, benevolent, indefatigable, scintillating, gullible, obsequious, vivacious, convivial, ostentatious, greedy, persevering.

1. A/an _____ person is someone who has a variety of skills and abilities and who is able to change easily from one sort activity to another.

2. A/an _____ person is someone who is very friendly and fond of eating, drinking and good company.

3. A/an _____ person is someone who is very generous towards other people.

4. A/an _____ person is someone who always wants more than his or her fair share of something – especially food, money or power.

5. A/an _____ person is someone who is easily taken in or tricked by others.

6. A/an _____ person is someone who believes that the sex he or she belongs to (male or female) is better than the opposite sex in all ways.

7. A/an _____ person is someone who is unable to read or write.

8. A/an _____ person is someone who is fluent in two languages.
9. A/an _____ person is someone who seems to have so much energy that he or she never tires.
10. A/an _____ person is someone who has studied a lot and is very knowledgeable.
11. A/an _____ person is someone who is able to make clever, witty and entertaining remarks or conversation.
12. A/an _____ person is someone (usually a woman) who is full of life.
13. A/an _____ person is someone who displays wealth or possessions in a vulgar way.
14. A/an _____ person is someone (especially in authority) who is kind, helpful and generous.
15. A/an _____ person is someone who is too eager to praise or obey people or shows excessive respect.
16. A/an _____ person is someone who tries hard and continuously in spite of obstacles and difficulties.

3. Chinese astrology organises years into cycles of twelve with each year named after an animal. The Chinese believe that the year you are born in affects your character.

animal	year	characteristics
RAT	1972, 1984, 1996	imaginative, charming, generous, quick-tempered, opportunistic
BUFFALO	1973, 1985, 1997	conservative, methodical, conscientious, chauvinistic, a born leader
TIGER	1974, 1986, 1998	sensitive, emotional, tend to get carried away, stubborn, rebellious
RABBIT	1975, 1987, 1999	affectionate, obliging, gallant, sentimental, superficial
DRAGON	1964, 1976, 1988	fun-loving, popular, perfectionist, gifted, may sometimes be tactless
SNAKE	1965, 1977, 1989	sagacious, charming, intuitive, stingy, inclined to procrastinate
HORSE	1966, 1978, 1990	diligent, independent, placid, friendly, can be selfish and cunning
GOAT	1967, 1979, 1991	elegant, artistic, always ready to complain, plagued by worry
MONKEY	1968, 1980, 1992	witty, magnetic personality, can be self-seeking and distrustful
ROOSTER	1969, 1981, 1993	industrious, shrewd, decisive, very extravagant, a flashy dresser
DOG	1970, 1982, 1994	down-to-earth, altruistic, morose, sharp-tongued, a fault-finder
PIG	1971, 1984, 1995	intellectual, tolerant, naive, downfall could be desire for material goods

4. Find in the chart words and phrases which have the following meanings:

1) using situations for own benefit; 2) systematic, careful; 3) too patriotic; 4) become too excited and lose control; 5) ready to help; 6) (of man) polite to women; 7) not caring about serious things; 8) inclined to say things that upset or offend people; 9) wise; 10) understanding instinctively; 11) delay doing something; 12) hard-working; 13) calm, does not easily become excited or angry; 14) troubled or distressed by; 15) personality that attracts people to you; 16) wanting to gain advantage for oneself; 17) having good judgement; 18) expensive or impressive; 19) thinking of others rather than oneself; 20) gloomy; 21) inclined to speak in a severe and critical way; 22) critical person; 23) without enough experience of life, trusting too easily; 24) cause of destruction.

5. Match the words on the left with their opposites on the right.

1 altruistic	unsystematic
2 diligent	generous
3 intellectual	thick-skinned
4 methodical	unhelpful
5 morose	flexible
6 obliging	low-brow
7 quick-tempered	selfish
8 sensitive	cheerful
9 stingy	placid
10 stubborn	lazy

6. Some words in the chart above have positive associations, others negative ones. Here are some words from the chart together with some other words that share some aspects of their meaning. The table shows which have positive and which have negative associations.

Positive	Negative	Positive	Negative
Generous, unstinting	Extravagant, immoderate	Shrewd, astute	Cunning, sly
Resolute, dogged	Stubborn, mulish	Sober, serious	Morose, sullen
Thrifty, frugal	Stingy, parsimonious	Witty, pithy	Sharp-tongued, terse
Diligent, industrious	Work-obsessed, workaholic	Tolerant, broad-minded	Unprincipled, unscrupulous

Sort out the words under the following categories:

Attitude towards money

Attitude towards work

Intellectual ability

Volitional qualities
Morals and principles
Speaking skill and manner
Thought and mood

7. Answer these questions.

Which animal represents you? To what extent do the characteristics apply to you? Think of a friend and find their animal in the chart. Give examples of why you think each characteristic is appropriate or not.

Example: *My friend is a rooster. I think he is industrious because he worked very hard to find a lot of information for a research project he had to complete at college. I don't think he is shrewd because someone tricked him into investing in a non-existent company.*

8. Arrange all the adjectives and descriptive phrases from the chart into three columns under the following headings:

Describe me **Might describe me** **Do not describe me**

9. a) What are the abstract nouns from these adjectives?

Altruistic, parsimonious, diligent, placid, industrious, sagacious, gallant, terse, morose, unscrupulous.

b) The words above are more unusual words and are most likely to be found in writing. Give a synonym for each word that would be more likely to be used when speaking. **Example:** altruistic – unselfish

10. What adjective describes a person who is:

1. friendly and easy to get along with?
2. simple and frank?
3. generous, noble, and forgiving?
4. able to do many things skillfully?
5. brave, fearless?
6. charming and witty?
7. smooth, polished, cultured?
8. tireless?

11. Read the definitions and match the appropriate adjective from the box:

<i>convivial, magnanimous, indefatigable, urbane, scintillating, ingenuous, versatile, intrepid</i>

1. He's a friendly chap, happy and extroverted. He's the sort of person who will invite you for a drink, who likes to transact business around the lunch table. He's sociable, genial – and he likes parties and all the eating and drinking that goes with them.

2. He's pleasantly frank, utterly lacking in pretense or artificiality, in fact quite unable to hide his feelings or thoughts – and so honest and aboveboard that he can scarcely conceive of trickery or dissimulation.
3. He is most generous about forgiving a slight, an insult, an injury. Never does he harbor resentment, store up petty grudges, or waste energy or thought on mean of revenge or retaliation. He is much too big a person.
4. The range of his aptitudes is truly formidable. If he is a writer, he has professional facility in poetry, fiction, biography, criticism – you just mention it and he'll do it, and very competently. If he is an artist, he'll use water colors, gouache, charcoal, pen and ink- he can do anything! Or maybe the range of his abilities cuts across all fields, as in the case of Michelangelo, who was an expert sculptor, painter, poet, architect, and inventor.
5. There is not, as the hackneyed phrase has it, a cowardly bone in his body. He is a stranger to fear, he's dauntless, contemptuous of danger and hardship.
6. He's witty, clever, delightful, a brilliant and entertaining conversationalist.
7. He's cultivated, tactful, socially so experienced, sophisticated and courteous that he is at home at any group, at ease under all circumstances of social intercourse. You cannot help admiring his smoothness and self-assurance, his tact and congeniality.
8. We all have different amounts of this wonderful quality – energy- from the person who wakes up tired, no matter how much sleep he's had, to that lucky, well-adjusted mortal who hardly ever needs to sleep. And this man apparently has boundless, illimitable energy – he's on the go from morning to night, and often far into the night, working hard, playing hard, never tiring – and getting twice as much done as any three other people.

12. Give the English equivalents to the following Ukrainian ones.

- | | |
|---|---------------------------------------|
| 1. нерозумний | 20. ощадливий, економний |
| 2. прозорливий, далекоглядний, кмітливий, проникливий | 21. доблесний, мужній |
| 3. різнобічний | 22. безстрашний, відважний |
| 4. безтурботний | 23. уважливий, дбайливий, турботливий |
| 5. старанний, запопадливий | 24. великодушний |
| 6. непокірливий | 25. доброзичливий |
| 7. упертий | 26. щирий, прямий, відвертий |
| 8. рішучий, завзятий | 27. товариський, компанійський |
| 9. легковірний, довірливий | 28. люб'язний |
| 10. практичний, реалістичний | 29. ввічливий, з вишуканими манерами |
| 11. млявий, байдужий | 30. толерантний, з широкими поглядами |
| 12. похмурий, понурий | 31. безпринципний, безсоромний |
| 13. серйозний, розсудливий | 32. грубий, різкий, безцеремонний |
| 14. жвавий, моторний | 33. небагатослівний |
| 15. невтомний | 34. гострий на язик |
| 16. невгамовний | 35. дотепний, красномовний |
| 17. спокійний | 36. критикан |
| 18. скупий | 37. марнославний |
| | 38. раболіпний, підлесливий |

13. Read the following introduction from a book and then answer questions 1-5 choosing the letter A, B, C or D. Give only one answer to each question. Explain the meaning of the words and expressions in bold type. Find metaphorical expressions in the text and comment on them.

ECCENTRICS

An eccentric is by definition someone whose behaviour is abnormal, someone who refuses to conform to the accepted norms of his society. This, of course, immediately **begs the question**, "What is normal?" Most of us, after all, have our **quirks** and oddities. It may be a passion for entering newspaper competitions, a compulsion for collecting beer mats, a tendency to write indignant letters to the press on every conceivable subject. Eccentricity is the assertion of our individuality. Within most of us that urge is constantly in conflict with the contrary force. It is as though in the depths of our **psyche** we have two locomotives head-to-head on the same track, pushing against each other. One is called individualism and the other conformity and in most of us it is conformity that is the more powerful. The desire to be accepted, loved, appreciated, to feel at one with our fellows, is stronger than the desire to **stand out** in the crowd, to be our own man, to do our own thing.

Notice, for example, how people who have unusual hobbies, strong opinions, or unconventional behaviour, tend to **congregate**. They form clubs, hold meetings, and organise **rallies** where they can get together and discuss their common enthusiasms or problems. The important word is 'common'. They look for other people with whom they can share what in the normal run of events is regarded by relatives, friends and neighbours as an oddity. A crowd, even a small crowd, is reassuring.

Probably all of us recognise a tension within ourselves between the two forces of individualism and conformity, for at the same time that most of us are going with the crowd, we tend to resent any suggestion that this is what we are doing. We feel a self-conscious need to assert our individuality as when the **belligerent** man at the bar informs his small audience, "Well, I say what I think." Or the **wary** stranger to whom we have just been introduced announces, "You must take me as you find me. I don't **stand on ceremony**."

Any of us can, at any time, reverse this trend. We can stoke the boiler of individualism, assert our own personality. Many people have made it to the top in their chosen professions, basically by doing just that. One example is Bob Dylan, the American singer, who **has gone on record** as saying, "When you feel in your gut what you are doing and then dynamically pursue it – don't **back down** and don't give up - then you're going to **mystify** a lot of folk." But that self-conscious assertion of individuality is not eccentricity, at least not in the early stages. When a pop singer deliberately wears **bizarre** clothes to gain publicity, or a society hostess makes outrageous comments about her guests in order to get herself noticed in the gossip columns, that is not eccentricity. However, if the pop star and the society hostess **perpetuate** such activities until they become a part of themselves, until they are no longer able to return to what most of us consider 'normal behaviour', then they certainly

would qualify. For the most important ingredient of eccentricity is its **naturalness**. Eccentrics are not people who deliberately try to be odd, they simply *are* odd.

The true eccentric is not merely indifferent to public opinion, he is scarcely conscious at all. He simply does what he does, because of who he is. And this marks the eccentric as essentially different from, for example, enthusiasts, practical jokers, brilliant criminals, exhibitionists and **recluses**. These people are all very conscious of the world around them. Much of what they do, they do in reaction to the world in which they live. Some wish to make an impression on society, some wish to escape from society, but all are very much aware of society. The eccentric alone goes on his merry way regardless.

- 1 According to the writer, eccentric people ...
 - A want to show that they are different.
 - B try to do what is expected of them.
 - C express their own views in public.
 - D pretend to be something they are not.

- 2 Eccentric people tend to form into groups because ...
 - A they have no other friends.
 - B they want others to share their interests.
 - C they are good organisers.
 - D they feel they are misunderstood.

- 3 According to the writer, most people have a desire to ...
 - A be regarded as individuals.
 - B behave differently from other people.
 - C say what other people want to hear.
 - D spend all their time with a group of people.

- 4 In the writer's view, people who qualify as eccentrics ...
 - A make every effort to appear strange.
 - B have a strong desire to be noticed.
 - C deliberately behave in a mysterious way.
 - D are unaware that their behaviour is unusual.

- 5 What is the purpose of the article?
 - A to criticise people who always conform
 - B to encourage people to be individuals
 - C to examine the reasons for eccentric behaviour
 - D to describe problems faced by eccentric people

14. Study the adjectives denoting visible behavior and use them to complete the sentences that follow.

adjective	meaning
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impetuous	acts on a sudden idea without thinking first; <i>generally negative</i>
impulsive	similar to <i>impetuous</i> , but can be used in a more positive way
effusive	gives exaggerated expression of pleasure, praise or gratitude
excitable	easily excited by things
pushy	always selfishly promoting one's own position or interests (<i>informal</i>)
garrulous	talks too much, especially about unimportant things
taciturn	reserved or says very little (<i>generally negative</i>)

1. He's a very _____ child; he needs to calm down.
2. I thought he was rather _____ when I first met him. He hardly spoke.
3. He's so _____; I wish he would consider things first.
4. She always gives you such an _____ welcome.
5. Freddie's so _____; it's impossible to get any work done.
6. His _____ generosity led him to give away most of his money.
7. She's so _____, it's typical of her to demand an interview for the new job.

15. Use the words in the box dealing with *sociability* to fill in the gaps in the sentences below. Make use of the clues in square brackets.

approachable unapproachable reserved aloof self-important conceited haughty disdainful diffident modest introvert extravert flirt
--

1. Jean's such an _____ [inward-looking and quiet], and her brother Mark is such an [outward-looking and sociable]. Strange, isn't it?
2. Mr Rogers is such a _____ man. [lacks confidence; has a low opinion of himself]
3. English people are traditionally thought of as rather _____. [not immediately sociable]
4. Barbara tends to be rather _____. I don't know if she's just shy. [unfriendly and not sociable]
5. My aunt Annie can be very _____ [unfriendly and thinks herself better than others] and _____ [does not believe others deserve respect and shows contempt for others] at times, but she's lovely really.
6. I've always found Professor Mactoft very _____ [not easy to be sociable with or start a conversation with], but his colleague Dr O'Daly is very _____ [easy to be sociable with or start a conversation with].
7. Nancy is so _____ [thinks herself wonderful] and _____ [has an exaggerated sense of her importance], but Flora is such a _____ person [prefers not to exaggerate her own qualities].
8. My boss is such a _____ [makes constant romantic approaches], though I would never call her that to her face. Nobody in the office is safe.

16. Complete the sentences using the words in the box.

conscientious unscrupulous gullible obstinate naïve pig-headed

1. Joss is a somewhat _____ person; he thinks love can solve all the world's problems.
2. Telephone salespeople often take advantage of _____ people.
3. My father was a very _____ man; he never took time off work unless he was really sick.
4. You are so _____ and _____! Why don't you listen when people give you good advice?
5. He's quite a/an _____ character; I should be very careful if I were you.

17. Answer the questions.

1. What is the opposite of *approachable*?
2. What word is a stronger way of saying *obstinate*?
3. If someone is *diffident*, do they have lots of or little self-confidence?
4. How could you describe a greeting that showed exaggerated pleasure?
5. Is *scrupulous* the opposite of *unscrupulous*?
6. Which tends to be more negative, *impetuous* or *impulsive*?
7. What adjective has the synonym *humble*?
8. Which tends to be more positive, *talkative* or *garrulous*, *taciturn* or *silent*?

18. Complete the following table by writing the noun forms of the adjectives.

adjective	noun	adjective	noun
excitable		gullible	
disdainful		reserved	
impetuous		garrulous	
obstinate		conceited	
modest		pig-headed	
humble		diffident	

19. Fill in the gaps with suitable adjectives. The first letter of each word is given.

I remember my grandmother so well. Her i_____ (1) generosity meant she was always giving money to beggars and other poor people. She was very a_____ (2), never a_____ (3), and would always chat to strangers; in fact she was quite an e_____ (4) and would sing and dance at parties. But when it came to work she was very c_____ (5) and never missed a day in forty years. She was a very determined person, indeed she could be quite o_____ (6) and p_____ (7), and could not be persuaded to do something she didn't want to. She was proud but never c_____ (8) or s_____ (9), talkative but never g_____ (10), self-confident but never p_____ (11), always wishing success for everyone else before herself. She was always d_____ (12) of u_____ (13) people, since she was a person of great moral principles.

20. Rewrite the sentences using a different form of italicized words.

1. She's a *flirtatious* sort of person, and doesn't care who knows it.
2. He's always had a tendency to be *introverted*.
3. Larry shows a lot of *reserve*, while his sister is known more for her *approachability*.
4. I'm a person who buys on *impulse* rather than thinking about what I really need.
5. He was a man of great *garrulousness*, and *taciturnity* is a word I would never associate with him.

21. Give the English equivalents to the following Ukrainian ones.

Балакучий, лепетливий	Відкритий до спілкування, товариський
Мовчазний, небалакучий	Нетовариський, стриманий, замкнутий
Експансивний, нестриманий	Відлюдний
Імпульсивний, палкий	Нахабний
Скромний	Марнославний
Соромливий, непевнений у собі	Зарозумілий, пихатий
Покірний, смиренний	Презирливий, зневажливий

22. a) Decide which of these adjectives form their opposites with *in-* or *un-*:

secure	acceptable	accessible	advisable	appropriate	aware
distinguishable	bearable	clearly	competent	considerate	consistent
reliable	conspicuous	conventional	convincing	decided	decisive
conceivable	desirable	dignified	discreet	distinct	efficient
vulnerable	eventful	expected	explicable	faithful	foreseen
compatible	forgettable	frequent	grateful	gratitude	imaginative
decent	manageable	predictable	rewarding	sincere	sensible
thrifty	sociable	sophisticated	stability	stable	sufficient
prejudiced	tolerant	trustworthy	visible	wanted	welcome

b) Decide which of these words form their opposites with *dis-* or *im-*, *il-* or *ir-*:

advantage	legal	agreeable	approve	arm
connect	contented	entangle	legible	legitimate
logical	loyal	mature	organised	patient
personal	possible	rational	regular	relevant
respectful	responsible	satisfied	similar	practicable
religious	resistible	polite	courteous	

23. The adjectives on the left are used pejoratively to describe someone's disposition or behaviour. Choose suitable opposites from among the words on the right. In some cases more than one word can be chosen and some words can be opposites of more than one adjective.

pejorative	complimentary
a) bad-tempered	cheerful
b) conceited	easy-going
c) deceitful	frank
d) fussy	generous
e) lazy	good-natured
f) malicious	gregarious
g) mean	hard-working
h) narrow-minded	kindhearted
i) neurotic	laid back
j) pretentious	liberal
k) secretive	modest
l) solitary	nonchalant
m) sullen	open
n) touchy	sociable
	trustworthy
	truthful
	unassuming

24. Complete the adjectives below. Each one has a clue beside it to help you and a dot for each letter that you need to add.

Aries (March 21 – April 20)

You won't find him at the corner at the party.

That's her doing the can-can on the table.

She has no problems.

He never frowns.

She tells no lies.

He has few secrets.

He'll tell you if he doesn't like your make up.

She'll tell you if she doesn't like your after shave.

He is the person to ask for that five pounds you are owed.

O.tg.i.g

Ex...v.rt

C..ef.ee

L...t-h.a.t.d

T.u.hf..

O..n

C.n.id

F...k

E..y-g...g

Taurus (April 21 – May 20)

He knows what he wants and usually gets it.

She never gives up without a fight.

He knows he is good.

She knows she is as good.

She likes to be the boss, the one on top.

He wants to be even bigger, even better – the best and expects high standards of performance from others.

He works 18 hours a day, and plays squash.

She hates to lose, in business or at tiddlywinks.

S.r.n.-wi..ed

D.t.r.i.ed

S.l.-as.u..d

S.l.-co..i..nt

D.m.n.nt

Am..t.o.s

D.m.n.i.g

E.e.ge..c

C.mp...t..e

Gemini (May 21 – June 20)

She thinks she is good.

He thinks he is superior to others.

“As the most experienced and sensible person present, I..”

“Of course, I could have beaten him even more easily,

but I wanted to give him a chance.”

She won't share her presents with her sister.

He spends half the day in front of the mirror.

She thinks the whole day revolves around her.

He thinks he is the centre of the universe.

She looks down on anyone who hasn't got a

heated indoor swimming pool at home.

P.o.d

A.r.g..t

P.mp..s

B..stf.l

S..f..h

V..n

S..f-c.n.r.d

E.oc..t..c

S.o.b..h

Cancer (June 21 – July 20)

She seems to enjoy finding fault with others.

He'll take off marks if you don't dot your i's.

She can only ever see one side of things.

He always likes the fat taken off his bacon.

He is like a donkey.

She is like a mule.

He loves money, loves having “things”

Oh yes, he'll help you – if you make it worth his while.

She never lets her husband out of her sight.

C.it...l

P.t.y

Na...w-m.n..d

F.s.y

S.u.b.r.

O.s.in.t.

M.t.r.a.i.t.c

M.r.en.ry

P.ss.ss..e

Leo (July 21 – August 21)

You never know what he is going to do.

He never knows what he is going to do.

There are two things I don't like about her – her face!

Be careful what he is saying about you behind your back.

Be careful what she's doing while your back is turned.

He behaves like the weather in April.

She behaves like the proverbial prima donna.

He says what I want to hear, not what he thinks.

He never does all the things he says he'll do.

U.p.ed.ct..le

I.d.c.s.ve

T.o-f...d

H.po.t.t.c.l

D.sh.n.t

Cha.g.a.le

T.mp.r.m..t.l

I.s.nc.r.

U.r.e.l.a.l.

Virgo (August 22 – September 22)

Other people's points of view always impress him.

She'd believe you if you told her pizzas grew on trees.

She lacks will-power.

He lacks courage.

He doesn't do much- he just sits back and watches.

She'll do what she's told.

You never know what he is thinking.

“It was an honour just to be on the same court as Mc Enroe.

I.p.e.s.on..le

G.ll.ble

W..k-w....d

C.w..d.y

P.s..v

Ob.d...t

S.cr.t..e

H.mb.e

How I beat him 6-0, 6-0, 6-0? It was just luck.”

M.d..t

Libra (September 23 – October 22)

He uses his common sense.

S.n.i.le

She never does silly things under pressure.

L.v.l-h..d.d

She’s like the Libran symbol on the scales.

W..l-b.l.n.ed

She’d solve all the problems on a desert island,

P.ac..c.l

And nothing would upset her.

C..m

She’d be a good judge or referee.

F..r-m..d.d

She’s got both feet on the ground and is really down to earth.

R.al..t.c

His heart rarely rules his head.

R.t..n.l

I think, therefore I am. That’s my approach.

L.g.c.l

Scorpio (October23 – November 22)

Keep out of her way when she loses her temper.

A.g.r..s.v.

He’s always the first one to put his fists up,

V..l.nt

And he’s quick to use them- to the full.

B.u.al

He may even add a boot or two for good measure.

V.c.o.s

She won’t let anything stand in her way.

R..hl..s

He has no principles about hurting other people.

U.sc.u.u.ous

He almost seems to enjoy causing trouble.

M.l.c.ous

She’s a strong believer in an eye for an eye,

Sp.t..l

And a tooth –or, in her case, teeth- for a tooth.

V.n.i.t.ve

Sagittarius (November23 – December20)

Those with some Latin blood in their veins.

P.s.i.n.t

They are fiery and emotional.

H..-bl..d.d

She’s not afraid to go mountain climbing,

B.a.e

Or to join a mountain rescue team.

C.ur.g...s

He wants to go to wild and unexplored places.

A.v.nt.r..s

They’re vivacious, like champagne bubbles.

L.v.l.

She puts her heart and soul into her profession.

D.d.c.t.d

On the sinking ship, the dog never left its master’s side.

D.v.t.d

These fiends do not desert you in a crisis.

L.y.l

Capricorn (December 21 – January19)

He’d always stop to help a disabled person across the road.

C.ns.d....e

Tha’s her on the beach wiping oil of the sea-birds’ feathers.

T.nd..

She wouldn’t hurt a fly.

G.nt..

He leaves 10S tips.

G.n.r..s

He wouldn’t mind if she dyed her hair green.

T.l.r..t

She lets him sleep when he gets back from a hard day’s work.

U.d.rst.n.i.g

He defends her in any argument.

P.o.ect.ve

She kisses him on the cheek every minute or so.

A.f.c.i.n.te

She always sends a card on her parents’ anniversary.

Th..g.tf.l

Aquarius (January 20 – February 18)

If she likes you, she'll fling her arms around you and say so.	I.p.l.i.e
He jumps into the bath without testing the water.	I.p.t.ous
Lose your way with her in the car? You'd better not!	I.p.t.e.t
He's constantly like a child on Christmas Eve.	Ex.i.abl.
He's a typical "angry young man".	R.b.l.i.us
She's Trotsky, Castro and Guevara all rolled into one.	R...lut.o..ry
He's got a memory like a sieve.	F..g.tf..
He thought a double brandy would help the baby sleep.	I.res...s.ble
If she gets an idea in her head, there's no stopping her.	U.c.n.r.l.a.l.

Pisces (February 19 – March 20)

There she is, over there, on her own in the corner.	S.y
He's afraid that the whole world is looking at him.	S.l.-c..s..ous
She peeps round her front door like a mouse.	T.m.d
He's always the last to introduce himself.	R.s..ved
Be careful not upset her. It's easily done.	S.n.i..ve
He can see beauty in a pile of rubbish.	I..gin....e
He can then turn the pile of rubbish into a work of art.	C.e.t.v.
I was moved to tears by the beauty of his sculpture.	Em.t...l
He doesn't know who he is, where he is, what to do or why.	U.sta.le

25. *Which of these traits of character do you most dislike in a partner? Place them in order.*

Vanity, obstinacy, arrogance, shyness, hypocrisy, selfishness, snobbishness, meanness, pomposity, dishonesty, timidity, rashness, stubbornness, pettiness, possessiveness, aggressiveness.

26. *Which of these qualities is most important for you in a partner? Place them in order of importance.*

Compassion, tolerance, sincerity, modesty, vivacity, patience, imagination, sensitivity, frankness, generosity, passion, courage, self-assurance, ambition, humility, creativity.

People's attitudes and relationships

27. *Match idioms that comment on people's attitudes and relationships with their definitions.*

1.to have a heart of gold	a. generous, helpful, well-behaved (used generally of children)
2.to have a heart of stone;	b. a difficult person to deal with
to be (as) hard as nails	c. a person that you find annoying, nuisance or difficult
3.to be (as) good as gold	d. to have a very kind and helpful nature, though it is not always obvious
4.a cold fish	e. (used to say that) somebody's intentions are kind and sincere even though they sometimes do the wrong thing
5.somebody's heart is in the right place	f. to be a person who does not show others sympathy or pity;

6.an awkward customer 7.a pain in the neck 8.a snake in the grass	not sensitive or sympathetic g. a person who shows little or no emotions, or is unfriendly, reserved, distant, etc. h. someone who pretends to be friendly but may do things that will harm you
--	---

28. Try to complete these idioms from memory.

1. You won't find him very friendly; he's rather a cold ...
2. I'm sure Gerry will help you; he's as good ...
3. Her new boyfriend never stops talking; he's a real pain ...
4. Don't expect any sympathy from the boss; she's as hard ...
5. She does a lot of voluntary work; she has a heart ...
6. I don't think you'll enjoy working with him; he's such an awkward ...
7. I know she gets angry sometimes, but basically her heart is ...
8. Don't trust him – he's a snake ...

29. Paraphrase the sentences using the idioms from the table above.

1. He was a very annoying person. I was glad when he left my department.
2. Don't ask her to give any money to the fund – she is not sympathetic and generous.
3. They've probably got kind intentions but they just haven't got any common sense.
4. I'm sure you'll get on well with him. He is not difficult to deal with.
5. He helped all the local sporting organizations – bowls, hockey, rugby and tennis. He was very kind and generous, and enjoyed helping other people.
6. We used to be friends but it turned out that he pretended to be friendly while actually betraying me.
7. The children behaved very well. They sat quietly and read all afternoon.
8. When I first met him, he seemed rather unemotional and reserved, but actually he's quite passionate.

How people relate to the social norm

30. Match idioms that comment on how people relate to the social norm with their definitions.

1.an odd-ball 2.be/go over the top 3.be/go round the bend 4.be middle-of-the-road	a. be/go crazy/mad b. do something in a wild, excited or extreme way c. be very normal; have no radical ideas d. a peculiar, strange person
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31. Paraphrase the sentences using the idioms from the table above.

1. My politics are neither left- nor right-wing.
2. She's a bit of a strange person; very strange.
3. He's (gone) absolutely crazy.
4. He's really exaggerated in behaviour.

Idioms for 'people in the classroom'

32. Which idiom from the box above do we use to call ...

teacher's pet top of the class a real know-all (a bit of) a big-head a lazy-bones

- 1) an irritating person who knows everything?
- 2) the person who is the teacher's favourite?
- 3) someone who thinks they are the best and says so?
- 4) the one who gets the best marks?
- 5) a person who is very lazy?

People's knowledge

33. Match idioms that comment on people's knowledge with their definitions.

1.a mine of information (about/on smb/smith)	a. to be an expert, to know all that needs to be known in a particular situation or in general
2.in the know	b. to know nothing about something or how to do something; not know anything at all
3.to know one's stuff	c. to make known a secret, usually without realizing what you are doing
4.to know what's what	d. having information or knowledge that most other people do not have
5.not to have a clue; not have the faintest/foggiest (idea)	e. a person, a book, etc. that can give you a lot of information on a particular subject
6.to put someone in the picture	f. to know everything that you should know about a job, a subject, etc.
7.to let the cat out of the bag	g. to give somebody the information they need in order to understand a particular situation

34. Choose one of the idioms from the table to replace the underlined phrases below.

1. I wanted to keep the present a secret but my little boy gave the game away.
2. Jack's been in the business so long that he is really an expert.
3. The new prof certainly is an expert in his field.
4. We have no idea what the bosses are planning.
5. If you come round this evening I'll explain everything to you.
6. I suspect Sue has inside knowledge but she won't tell us anything.
7. If you need help with the quiz, ask your grandfather. He's a rich source of information.

35. Complete the sentences with the idioms from the table above.

1. I was very impressed by your lawyer. He really _____.
2. Before you start work, let me _____ about the way the office is run.
3. My grandmother was _____ on the family's history. I learned a lot from her about my ancestors.
4. 'Where are we?' 'I'm afraid I _____.'
5. Only a few of us were _____ about the date of the wedding. We didn't want the press to find out.
6. Nobody knew she had been offered the job until her husband _____.
7. Ask Ann. She _____. She's been here for years.

People's intelligence

36. Match idioms that comment on people's intelligence with their definitions.

<p>1.grey matter 2.the brains behind (something) 3.a smart aleck; a know-all 4.to be no / nobody's fool 5.wasn't born yesterday 6.to be as bright as a button 7.have got nothing between the ears; to be as thick as two short planks 8.a few, two, etc. bricks short of a load; a few, two, etc. sandwiches short of a picnic; a few, two, etc. cards short of a deck; a few, two, etc. letters short of an alphabet; one cell short of a battery; one slice short of a loaf 9.all there</p>	<p>a. intelligent, full of energy, or very cheerful b. having a healthy mind; thinking clearly c. very/extremely stupid d. intelligence or mental powers e. not very intelligent, stupid; slightly crazy f. (used to say that) you are not stupid enough to believe what somebody is telling to you g. a person who tries to show that they are cleverer than anyone else h. to be a clever person who cannot be tricked or cheated by anyone i. the person who thinks of new ideas and makes plans for somebody / something</p>
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37. Complete the sentences with the idioms from the table above using clues in square brackets.

- Although Sam is the manager, his wife is really _____ the company. [the most intelligent person in the company]
- You won't solve the problem if you don't use your _____. [intelligence, brains]
- Milly is _____ – she'll never believe such a poor excuse. [very clever, cannot be deceived]
- I can't stand Mark – he's such a _____. [someone who shows off their cleverness in an irritating way]
- Although his parents are both very bright, Neil _____. [is extremely stupid]
- Tim's dad _____ – Tim won't be able to trick him. [is not stupid]
- He behaves very oddly at times – I don't think he's quite _____. [in his right senses]
- That child's _____. [clever and lively]
- His daughter confirmed that her father was definitely _____. [stupid, behaving very strangely]

People's particular abilities

38. Match idioms that comment on people's particular abilities with their definitions.

<p>1.to be quick / slow off the mark 2.a slowcoach</p>	<p>a. to have the ability to speak easily and to persuade other people with your words b. a person who can talk very quickly and easily,</p>
---	---

3.a fast worker 4.a fast talker 5.to be quick / slow on the uptake 6.can't make head or tail of 7.to have the gift of the gab 8.(can/could) talk the hind legs off a donkey	but who cannot always be trusted c. to talk for a long time d. to be quick / slow to do something or understand something e. a person who wastes no time in gaining an advantage, especially a person who can quickly gain somebody's attention f. to understand things quickly / to understand even simple things with difficulty g. a person who is slow in action or who has out-of-date ideas h. not to be able to understand something at all
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39. *Paraphrase the sentences using the idioms from the table above.*

1. Pat talks well and persuasively.
2. My grandma could talk for hours.
3. Hugh is a bit slow to understand things at once.
4. I can't understand what you're trying to say.
5. She wastes no time in gaining the boss's attention! She's only been here a few days and already he invited her for dinner!
6. I was a bit late; the job had been filled by the time I got the forms.
7. Tell him to hurry up! He's such a slow boy!
8. Don't trust Rita! She's a girl who talks very quickly and easily but she can deceive you.

40. *Complete the sentences with the idioms from the table above.*

1. He's very _____; he always gets things before everybody else.
2. You've asked him to marry you! You're a _____! You only met him three weeks ago!
3. Come on! Hurry up! You're such a _____.
4. The salesman was a real _____, and somehow managed to convince me to buy the most expensive model!
5. He's a very good worker but he's a bit _____ sometimes. You have to explain everything twice.
6. He was entertaining company and certainly had _____ – I could listen to him for hours.
7. I can't _____ of this picture – is it upside down?
8. He could _____. It took real perseverance to get through to him on the phone.

41. *Would you be pleased or displeased if someone said the following things to you?*

1. You certainly know your stuff.
2. You're nobody's fool.
3. You're two sandwiches short of a picnic.

4. You're such a smart aleck.
5. You're as thick as two short planks.
6. You've got the gift of the gab.
7. You have a head like a sieve.
8. You're a mine of information.

42. *Correct the mistakes in the idioms in these sentences.*

1. Try to solve these problems by using you pink matter.
2. Most parents weren't born today – they have a good idea of what their kids get up to.
3. Maggie could talk the front legs off a donkey.
4. I haven't the cloudiest idea what we should do about this letter.
5. His people regarded him as a great and wise monarch. In fact he had nothing between the eyes.
6. He wasn't all here, a bit mental or something.
7. I can't make hand or tail of what you're driving at.
8. She seems to have her head in the skies.
9. The only one with her head bolted on was Granny.
10. 'Who let the dog out of the bag?' 'I'm afraid I did. I thought everybody already knew.'

43. *Match idioms that comment on people's character with their definitions.*

<p>1. A soft touch</p> <p>2. To be in a world of one's own</p> <p>3. A rough diamond</p> <p>4. Never mince one's words</p> <p>5. To be one's own worst enemy</p> <p>6. To be very much one's own person</p> <p>7. A dark horse</p> <p>8. To get the measure of</p> <p>9. A square peg in a round hole</p> <p>10. To be miles away</p>	<p>a. a person who can easily be persuaded to do what you want or agree with you</p> <p>b. not to be influenced by others</p> <p>c. to gain a full understanding of; to form an opinion about somebody's character or abilities so that you can deal with them</p> <p>d. someone who hides their skills</p> <p>e. a good person with an abrupt manner</p> <p>f. to be lost in a daydream</p> <p>g. to behave in a way that does not help; to be a person who often creates problems or difficulties for himself/herself</p> <p>h. always say exactly what one thinks without trying to be diplomatic</p> <p>i. to be thinking deeply about something and not aware of what is happening around you</p> <p>j. not fit well or easily into an organization, a job, etc. because you are different</p>
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44. *Read the passage and complete it with suitable idioms from the table above.*

A: So, what do you think of your new colleagues?

B: Well, Miranda always seems to be _____ – she doesn't notice things happening around her; when you talk to her, she is always _____. Joe is a _____ but it's worth putting up with his brusqueness. I quite like Sarah for her straightforwardness – she _____. Liz is _____ – if she had

a bit more confidence in herself, others would appreciate her more. Jill is _____ – although all the rest of the family are teachers, she is determined to make a career in business. Pete's a bit of _____ here. I think he should get a job which suits his character better. And Ben's _____ – anyone can persuade him to lend them some cash.

A: Well, you are _____ – I never thought you'd _____ us so fast!

Which two idioms would you most like to have used about you?

Which two would you like least to have used about you?

45. What idiom could you use to describe these people?

1. Your Aunt Vicky, who can easily be persuaded to give you some money.
2. Mike, who didn't tell people of his plans to get married that afternoon.
3. Tim, who spends all his money on clothes, and then finds that he's got nothing left to live on.
4. Your cousin Nick, who is rough in manner but in fact kind and generous.
5. Your father, whom nobody can convince that he should have a holiday.
6. Your Uncle Pete, who can offend you by saying that he doesn't like your hairstyle.
7. Chris, who's always deep in thought and don't hear what you tell her.
8. Helena, who is preoccupied by a daydream rather than reality.
9. Your granny, who can quickly discover what people are like.
10. Your friend, who says that the company he works for doesn't suit him.

46. Translate into English:

A) 1. Коли ми зустрічаємо кого-небудь уперше, у нас неминуче виникає та чи інша думка про нього. Які ж риси більш за все привертають нашу увагу? Щодо жінки, то це фігура, колір волосся та очей, а також одяг. Щодо чоловіка, то це будова тіла, риси обличчя, постава й знов одяг. **2.** Що стосується фігури, то віддають перевагу людям струнким, худим, та навіть дуже худим. Товсті та огрядні люди визнаються у більшості за добродушних та м'яких. Багато вчених працюють над проблемою взаємозв'язку статури та поведінки людини. **3.** Ми хочемо, щоб наші близькі друзі були приязними, дбайливими, відданими, щирими, щедрими, надійними та, звичайно ж, не балакучими. **4.** Ми б не хотіли мати справу з людьми жорстокими, примхливими, марнославними, зарозумілими, брехливими, та самовдоволеними. **5.** Нам легко жити поряд з людьми урівноваженими, спокійними та товарицькими. **6.** Вульгарні, претензійні та амбіційні (нахабні) люди частіше збуджують негативні емоції. **7.** Ми хочемо бачити своїх дітей уважними та справедливими, з широким кругозором, ніжними та добрими. **8.** До людей працьовитих, запопадливих та завзятих ми відчуваємо захоплення, але не можемо впоратися з негативними почуттями, якщо зустрічаємо людей жадібних, скупих та двоєдушних, лицемірних. **9.** Англосаксонські предки англійців були войовничими та неписьменними. **10.** Сучасники Ричарда Левиного Серця вважали його втіленням рицарських якостей. Вони описували його як людину доблесну, безстрашну, чемну, благородну, доброзичливу щодо своїх друзів та безжалісну

щодо своїх ворогів. **11.** Єлизавета Перша була проникливим та далекоглядним політиком завдяки природній кмітливості, чудовій освіті та дипломатичній майстерності. Вона була надзвичайно ерудованою та різнобічною жінкою, обдарованою в мовах, музиці та літературі. **12.** Італійці надзвичайно емоційні, експансивні, дуже комунікабельні і багатослівні, люблять розмахувати руками. Вони з задоволенням розповідають про свої надії, пріоритети, розчарування. Тому, щоб наблизити їх до себе, варто поділитися з ними своїми переживаннями і турботами, продемонструвати відкритість. При спілкуванні з італійцями варто враховувати, що в цілому вони ввічливі, дружелюбні, вишукані в звертанні, чуттєві до дотримання правил ділового етикету, цінують, коли виявляють цікавість до їхньої країни, культури і мистецтва. **13.** До найважливіших особливостей німецького національного характеру відносять працьовитість, старанність, пунктуальність, організованість, педантичність і ощадливість. Німці переконані, що вони найбільш чесні, надійні, щирі і справедливі люди у світі, і всіма силами намагаються показати це в процесі ділових контактів. **14.** Серед типових рис французької нації найчастіше називають галантність, чемність, увічливість, люб'язність, спритність, ощадливість, скептицизм, а також захопленість, довірливість, великодушність. **15.** Японці характеризуються працьовитістю, сильно розвинутим естетичним почуттям, прихильністю до традицій, дисциплінованістю. Для японця дуже важливо не «втратити свого обличчя» і увесь час демонструвати свою ввічливість. Японці часто посміхаються, але це не завжди виглядає щирим. Їхню посмішку називають «загадковою», і, дійсно, вона нерідко виражає різні почуття — дружнє ставлення, стриманість, скритність, незручність. Посмішка потрібна японцю часом для того, щоб створити співрозмовнику комфортні умови для спілкування, навіть якщо той йому несимпатичний. У ході спілкування з діловими людьми Японії краще поводитися скромно і стримано.

В) 1. Яка ж ти зануда! Як можна бути таким лепетливим (балакучим)! Ти можеш заговорити до смерті! **2.** Вона думала, що я простака (недотепа) та хотіла обвести мене навколо пальця. Але я не дурень (не вчора народився) і дуже швидко «розкусив» її. **3.** Остерігайся Марка! Він може бути прихованим ворогом. Без сумніву, він блискучий співрозмовник завдяки своєму дару красномовства. Насправді ж він дуже хитрий та розважливий та може легко вас обдурити. **4.** Зовнішність оманлива. Хоча Артур не має вишуканих манер та може здаватися доволі різким, оскільки він завжди говорить прямо, насправді у нього золоте серце, він серйозний (розсудливий) та добросовісний (сумлінний). Інакше кажучи, він – «необроблений діамант». **5.** Коли я зустрів Сару вперше, вона здалася доволі замкнутою, непривітною людиною. Вона мала схильність бути відлюдною та мовчазною. Але коли я познайомився з нею ближче, виявилось, що вона просто соромлива. **6.** – Що трапилося з Френком? Його важко впізнати. Він увесь день виглядає млявим та похмурим. Зазвичай він добродушний та життєрадісний. – Так, він чимось схвильований. Він мене навіть не помітив сьогодні вранці, він був занурений у свої роздуми. **7.** Твоя

племінниця така мила! Вона жвава, невгамовна та невтомна. До того ж вона дуже тямуща. **8.** Він не був тямущим (погано тямив) та зовсім не розумів, на що вона натякає. **9.** Він сам собі хазяїн та ненавидить людей покірних та раболіпних. **10.** Мій дядько – шановний адвокат. Він добре знає свою справу. Він просто невичерпне джерело у сфері права. **11.** Я не мав жодного уявлення про наміри наших конкурентів. Тому я був вдячний колезі, який увів мене до курсу справи. **12.** – Ти сам собі роїш яму! Якби ти не був таким впертим та непокірливим та дотримувався розумних порад, ти б давно отримав підвищення по службі. – Ти несправедливий до мене, я просто не у своїй тарілці в цій компанії. **13.** Не ображайся на Алана! Його дотепні зауваження, можливо, змушують тебе вважати його гострим на язик. Насправді у нього добрі наміри. **14.** Хоча Гаррі вродливий та має міцну статуру, вам не треба довго з ним розмовляти, щоб зрозуміти, що він дурний як пень. **15.** Можливо, тобі Кріс здається чудною. Вона просто інтроверт та мешкає у своєму замкнутому маленькому світі. **16.** Напевно, у тебе не всі вдома (тобі бракує клепки в голові), що ти розкрив таємницю про наші плани! **17.** Тобі треба бути практичним замість того, щоб витати у хмарах.

II Emotions

1. Match the idioms that comment on people's feelings in particular situations with their meanings.

Idiom	Meaning
1. Be/feel (all) at sea	a) Pretend to be happy about something
2. Want to curl up and die	b) Make (you) feel sick
3. Turn (your) stomach	c) Make someone angry or mad
4. Be at a (complete) loss for words	d) Be full of energy
5. Be at the end of (your) tether	e) Feel lost or confused
6. Be full of beans	f) React extremely angrily
7. Drive someone crazy/round the bend/ nuts	g) Feel terribly ashamed and embarrassed
8. Be dead on (your) feet	h) Not know what to say
9. Put a brave face on it	i) Feel exhausted
10. Go ballistic/ blow a fuse/ hit the roof/ceiling	j) Feel unable to deal with something because you are too tired, worried or annoyed

2. Choose one of the idioms from the chart to complete each of the sentences.

- The teacher _____ when he saw the mess the children had made.
- The children _____ today – it must be the fresh sea air.
- I _____ when they ran up out of the blue and offered me a job.
- I felt _____ on my first day at work but I soon got used to it.
- After a whole day of sightseeing in London, I _____.
- Mel's constant whingeing is _____.

7. I _____ when I realised that Melissa had heard what I said.
8. Just thinking of hot milk with a skin on it _____.
9. I'll just have to _____ and hope no one sees I'm upset.
10. I was _____ when the children's mother arrived home. I think I'd really have lost my temper with them if I'd been on my own much longer.

3. *Answer these questions:*

1. Can you name two things that drive you nuts?
2. When did you last feel dead on your feet?
3. Can you describe an occasion when someone you knew hit the roof?
4. Can you drive someone crazy?
5. Can you think of a situation when you were at a complete loss for words?
6. Have you ever wanted to curl up and die?

4. *Read through the following texts, noting the rather strong idiomatic language we can use to describe our reactions to slightly unusual events. Find Ukrainian equivalents to the words and expressions in bold type.*

REACTING TO EVENTS

Some moments from our family scrap-book, when we were all:

1 surprised.

... We all **got the shock of our lives** last Christmas. We were sitting round the fire, forcing third helpings of Christmas cake into our mouths, when the doorbell rang. It **made everybody jump**. Auntie Jane **nearly jumped out of her skin**. I was pretty **startled** myself, I must admit. Anyway, there at the door - **believe it or not** - was Uncle Mac, with an armful of presents. (It was the first time in living memory that he had ever given anything to anybody.) Everyone **caught their breath** when they saw him. **No-one could really believe their eyes**. Poor Aunt Flossie actually **fainted**, and Uncle Bill kept **blinking, as if he had seen a ghost**. And Granny, who had been talking non-stop since breakfast, was absolutely **speechless**. I thought **her eyes were going to pop out of her head**. I reckon **you could have knocked all of us over with a feather**.

2 emotional.

... I looked across and saw that **tears were already trickling down** Mum's cheeks. I must confess **a lump had come to my throat**, and I was having to **swallow** hard. When the priest started speaking, Julia **burst out crying**, and that was the signal for Mum to **break down**; she was completely **overcome**. By this time **tears were rolling down** several faces - including Dad's - and I had a horrible feeling that I was going to **burst into tears**. The priest's few words were very **touching**; I think he was almost **moved to tears** himself. I'm not surprised. They made such a lovely couple and Maggie looked great in white.

3 angry.

... I think it was Dad's side of the family that started it, when Uncle Mac started **calling** Uncle Bill **names**. Auntie Jane **took offence** immediately and then Granny joined in. She made Aunt Flossie **lose her temper** and soon after

that Dad **blew his top**. That led to Mum **going berserk** - I've never seen her so **livid**. It wasn't long before Maggie, for some reason, started **insulting** Uncle Tom and then it was his turn to **see red**; he really **went mad** - '**furious**' isn't the word for it. It was about then that Grandad, who had obviously been **seething** for some time, **hit the roof**. Things **quietened down** a bit after that and Granny dealt the next hand of cards.

4 afraid.

... Well, naturally most of us were **scared stiff**. Only Maggie **kept cool** throughout. Mum **went as white as a sheet** and even Dad **panicked** a bit. Auntie Jane's **hair stood on end** and Uncle Bill **ran a mile**. I must confess that **my heart missed a beat** or two. I mean, it's not every day that a tax inspector comes to your front door, is it? All the time he was with us, Uncle Mac was **twitching** as if he had an army of ants inside his shirt collar. Whenever the phrase 'failure to declare earned income' came up, Aunt Flossie **wincing** and Mac's hand started **shaking** so much he couldn't light his pipe. It was obvious that Granny was **trembling** too when she tried to pick her cup of tea up - three times. Everyone **shuddered** visibly when the man said he would be back - everyone except Maggie, that is. She didn't **flinch** once, **didn't turn a hair**. She's either a very good actress or extremely honest.

5 embarrassed.

... I could see that Julia was **dying of embarrassment** - not surprisingly, in the circumstances. I bet the incident is still **on her conscience**. Anyway, I could feel that I was **blushing**, and the other chap was **as red as a beetroot**. Julia **had a terribly guilty look in her eye**, or rather, she **had guilt written all over her face**. She started **stammering** something about feeling tired and having come up for a rest. I **didn't know where to put myself**, I can tell you. I've never felt so small in all my life; **about two feet tall**, that's how I felt. I stood there for a few seconds **hoping a hole would open up in the floor and swallow me**. In the end I just **gulped** and backed out of the room.

6 amused.

... Well, everyone **burst out laughing**, of course. Uncle Bill **laughed his head off**, and Auntie Jane **nearly died laughing**. And you should have seen Granny; she was **in hysterics**. Even Uncle Mac **couldn't help laughing** when he realized what the cause of their laughter was. The vicar was the only one who didn't **see the funny side of things**; completely straight-faced, stony-faced he was. Granny was still **hysterical** long after Uncle Mac had turned round, **chuckling** to himself, and put the matter straight.

5. Choose the correct word to complete each sentence. Say what emotion is described in each sentence.

1 I couldn't ... my ears when they told me.

a hear **b** believe **c** feel **d** accept

2 The Prime Minister was ... with rage.

a wordless **b** silent **c** shivering **d** speechless

3 Poor girl, there were ... running down her face.

a tears **b** lumps **c** shudders **d** cuts

4 I must admit, I nearly ... my sides laughing.

a cut **b** broke **c** split **d** swallowed

5 I can tell you, my heart nearly skipped a

a beat **b** moment **c** break **d** turn

6 Everyone ... out laughing.

a broke **b** burst **c** jumped **d** popped

7 They had joy ... all over their faces.

a placed **b** arranged **c** poured **d** written

8 My ... stood on end when I saw him.

a hair **b** head **c** heart **d** eyes

6. Translate from Ukrainian into English:

1. У дитинстві я був настільки несміливий, що боявся навіть дивитися в очі дорослим. **2.** Розмова з Синді так подіяла на нього, що він увесь тремтів від нервового збудження. **3.** Вона порадила мені мовчати про свої почуття і, дружньо обійнявши мене, зникла за рогом. **4.** Ріккі був на сьомому небі від щастя. Почуття переповнювали його, але він не знав, чи можна давати їм волю. Батьки з дитинства навчали нас бути стриманими, але, мені й навіть зараз нелегко стримувати свої емоції. **5.** Я боюся комах та відчуваю огиду до них. **6.** Ми не були схильні розповідати комусь про те, що сталося, і намагалися не хвилюватися та триматися мужньо. **7.** Білл – «підривний» хлопець. Він не міг поводитися іншим чином, тому й розлютився та розкричався вчора на робітників. Проте їм не коштувало великих зусиль заспокоїти його. **8.** Переляканий та присоромлений, пес улігся під столом. **9.** Почуття кохання та вдячності захоплювало Анну кожного разу, коли вона згадувала містера Гастона. Але коли траплялося, що вона його зустрічала, вона завжди соромилася і не могла ні про що балакати. **10.** Новини були гарні. Всі були задоволені та раділи результатам своєї праці. **11.** Здавалося, він кипів від злості, коли зустрічався з братом. Вони були не в злагоді змалку. **12.** Він дійшов до межі сил та був у розпачі. Йому був потрібний хтось, з ким можна було побалакати, хтось, кому можна було довіритися. **13.** Вона була розгублена з приводу різних питань і знала, що їй бракує знань та досвіду. **14.** Мене нудить від твого лицемірства. **15.** Поїздка до гір виявилася для нього дуже корисною, він дуже енергійний з тих пір. **16.** Давай відкладемо розмову на завтра. Я смертельно виснажений. **17.** Це була найбажаніша робота для нього. Він був впевнений, що це його стихія, та дуже радів, коли нарешті отримав цю роботу. **18.** Жінка підтримала свого чоловіка, коли він був пригнічений. **19.** Він відчував огиду до підкупних чиновників.

III Relationships

Love and romance

1. Use the words and expressions in the box in the right form to fill in the gaps in the sentences below. Make use of the clues in square brackets.

platonic relationship love at first sight infatuated (with smb) only have eyes for smb to fall head over heels in love (with smb) to love to bits besotted (with smb) the man/woman of one's dreams
--

1. When Tom met Lily it was _____. [love began the first moment they saw each other]
2. She _____ with him. [fell deeply and madly in love]
3. Nick _____ Diana. He's not interested in other girls. [is only attracted to]
4. I've often seen David and Valerie at the cinema together, but it's purely a _____. [affectionate relationship between people of the opposite sex that is not sexual]
6. Nora was more than _____ [romantically obsessed with] Brian; she was completely _____ [almost stupidly or blindly in love with] him.
7. Damian _____ Ann _____. [loves very much]
8. She is _____. He's _____. [the perfect partner]

Friendships and other positive relationships

2. Use the words and expressions in the box in the right form to fill in the gaps in the sentences below. Make use of the clues in square brackets.

get on like a house on fire inseparable soulmate bond bosom friend/buddy/pal lifelong companion man/woman after one's own heart hit it off have a soft spot for smb think the world of smb
--

1. Anona and I _____ immediately [liked each other the moment we met]. We're true _____ [people who feel close to each other in spirit and who understand each other deeply].
2. Nelly was my mother's _____. [friend who was with her all her life]
3. The moment I met Rob I could see he was a _____. [someone you admire because they do or think the same as you]
4. Charlie and I _____. [have a very good, enjoyable relationship]
5. Jim and Tony have been _____ for years. [very close, good friends]
6. Patricia and Carmen are _____. [always want to be together, very close]
7. There's always been a close _____ between Kirsten and her aunt. [relationship or feeling of togetherness]
8. I _____ Kevin – he was always very kind to my grandma. [am fond of]
9. The children _____ their new teacher. [admire very much]

General social relationships: collocations

3. *The replies in these conversations are another way of saying what the first speaker says. Use expressions in the box to complete them:*

family ties	kindred spirits	well-matched couple
-------------	-----------------	---------------------

A: You seem to be very similar to Alan – the way you think and look at life.

B: Yes, we've always been _____.

A: What a nice wedding! Ian and Sally seem to be perfect for each other.

B: Yes, such a _____!

A: Our Spanish friends are always phoning their brothers and sisters.

B: Yes, well, I think _____ in Spain are much stronger than here.

4. *Match words on the left with words on the right to complete the expressions. Then use the expressions to complete the sentences below.*

- | | |
|------------|--------------------|
| a) love | pals |
| b) head | it off |
| c) bosom | over heels in love |
| d) hit | spirits |
| e) kindred | at first sight |

- When Patrick met Andrea it was ...
- Phil and Colin look at life in the same way. They're ...
- Ever since they worked together, Lucy and Clare have been ...
- They just looked at each other and fell ...
- When Joss and I met, we immediately ...

5. *Fill the gaps in these sentences.*

- Rachel only has ... for Mark these days. She's crazy over him.
- They look such a ... couple. I wonder if they will get married?
- Sheila and I have always got ... like a house
- He's completely ... with her. I've never known him to be so much in love before. He's like a teenager. (two possible answers)

6. *Complete the following tables with the correct noun or adjective forms.*

noun	adjective	noun	adjective
	loyal	respect	
consideration		affection	
passion			romantic
	devoted	support	
	fond		amiable
	faithful	trust	

7. Complete these sentences which include words from the table above, using the correct preposition. Use a dictionary if necessary.

- a) She's absolutely devoted ... her mother and visits her every day.
- b) I've always had a lot of respect ... my boss, and I do enjoy my job a lot.
- c) She's been so loyal ... me all these years, I can't let her down now.
- d) He's very supportive ... his colleagues; they're very lucky.
- e) I'm quite fond ... Larry, but that doesn't mean I want to marry him.
- f) He puts a lot of trust ... me, and I feel I can trust him too.

8. Complete these sentences with nouns from the table above.

1. He never shows much _____ for his children.
2. She always treats us with great _____.
3. 'Have some _____ for the other students!' she said angrily.
4. _____ is the key to a good marriage.
5. Over the years she developed a _____ for Mario that went beyond a purely business relationship.
6. He was a great team captain who inspired _____ in the players.

MODULE 5. SECONDARY EDUCATION IN GREAT BRITAIN AND UKRAINE

1. Match each sentence in the left-hand column with the best meaning in the right-hand column:

1. all-through school	a) School for children under 5
2. special school	b) Secondary school which takes all the children from a particular area and offers all kinds of courses
3. junior school	c) Secondary school, receiving pupils on a selective basis and providing mainly academic education
4. modern school	d) School outside the state system run by its own proprietor or governing body
5. grammar school	e) Primary school for children about 5 to 7 (8)
6. infant school	f) Primary school for children from 8 to 11
7. maintained school	g) Primary and secondary school for pupils who need special treatment because of some mental or physical handicap
8. comprehensive school	h) School maintained by a local education authority, including county, voluntary aided, controlled and special agreement school
9. independent school	i) School which takes children from 11 to 16 (18). This is one of the types of comprehensive schools
10. nursery school	j) Secondary school giving a general education with a practical bias

2. Here are two young British people with different educational experiences. Fill in the missing words to complete the story of their lives at school:

- a) My name is Maggie Turnbull, and I'm seventeen. I first went to a **1** _____ school when I was **2** _____ years old. I left there at the age of nine, and went on to a **3** _____ school, and then to a comprehensive. I took ten **4** _____ and now I'm in the **5** _____ form studying maths, chemistry and physics for my **6** _____ exams.
- b) I'm Philip Powell. I'm seventeen, and I work in a factory. After a **1** _____ school I failed my **2** _____ exam, and went to a **3** _____ school. I passed four **4** _____ and left school when I was **5** _____ .

3. Decide if the following statements are true or false.

- a) In Britain, if you say, 'She went to a public school', you mean a private school.
b) Degrees can be obtained from schools, colleges or universities.
c) If you are a postgraduate student, you have normally already done your first degree.
d) To enter a 'grammar school' in Britain, you normally have to pass an exam.
e) In Britain, A-levels are normally taken at 16 years old.
f) Teachers at schools and universities are called 'professors'.
g) In a university, a tutorial usually has fewer students than a seminar.
h) In Britain, 'junior school' means school for children under five.

4. Give a word or phrase that means the following. The first letter of each word is given.

1. The age at which children normally leave school for good.
S _____ -l _____ a _____
2. Money given by the government which enables a person to study.
G _____
3. A school run and funded by the government.
S _____ s _____
4. A university teacher who is not a professor. Give two names.
L _____ or t _____
5. Classes that people can go to after work.
E _____ c _____

5. 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.

6. Fill each gap with an appropriate word from the list.

grammar school
primary school
nursery school
secondary school

middle school
comprehensive school
playschool

public school
state school
infant 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.

7. Match the definitions below with one of the words from the list.

tutor
lecturer

undergraduate
director of studies

professor
graduate

classmate
head teacher

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.

8. 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.

9. Read the text and do the activities below.

Welcome to Eton

Eton has educated boys for nearly six centuries. The College continues to develop Henry VI's original vision by providing a distinctive education, which we aim to make accessible to any talented boy.

It is located in Eton, near Windsor in England, north of Windsor Castle, and is one of the original nine English public schools (which also includes *Harrow School*, *Westminster School* and *Charterhouse School*) as defined by the *Public Schools Act 1868*.

Eton has a long list of distinguished former pupils. It has traditionally been referred to as "the chief nurse of England's statesmen", and has been described as the most famous public school in the world. Early in the 20th century, a historian of Eton wrote, "No other school can claim to have sent forth such a cohort of distinguished figures to make their mark on the world".

Past pupils of Eton College are known as Old Etonians. In recent years, the school has become popular with the British Royal Family; Princes William and Harry are Old Etonians. Eton has also produced nineteen British Prime Ministers, including William E. Gladstone, Sir Robert Walpole, the first Duke of Wellington, and the current Prime Minister, David Cameron. A rising number of pupils come to Eton from overseas, including members of royal families from Africa and Asia, some of whom have been sending their sons to Eton for generations.

The Good Schools Guide called the school "the number one boys' public school," adding, "The teaching and facilities are second to none." The school is a member of the G20 Schools Group.

The school is headed by a Provost and Fellows (Board of Governors), who appoint the Head Master. It contains 25 boys' houses, each headed by a housemaster, selected from the more senior members of the teaching staff.

Almost all the school's pupils go on to universities, about a third of them to Oxford or Cambridge.

Eton's Aims

Eton is a full boarding school committed to:

- promoting the best habits of independent thought and learning in the pursuit of excellence;
- providing a broadly-based education designed to enable all boys to discover their strengths, and to make the most of their talents within Eton and beyond;
- engendering respect for individuality, difference, the importance of teamwork and the contribution that each boy makes to the life of the school and the community;
- supporting pastoral care that nurtures physical health, emotional maturity and spiritual richness;
- fostering self-confidence, enthusiasm, perseverance, tolerance and integrity.

The Five Year Structure

Eton is divided into five year-groups called blocks, from F (Year 9) to B (Year 13). There are 35 schools (lessons) a week in which formal teaching takes place, but almost all boys have some reading schools (free periods). Boys are taught

in divisions (sets, classes or forms) normally containing about 10 or 12 boys of broadly similar ability in the case of specialists (C and B blocks, the sixth-form) and about 20 in the case of non-specialists (F, E and D blocks, the first 3 years).

School Terms

There are three academic terms (known as halves) in the year,

- The *Michaelmas Half*, from early September to mid December. New boys are now admitted only at the start of the Michaelmas Half, unless in exceptional circumstances.
- The *Lent Half*, from mid-January to late March.
- The *Summer Half*, from late April to late June or early July.

They are called halves because the school year was once split into two halves, between which the boys went home.

Entry to Eton: Registration, Selection and House Placement

Most of Eton's 1300 students enter the school at age 13. An old system under which boys could be registered at birth with a future house master was abolished some years ago, and virtually all candidates now go through a pre-assessment at age 11 (during year 6 in the UK educational terms). The assessment consists of an interview, a reasoning test and a report from the boy's current school. Those offered conditional places must then pass the qualifying examination (Common Entrance) at age 13 to secure their place, or do at least reasonably well in the more challenging King's Scholarship examination.

In order to take the assessment boys must be registered by the age of 10 years 6 months at the latest. This is a firm deadline. Introductory tours can be arranged through the Admissions Office. This is best done when a boy is aged 10.

Boys are placed in houses by mutual agreement between families and house masters, after a series of meetings following the award of a conditional place. A contract is then signed with the school, and an entry fee (currently £1500) is paid to secure the place. £1050 of that deposit is returned when the boy leaves the school at age 18 with all fees settled. Both the registration fee and the entrance fee may be waived in case of parental need.

A small number of boys who have not secured conditional places may enter at age 13 by winning a King's Scholarship or Music Scholarship. Both scholarships are highly competitive.

Funded Places. About 20% of the boys currently at the school are receiving financial support, and some of them are paying substantially reduced fees or indeed no fees at all. Financial support can come through a scholarship or through a bursary. No parents with a talented boy should feel that Eton is necessarily beyond their means. About 250 boys receive assistance through scholarships and bursaries. Over 30 boys pay no fees at all.

School Fees & Extras. The School Fee includes tuition, board, lodging, laundry, personal accident insurance, and the cost of most games activities. In addition, boys may incur Extras, i.e. charges for music lessons, boat club membership, and a number of other items.

Boarding

When a boy comes to Eton he will join a house of just over 50 boys aged between 13 and 18. His house will be the hub of his life at Eton for the next five years. Each house is under the care of a house master, who will look after him, support him and, if necessary, make sure he behaves himself. The house master is the main point of contact with the school for a boy's parents.

The house master is supported by a dame, a dame's assistant and a full domestic staff. The dame looks after a boy's health, and she also runs the domestic side of the house. Each house has a deputy house master and two assistants attached to it and they will also help to ensure that every boy gets the best out of his time at Eton.

There are a number of important senior boys with responsibilities in the house, the first of whom is the house captain. He will do his best to make sure a boy enjoys his time in the house and participates fully in the various activities on offer in the wider school. Another important senior boy is the captain of games. He will encourage everyone to play a range of games, and will expect every boy to participate in house teams regularly.

Every boy at Eton has his own study-bedroom. This is his own private space, which he can decorate as he pleases (within limits set by his house master) and where he can entertain his friends, or exclude them if he wants a bit of peace and quiet. About half of the houses eat breakfast, lunch, and supper in *Bekynton*, a large central dining complex; the others have their own chefs and their own house dining-rooms. Every house, whether *Bekynton* or not, provides a mid-morning Chambers snack and also a mid-afternoon boys' tea, a relatively informal affair where boys make themselves toast and (in some houses) are allowed to cook themselves something a bit more ambitious. This is called 'messing'. If after all of this boys are still hungry, *Rowlands* serves snacks of almost every description.

All boys are allowed home for Long Leave every half and for Short Leave twice in the Michaelmas and once in the Lent and Summer halves. Boys can also go home after formal commitments have finished on a Saturday for one other weekend each half (when Chapel is on Sunday evening). Boys can also go home or go out with their parents, with their house master's permission, whenever they are free from school or house commitments.

Nurturing individuality and yet understanding and appreciating the differences of others is a central tenet of Eton's philosophy.

a) *In the Introductory Section and Section "Eton's Aims" find synonyms to the following words:* characteristic, individual, unique; available, open; renowned, outstanding; a group, a number; Rector, Master; devoted, intended, designed; chase, search, quest; donation, input; beget, arouse, stimulate, produce; adulthood; take care of, cherish; insistence, determination; honesty, honour.

b) *In Section "Entry to Eton" find the English equivalents of the words:* скасувати, оцінювання, тимчасово відкладати, грант, харчування, житло, витратити.

c) In Section "Boarding" find the words that match the following definitions: 1) the central and most important part of a particular place or activity; 2) a person who is the next most important person below a business manager, a head of a school, a political leader, etc. and who does the person's job when he or she is away; 3) a hall in a public building that is used for formal meetings; a bedroom or private room; 4) a thing that you have promised or agreed to do, or that you have to do; 5) to help somebody/something to develop and be successful; 6) one of the principles or beliefs that a theory or larger set of beliefs is based on.

d) Answer the questions.

1. What kind of school is Eton?
2. Who was the founder of the school?
3. Where is Eton situated?
4. Why is Eton often called the chief nurse of England's statesmen?
5. Does the school admit British children only?
6. What are the chief aims of education at Eton?
7. Which features of character does the school foster in their pupils?
8. Describe the structure of the school.
9. How many school terms are there at Eton? Why are they called halves?
10. Describe the school selective procedure.
11. Who can apply for admission?
12. Are there funded places at Eton?
13. What does the school fee include?
14. Who looks after the boys at Eton?
15. Do the pupils share rooms at Eton? Do they cook themselves?
16. Can the boys go home during the school term?

10. Look at these useful expressions, then fill the gaps with one of the following words.

place revise exercise heart classes diploma grade year private grades

verb	expressions
do	do (=study for) a degree in management; do (=take) an exam/an 1) _____; do (=carry out) an experiment; do (=carry out) research into traffic pollution; do (=study) maths, history
gain	gain a good degree/education; gain experience
get	get a good education; get information/advice; get a 2) _____ at university; get into university; get a grant; get good/bad marks/ 3) _____; get a good report; get a degree/certificate/ 4) _____
have	have (a) good knowledge of marketing strategies; have 5) _____ lessons
go	go to university/college/evening 6) _____
make	make progress; make a mistake; make the 7) _____
study	study mathematics/notes/a diagram; study for a test/an exam/a degree

take	take a course/an exam; take notes (while listening or reading); take a break from studying; take a 8) _____ off to travel
teach	teach a lesson /a class; teach English/media studies; teach at a school/college/university
Others	attend classes /a private language school / university carry out research into environmental effects of tourism; cheat in an exam; copy from someone else give a lecture / a talk / a demonstration learn a poem by 9) _____ memorise the facts pay attention (in class) prepare / 10) _____ for an exam sit for / sit an exam

11. Underline the correct word in each of the following sentences using the chart above to help you.

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.

12. Replace the italicized words with a phrasal verb from the list, in the appropriate form, changing the word order where necessary.

apply to	get on (at)	keep up	scrape through	stay on (at)
drop out (of)	hold back	pick on	send down (from)	take in
get in (to)	keep up (with)	play up	sit for	turn out

1. Jordan's been *behaving badly* in school. 2. Margaret's parents wanted her to *remain* at school until she was eighteen but she insisted on leaving. 3. Roy *asked to be admitted* to several Oxford colleges but he *was not accepted* by any of them. 4. How many students will *be taking* the exam in June? 5. – How did Peter get on in his exams? Oh, he just *managed to pass* (with the minimum mark). 6. The students responsible for the damage were *expelled*. 7. Martin found the university course disappointing and *left (of his own accord)* after the first year. 8. David was a slow thinker and found it difficult to *work at the same rate as* the rest of the group. 9. The lectures were well prepared but contained too much information and the students could not *absorb* it all. 10. There are two students in the group who ask so many irrelevant questions that they are *preventing* the others *from making progress*. 11. Catherine *maintained her knowledge of* French after she left college by reading and going to French films. 12. The technological universities and polytechnics *produce* highly-qualified engineers. 13. Barbara is *making very good progress* at university. (*Change good to well here.*) 14. Valerie complained that the German teacher always *chose her (unfairly) for criticism or some unpopular task*.

13. Translate into English.

1. Елітні приватні школи здебільшого приймають учнів підготовчих шкіл віком 11–13 років. Аби вступити до школи, треба успішно скласти вступний іспит. 2. Батьки хотіли, щоб Джейн навчалася в класичній середній школі, тому найняли репетитора, аби добре підготувати доньку до іспиту. 3. Кетрін не склала іспит з історії, тому збирається перескладати його за два тижні. 4. Беніві загрожує усунення від уроків за погану поведінку та низьку академічну успішність. 5. У молодших класах початкової школи учнів навчають читання, письма та арифметики. Зазвичай у таких школах немає письмового розкладу. Більшу частину часу учні проводять малюючи, співаючи, ліплячи з виробу пластиліну тощо. 6. Державні школи є повністю безкоштовними і зазвичай змішаними. 7. Основними предметами в середній школі є англійська мова, історія, географія, математика, природничі науки, сучасна іноземна мова, технічні науки, музика, малювання та фізкультура. 8. Учитель був такий сердитий на Пітера, що залишив його на дві години після уроків і змусив переписати 50 рядків віршів. 9. Аманда вирішила залишитися в школі та складати іспити підвищеного рівня у 18 років. 10. Якщо ви збираєтеся знову прогулювати уроки й пасти задніх, вам доведеться залишитися на другий рік.

MODULE 6. ENGLISH IN THE WORLD

1. Before reading the text answer the following questions:

- Which group of languages does English belong to?
- What do you know about the origin of the English language?
- Where is English considered a native language; an official language; a second language?

2. Read the text and explain the meaning of the words and expressions in bold:

The English Language

English is an Indo-European, West Germanic language originating in England, and is the first language for most people in the United Kingdom, the United States, Canada, Australia, New Zealand, Ireland, and the **Anglophone** Caribbean. It is used extensively as a second language and as an official language throughout the world, especially in Commonwealth countries and in many international organizations (United Nations, European Union etc.).

Modern English, sometimes described as the first global **lingua franca**, is the dominant international language in communications, science, business, aviation, entertainment, radio and diplomacy. The initial reason for its enormous spread beyond the bounds of the British Isles where it was originally a native tongue was the British Empire, and by the late nineteenth century its influence had won a truly global reach. It is the dominant language in the United States and the growing economic and cultural influence of that federal union as a global superpower since World War II has significantly accelerated adoption of English as a language across the planet.

A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine and as a **consequence** over a billion people speak English to at least a basic level.

The English language belongs to the western sub-branch of the Germanic branch of the Indo-European family of languages. The closest living relative of English is Scots, spoken primarily in Scotland and parts of Northern Ireland, which is viewed by linguists as either a separate language or a group of dialects of English. The next closest relative to English after Scots is Frisian, spoken in the Northern Netherlands and Northwest Germany. Many French words are also **intelligible** to an English speaker (though pronunciations are often quite different) because English absorbed a large vocabulary from Norman and French after the Norman Conquest and directly from French in **subsequent** centuries.

Approximately 375 million people speak English as their first language. English today is probably the third largest language by number of native speakers, after Mandarin Chinese and Spanish. However, when combining native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese languages, depending on whether or not distinctions in the latter are classified as "languages" or "dialects." **Estimates** that include second language speakers vary greatly from 470 million to over a billion depending on how **literacy** or **mastery** is defined.

The countries with the highest populations of native English speakers are, **in descending order**: the USA (215 million), the UK (58 million), Canada (18.2 million), Australia (15.5 million), Ireland (3.8 million), South Africa (3.7 million), and New Zealand (3.0-3.7 million). Of those nations where English is spoken as a second language, India has the most such speakers and linguistics professor David Crystal claims that, combining native and non-native speakers, India now has more people who speak or understand English than any other country in the world.

English is the primary language in Anguilla, the Bahamas, Barbados, the British Virgin Islands, the Falkland Islands, Gibraltar, Jamaica, Singapore and many other countries. The countries, where English is not the most spoken, but an official language; include Botswana, Cameroon, Fiji, Ghana, Gambia, Kenya, Malta, Mauritius, Namibia, Nigeria, Pakistan, the Philippines, Puerto Rico, Seychelles, Sri Lanka, Tanzania, Uganda, Zambia, Zimbabwe and others. It is also one of the 11 official languages that are given equal status in South Africa. Because of its global spread, English has developed a **host** of English dialects and English-based **Creole languages** and **pidgins**, such as Jamaican Patois and Nigerian Pidgin.

The major varieties of English include, in most cases, several subvarieties, such as Cockney within British English; Newfoundland English within Canadian English; and African American Vernacular English ("**Ebonics**") and Southern American English within American English. English is a pluricentric language, but, although no variety is clearly considered the only standard, there are a number of accents considered to be more prestigious, such as Received Pronunciation* in Britain.

Because of the wide use of English as a second language, English speakers have many different accents, which often signal the speaker's native dialect or language.

***Received Pronunciation (RP)** is a form of pronunciation of the English language (specifically BrE) which has long been perceived as uniquely prestigious amongst British accents. About two percent of Britons speak with the RP accent in its pure form. Received Pronunciation may be referred to as the **Queen's** (or **King's**) **English**, on the grounds that it is spoken by the monarch. It is also sometimes referred to as **BBC English**, because it was traditionally used by the BBC, yet nowadays these notions are slightly misleading. Queen Elizabeth II uses one specific form of English, whilst BBC presenters and staff are no longer bound by one type of accent. There have also long been certain words that have had more than one RP pronunciation, such as *again*, *either*, and *others*.

3. *Decide whether the following statements are true or false:*

- a) Over 400 million people speak English as their first language.
- b) English is an official and working language of the UN.
- c) English belongs to Romanic languages.
- d) Frisian is a mother tongue in Northern Ireland.
- e) English became a world language mainly due to political and economic factors.
- f) French phonetics influenced English greatly.
- g) The process of borrowing vocabulary from French is not limited to the period of the Norman Conquest.
- h) English is spoken in many African countries.
- i) China is the country with the highest population of native and non-native English speakers.
- j) English has very few varieties.

4. *Match the words with their definitions:*

1. slang	a) a form of a language which is spoken in a particular area, with words or grammar that are slightly different from other forms of the same language
2. dialect	b) the way someone pronounces the words of a language, showing which country or which part of a country they come from
3. lingo	c) words used by people who do a particular job or are interested in a particular subject, which ordinary people cannot easily understand
4. journalese	d) a form of a language that ordinary people use, especially one that is not the official language
5. accent	e) language often used in newspapers
6. variety	f) informal words used by people who belong to a particular group, for example young people, criminals etc
7. jargon	g) <i>informal</i> a foreign language
8. vernacular	h) a form of a language that differs from its other forms systematically and coherently

5. *Fill in the gaps with the words from the table:*

1. He noticed that I spoke English with a slight Irish _____. 2. The article is

written in a kind of breathless _____ that makes one's nerves stand on end. **3.** Tom Emmett's story is laced with thick Yorkshire _____. **4.** Travelling in Spain is much easier if you can speak the _____. **5.** I was totally confused by the _____ that the other kids were using. **6.** Galileo wrote in the _____ to reach a larger audience. **7.** They kept details of programs in their heads, and always explained procedures in highly technical _____. **8.** At that time, all newsreaders spoke a _____ of English spoken in southern England, known as Received Pronunciation.

6. Shakespeare was a keen observer of human behavior, which is illustrated in the rich and varied language he used to describe it. Test your knowledge of Shakespeare and the English language. Read these statements and decide which are true and which are false.

1. Before Shakespeare's time, many English writers preferred to write in Latin.
2. Shakespeare introduced over 600 new words to English.
3. New English words were usually taken from Latin or French.
4. Many titles of films and novels are taken from Shakespeare.
5. We rarely use expressions from Shakespeare's plays in everyday language today.

7. Quickly read the text below, ignoring the gaps. How many of your answers were correct? Complete the text by writing one word in each numbered gap.

Shakespeare Had a Word for It

Many of Shakespeare's phrases have passed into our everyday language. When you have a sleepless night (0) and complain that you did not sleep a wink, you can console (1) _____ that even in your exhausted state you are using Shakespeare's words. "I have not slept one wink" is from the play *Cymbeline*, (2) _____ Shakespeare wrote in 1610. Even (3) _____ it is not a popular play, we are using his line in (4) _____ daily lives four hundred years later.

When a guest devours absolutely (5) _____ in your kitchen cupboard, you (6) _____ complain that you "have been eaten out of house and home". It is Shakespeare again. "He hath eaten me out of house and home" comes from Henry V.

Lines from Shakespeare crop (7) _____ in all kinds of places, (8) _____ titles of films and novels. Shakespeare was writing when it had (9) _____ fashionable for authors to give up Latin in favour of English (10) _____ the language of literature. But there were not enough English words to express all their ideas, (11) _____ writers began making words up. Shakespeare introduced about 600 new words into English. These include many that we could hardly imagine (12) _____ without: *admirable*, *educate*, *generous*, and *tranquil*. He also made up compounds such as *lack-lustre* and *sharp-toothed*.

Words were usually made up from Latin, but writers also turned (13) _____ French. This is (14) _____ we have so many words to describe almost the same thing, and in nearly all of (15) _____ there is a slight difference of feeling. For example, we have the English word *end*, the French-derived *finish* and the Latin-derived

conclude.

8. Translate the following phrases into English:

1. Хоча англійська мова протягом тривалого розвитку зазнала значних змін, вона й тепер зберігає всі основні риси групи германських мов. **2.** Кожен варіант англійської мови має свої фонетичні, лексичні, граматичні, а також орфографічні особливості, зумовлені історичними обставинами, економічними чинниками, впливом інших мов та місцевих діалектів певної території. **3.** Попри те, що англійська мова вважається однією з найскладніших серед європейських мов стосовно правильності вимови та орфографії, жодна інша мова світу, зокрема штучно створена, не змогла замінити англійську у сфері міжнародного спілкування. **4.** Ви коли-небудь спілкувалися англійською з носіями мови? Які труднощі виникли у вас під час спілкування? **5.** В англійській мові переважають аналітичні форми вираження граматичного значення. **6.** Англійська мова поступово стає надбанням усіх культур. Вона має статус офіційної мови у 53 країнах світу, нею спілкуються у сфері науки, торгівлі, шоу-бізнесу, спорту та дипломатії. Підраховано, що дві третини наукових праць на сьогодні спершу публікується англійською мовою. Англійська є робочою та офіційною мовою Європейського Союзу, ООН та інших міжнародних організацій. **7.** Вимова – ваше слабе місце. Ви повинні більше часу проводити у лінгафонному кабінеті та слухати англійські радіопередачі. Якщо ви не знаєте, як вимовляти певне слово, знайдіть його у словнику та випишіть і запам'ятайте транскрипцію. **8.** За підрахунками Британської ради, у 2000 р. близько одного мільярду людей у світі вивчали англійську мову. На думку експертів, до 2010 р. ця цифра подвоїться. **9.** Деякі вчені вважають, що англійська мова зрештою втратить свій особливий статус, поступившись місцем китайській, іспанській чи арабській мові. **10.** Хоча особливості фонетичної системи австралійського варіанту англійської мови дуже схожі на відповідні риси діалекту кокні, ці мовні різновиди мають суттєві відмінності, котрі, щоправда, складно помітити сторонньому слухачеві. В австралійській англійській чимало запозичень з британського й американського сленгу, деякі слова походять із місцевих мов Зеленого континенту. Прикметною рисою цього варіанту англійської мови є наявність великої кількості скорочених форм слів.

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Навчальне видання

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FAST TRACK

Методичні рекомендації

**з практики англійського усного та писемного мовлення
для студентів третього курсу мовних спеціальностей**

Відповідальний за випуск: Коваленко О. А.

Комп'ютерна верстка: Антонюк О. М.

Підписано до друку 23.01.2012. Формат 60x84 1/6. Папір офсетний.
Друк ризографічний. Умов. друк. арк. 6. Зам № 798
Тираж 200 прим. Ціна договірна.

Надруковано у ФОП Старолат В.М.
ПІН 2392212597

Свідоцтво про державну реєстрацію фіз. особи-підприємця 248113.
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