

Мелітопольський державний педагогічний університет ім. Богдана Хмельницького  
Кафедра англійської філології та методики викладання англійської мови

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**  
**до вивчення курсу**  
**“ОСНОВНА ІНОЗЕМНА МОВА”**  
**у V семестрі**

МЕЛІТОПОЛЬ  
2012

Методичні рекомендації до вивчення курсу “Основна іноземна мова” у 5 семестрі // Укладачі: Л. А. Куликова, М. І. Ярошенко. – Мелітополь: МДПУ ім. Б. Хмельницького, 2012. – 48с.

Рецензенти:

**Ю.О.Полікарпова** - канд. філолог. наук, доцент кафедри англійської мови Мелітопольського агротехнологічного університету

**А.Б.Семенчук** - канд. філолог. наук, доцент кафедри англійської філології ЗНУ

Матеріал для методичних рекомендацій до вивчення курсу “Основна іноземна мова” у 5 семестрі поділяється на чотири модулі – “Кіно”, “Образотворче мистецтво”, “Люди та особистості”, “Світ довкола нас”.

Кожен модуль містить базовий текст, що являє собою оригінальний зразок англійської художньої літератури, коротку інформацію про письменника та систему лексичних, граматичних і мовленнєвих вправ.

Рекомендовано до друку науково-методичною радою МДПУ ім. Богдана Хмельницького, протокол № 10 від 17 квітня 2012 р.

## ВСТУП

У 5-му семестрі (III курс) загальноукраїнською Програмою з англійської мови для університетів та інститутів. - К., 2001 передбачено вивчення таких блоків тем, як “Кіно”(Cinema), “Образотворче мистецтво”(Art), “Люди та особистості”(People and Personalities), “Світ довкола нас”(The world Around US).

У такий спосіб й побудовано “Методичні рекомендації” до вивчення курсу “Основна іноземна мова” у 5 семестрі. Пропонований матеріал поділяється на чотири модулі (modules). Кожен модуль містить базовий текст, що являє собою оригінальний зразок англійської художньої літератури, коротку інформацію про письменника та систему лексичних, граматичних і мовленнєвих вправ.

До лексичних вправ належать вивчення лексики базового тексту, тлумачення словосполучень, переклад речень англійською мовою з використанням активного лексичного матеріалу.

Граматичні вправи спрямовані на закріплення вживання третьокурсниками інфінітива, герундія, Participle I, Participle II, артиклів, множини іменника, присвійного відмінка, іменника тощо.

Виконання мовленнєвих завдань передбачає глибоке засвоєння матеріалу, що вивчається, у підготовленому і спонтанному мовленні, у повсякденному спілкуванні.

Під керівництвом викладача студенти 3 курсу працюють, насамперед, над базовим текстом кожного розділу. Перед ознайомленням з текстом вони вивчають базову лексику до нього, що знаходиться у першій вправі лексичних вправ. Далі вони знайомляться з інформацією про творчий шлях автора – англійського письменника. Крім того, третьокурсники готують контрольне читання основного тексту розділу. Активна лексика теми засвоюється в процесі виконання вправ 2 та 3 лексичних вправ та при виконанні мовленнєвих вправ.

Студенти на заняттях обговорюють зміст прочитаного базового тексту, драматизують запропоновані діалоги й складають власні відповідно до теми, що вивчається. Чимало мовленнєвих вправ носять інформаційний та пізнавальний характер і є основою для написання есеїв (вправа 10 кожного розділу). В кінці кожного розділу третьокурсники знайомляться з класичними зразками поезії, порівнюючи запропоновані переклади або пропонуючи власні.

В кожному розділі студенти самостійно або під керівництвом викладача виконують граматичні вправи, які обов’язково перевіряються на занятті.

Матеріал “Методичних рекомендацій” розраховано на 128 годин практичних занять. Крім того, у 5 семестрі передбачено 20 годин індивідуальної роботи, в процесі якої третьокурсники також читають оригінальний твір художньої прози й щотижня звітують викладачеві про виконану роботу.

**Module 1****CINEMA**

## Text 1

**The Importance of Being Earnest***By Oscar Wilde**(an extract)*

Oscar Wilde was born in Dublin, on the 16<sup>th</sup> of October, 1854. He was an outstanding student of classics at Trinity College, and, in 1874, entered Magdalen College, Oxford, where he won the Newdigate Prize with his poem “Ravenna” (1878). An early leader of the “Aesthetic Movement”, which advanced the concept of “Art for Art’s Sake”, Wilde became a prominent personality in literary and social circles.

His volume of fairy tales, “The Happy Prince and Other Tales” (1888), was followed by “The House of Pomegranates”(1892). However, it was not until his play, “Lady Windermere’s Fan” (1892), was presented to the public that he became widely famous. “A Woman of No Importance” (1893) and “The Importance of Being Earnest”(1895) confirmed his stature as a dramatist.

In 1897 Oscar Wilde settled on the Continent, where he wrote his most powerful and enduring poem, “The Ballad of Reading Gaol”(1898). He died in Paris on the 30<sup>th</sup> of November, 1900.

**Act 1.**

*Lady Bracknell.* ... Are your parents living?

*Jack.* I have lost both my parents.

*Lady Bracknell.* Both? ...That seems like carelessness. Who was your father? He was evidently a man of some wealth. Was he born in what the Radical papers call the purple of commerce, or did he rise from the ranks of the aristocracy?

*Jack.* I am afraid I really don’t know. The fact is, Lady Bracknell, I said I had lost my parents. It would be nearer the truth to say that my parents seem to have lost me... I don’t actually know who I am by birth. I was...well, I was found.

*Lady Bracknell.* Found!

*Jack.* The late Mr. Thomas Cardew, an old gentleman of a very charitable and kindly disposition, found me, and gave me the name of Worthing, because he happened to have a first-class ticket to Worthing in his pocket at the time. Worthing is a place in Sussex It is a seaside resort.

*Lady Bracknell.* Where did the charitable gentleman who had a first-class ticket for seaside resort find you?

*Jack (gravely).* In a handbag.

*Lady Bracknell.* A handbag?

*Jack (very seriously).* Yes, Lady Bracknell. I was in a handbag - a somewhat large, black leather handbag, with handles to it - an ordinary handbag in fact.

*Lady Bracknell.* In what locality did Mr. James, or Thomas, Cardew come across this ordinary handbag?

*Jack.* In the cloak-room at Victoria Station. It was given to him in mistake for his own.

*Lady Bracknell.* The cloak-room at Victoria Station?

*Jack.* Yes. The Brighton line.

*Lady Bracknell.* The line is immaterial. Mr. Worthing, I confess I feel somewhat bewildered by what you have just told me. To be born, or at any rate bred, in a handbag, whether it had handles or not, seems to me to display a contempt for the ordinary decencies of family life that remind one of the worst excesses of the French Revolution. And I presume you know what that unfortunate movement led to? As for the particular locality in which the handbag was found, a cloak-room at a railway station might serve to conceal a social indiscretion – has probably, indeed, been used for the purpose before now – but it could hardly be regarded as an assured basis for a recognized position in good society.

*Jack.* May I ask you then what you would advise me to do? I need hardly say I would do anything in the world to ensure Gwendolen's happiness.

*Lady Bracknell.* I would strongly advise you, Mr. Worthing, to try and acquire some relations as soon as possible, and to make a definite effort to produce at any rate one parent, of either sex, because the season is quite over.

*Jack.* Well, I don't see how I could possibly manage to do that. I can produce the handbag at any moment. It is in my dressing-room at home. I really think that should satisfy you, *Lady Bracknell.*

*Lady Bracknell.* Me, sir! What has it to do with me? You can hardly imagine that I and Lord Bracknell would dream of allowing our only daughter – a girl brought up with the utmost care – to marry into a cloak-room, and form an alliance with a parcel? Good morning, Mr. Worthing! (*Lady Bracknell sweeps out in majestic indignation.*)

### Vocabulary exercises

#### 1. Study the vocabulary of the text.

*classics* – класичні мови та літератури

*pomegranate* / 'pɒmɪgrænt / – гранат (плід)

*fan* – віяло, фен, вентилятор

*earnest* / ɜ:nɪst / – серйозний

*confirm* / kən'fɜ:m / – підтверджувати

*stature* / 'stætʃə / – стан, статус

*enduring* / ɪn'dʒʊərɪŋ / – витривалий, стійкий

*gaol* / dʒeɪl / (також *jail*) – в'язниця

*Reading* / 'redɪŋ / – місто Редінг

*late* (перед іменником) – покійний

*disposition* – характер, натура, вдача

*charitable* – щедрий, милосердний

*leather* / 'ledə / – шкіра; шкіряний

*come across smth.* – наштовхнутися на щось

*immaterial* – неістотний, неважливий

*bewilder* – спантеличувати, бентежити

*contempt* – презирство, зневага

*decency* – порядність, пристойність

*excess* – крайність, ексцес

*presume* / pri'zju:m/ – гадати, припускати  
*indiscretion* / ,ɪndɪs'kreʃn / – нечемність; необачність  
*acquire* / ə'kwɑɪə / – здобувати  
*utmost* / 'ʌtməʊst/ – величезний  
*alliance* / ə'laɪəns / – альянс, шлюбний союз  
*sweep out* – мчати, проноситися  
*indignation* – обурення.

## 2. Interpret the following phrases.

To be presented to the public, to become widely famous, a man of some wealth, to be born, by birth, a gentleman of a very charitable disposition, to happen to do smth, to give smb. the name of, at the time, in fact, to come across smth., to give smth. to smb. in mistake for smth., to feel somewhat bewildered by smth., at any rate, to be bred, to display a contempt for smth., to remind smb. of smth., to lead to smth., to be regarded as, to endure smb's happiness, as soon as possible, to make a definite effort to do smth., to be quite over, to manage to do smth., at any moment, at home, to satisfy smb., to dream of doing smth., with the utmost care, to form an alliance with smb., in magestic indignation.

## 3. Translate the sentences into English.

1. Мій супутник виявився людиною милосердної вдачі. 2. Нещодавно публіці було представлено нові поезії Ліни Костенко. 3. Навряд чи зможете ви зробити щасливою нашу єдину доньку, молодий чоловіче. 4. Саме Михайлові Ломоносову і Антуану Лавуазьє вдалося першими сформулювати закон збереження маси. 5. Поїздка на Галичину нагадала йому про приємні миттєвості його безтурботного дитинства. 6. Масова колективізація в Радянському Союзі призвела до зубожіння селян й, зрештою, до голодомору. 7. Вона почувалася спантеличеною його розповіддю про власне походження. 8. Тарас Шевченко став широко відомим завдяки поетичним творам, написаним живою народною мовою. 9. Минулого року Вільям, Принц Уельський, взяв шлюб з чарівною Кейт Міддлтон. 10. Сергія Параджанова вважають талановитим кінорежисером, що створював чудові фільми на теренах України. 11. – Вас задовольняє цей проект? – Цілком. 12. В гардеробі їй помилково видали чуже пальто замість її власного. 13. Істинні патріоти нашої держави упродовж віків мріяли про створення незалежної і вільної України. 14. На березі Азовського моря греки заснували дивовижне місто й нарекли його Маріуполем. 15. Вам слід докласти певних зусиль, щоб належним чином оволодіти граматиною англійської мови.

## Grammar exercises

### 1. Choose the correct verb form.

- When I am tired, I enjoy... television. It's relaxing.  
a) to watch b) watching c) watch
- It was a nice day so we decided... for a walk.  
a) going b) go c) to go

3. It's a nice day. Does anyone fancy... for a walk?  
a) going b) go c) to go
4. I'm not in a hurry. I don't mind...  
a) to wait b) wait c) waiting
5. They don't have much money. They can't afford... out very often.  
a) to go b) go c) going
6. I wish that dog would stop...  
a) to bark b) bark c) barking
7. Our neighbour threatened... the police if we didn't stop the noise.  
a) calling b) to call c) call
8. We were hungry, so I suggested... dinner early.  
a) having b) have c) to have
9. Hurry up ! I don't want to risk ... the train.  
a) to miss b) miss c) missing
10. I'm still looking for a job but I hope... something soon.  
a) finding b) to find c) find

**2. Insert the article a(an) where necessary.**

1. Jim goes everywhere by bike. He hasn't got... car. 2. Ann was listening to... music when I arrived. 3. We went to ... very nice restaurant last weekend. 4. I clean my teeth with ... toothpaste. 5. I use... toothbrush to clean my teeth. 6. Can you tell me if there is... bank near here. 7. My brother works for ... insurance company in London. 8. I don't like ... violence. 9. Can you smell ... paint? 10. We need ... petrol. I hope we come to... petrol station soon. 11. I wonder if you can help me. I have ... problem. 12. John has got ... interview for... job tomorrow. 13. Liz doesn't usually wear... jewellery but yesterday she was wearing... necklace. 14. I think volleyball is ... very good game.

**3. What is another way of saying these things ? Use -'s.**

- 1) a hat for a woman – a woman's hat.
- 2) a name for a boy - ...
- 3) clothes for children - ...
- 4) a school for girls - ...
- 5) a nest for a bird - ...
- 6) a magazine for women - ...

***Make up your own sentences with the structures you have gained.***

**Speech exercises**

**1. Discuss the basis text "The Importance of Being Earnest" by Oscar Wilde.**

1. Who wrote the play "The Importance of Being Earnest"? What do you know about the author? 2. Is the text under study a piece of narration, a description or a dialogue? 3. What is the general tendency of the text? Is it satirical, humorous, unemotional? How can you show this? 4. What do we know about Jack's background? Is there anything dishonourable about this? 5. What can you say about the character of Lady Bracknell? 5. What can you say about the character of Lady Bracknell ?

In which manner does she interview Jack? 6. Do you find any difference between the Bracknells and Jack? 7. Can you comment on the language of the play as a whole?

## 2. Read and dramatize the dialogues.

### A Decent Film

*Paul:* I say I haven't been to the pictures for a long time and I feel like seeing anything put out for our entertainment. How about seeing a new film?

*Judy:* I'm afraid, I can't keep you company. I don't go to the pictures much, but when I do, I like to see something decent.

*Paul:* But what do you mean by a decent film? And how do you know whether it is decent or rotten?

*Judy:* Well, you read about it in the adverts or posters first, and then you know from your own experience that if so-and-so is in it, it's likely to be good.

*Paul:* You know that many fans like to give their impressions straight from the shoulder, especially those full of biting criticism.

*Judy:* But a decent film appeals to different people in different ways. It makes you think and in addition to this, a decent film by all-round consent, is one you can believe in, whether it's funny, tragic or tense. When there is a decent film showing, everybody praises it.

### Cinema or Theatre

*Jane:* What did you think of the film?

*Kate:* Very good. I saw the play in Stratford last summer. I was interested to see the difference between the play and the film.

*Jane:* Which did you like the better?

*Kate:* It's hard to say. They'd spend a lot of money on the film and it was very well done. There must have been hundreds of people in it – crowds of people and soldiers and servants. The film moved fast with plenty of things happening all the time. I enjoyed the music and the colour – these were splendid and the photography was very good indeed, but...

*Jane:* But what?

*Kate:* Well, something had gone. You didn't notice Shakespeare's words, which are so important in the theatre. And the main characters and what they did and thought didn't seem so clear or stand out as they do in the theatre.

### Vocabulary notes

*to feel like doing smth* – бути схильним до

*to put out* – видавати, випускати

*decent* / 'di:snt / – пристойний, порядний

*rotten* – зіпсований; слабкий; огидний

*straight from the shoulder* – з плеча, відверто

*in addition to ( smth)* – до того ж

*by all-round consent* – за загальною згодою

*to stand out* – вирізнятися; триматися.



**3. Compose your own dialogues on the topic “Cinema” and dramatize them.**

**4. Read the text and speak about different types of films.**

### **Types of Films**

Firstly, we may distinguish between feature films, documentaries and cartoons. Speaking about feature films we mean the following types: tragedies and dramas or simply serious films, historical films, war films, epic films, comedies, musicals and thrillers.

Serious films deal with a difficult real-life situation, which is to be resolved or with a conflict of interests and emotions.

Historical films are films dealing with historical events.

Epic films are films depicting heroic events of the past on a grand scale, often with vast crowd scenes.

A musical is the successor of musical comedy – a film with songs and dances.

A thriller is a film describing thrilling events usually connected with crime especially murder.

**5. Discuss the text putting questions to it.**

### **World Movie History**

Phonographic motion pictures projected on to a screen became available for the general public from about 1895, and by the end of the century they were well established in many countries, notably in France, Britain and America.

The history of the film from 1900 to 1911 is the development of it as an international industry. At this period, films grew gradually from ten minutes' length to two hours.

During the First World War the demand for the films continued to grow at a time when European producers were least able to meet it. In consequence, America became the foremost film-making country of the world and Hollywood in California, with the advantage of its strong clear light, the chief center of production.

The cinema became the people's entertainment, lavish, luxurious, often lurid, available almost to everyone at the price of a new pence.

After the war, some of the European film industries revived during the short period, left to the silent film (1919 – 1928 approximately).

Germany developed the artificial studio film with remarkable photography, sets, lighting and acting. The German school specialized in fantasy, spectacle and melodrama.

France was the home of experience, especially in the film movement, called the avant-garde, run by a group of young directors who attempted to devise films, to reflect ideas of psychology and art.

The British screen, however, remained almost entirely dominated by the American film, which developed its tradition of star display in thousands of shallow but commercially successful films.

The first complete talkie was “Lights of New York”, released in 1929. Sound greatly increased the artistic possibilities of the film.

Since 1932 films in colour have become more general, and technicolour has been adapted for use in all types of films and in later years has rapidly improved to its present excellent standard.

The cinema has become part of the modern way of life.

### Vocabulary notes

*notably* – значною мірою, переважно

*to meet a demand* – задовольнити потребу

*in consequence* – отже, отож

*foremost* – передовий, найголовніший

*lavish* – марнотратний, багатий

*luxurious* / lʌ'zʊəriəs / – розкішний

*lurid* / 'ljʊərɪd / – буремний; сенсаційний

*set* – декорація; знімальний майданчик

*avant-garde* / ,ævɒŋ'gɑ:d / – авангард(изм)

*to devise* / dɪ'vaɪz / – створювати; винаходити

*talkie* – звуковий фільм

*to release* / rɪ 'li:s / – випускати

*technicolour* – виробництво кольорових фільмів.

### 6. Read about the impressions of the new film the author has just seen.

#### My Fair Lady

Have you seen “My Fair Lady”? That’s what I call a great film. It’s a delightful musical comedy, based on George Bernard Shaw’s immortal “Pygmalion”.

The film presents a story about Professor Henry Higgins who makes a bet with a friend that he can make a lady out of a poor Cockney girl. He finds a young flower seller named Eliza Doolittle, who has no education and whose language is awful. He takes her into his home where the “polishing” begins.

During this process many amusing incidents occur. When the dirt is removed from her face and her body, she shows up as a beautiful girl. She takes the teaching easily and develops grace and manners. At the end of the film Eliza and Henry fall in love and get married.

The film is made with great skill and the team of actors is brilliant beyond all doubts. But I think that Rex Harrison who acts the professor, and Audrey Hepburn who plays Eliza are the best. The music of the film is really wonderful and many lovely songs will live for a long time.

I must admit that though I’ve seen the play by Bernard Shaw on the stage, the picture held my interest from beginning to end and I enjoyed every bit of it.

(Jim Horner)

**7. Write about your own impressions of a film you have recently seen.**

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1. When and where did you see this film?
2. What country was it produced by?
3. What type of film is it?
4. Is it the screen version of any novel?
5. What is the film about?
6. What actors and actresses are the stars of this picture?
7. What is your opinion of the cast, the plot and the camerawork in the film?
8. What else can you say about this picture?

**8. Read the joke and render it in indirect speech.**

**A Careful Producer**

A young girl was to be starred in a Hollywood thriller. There was a place in the script where this girl had to jump from a high mountain into the water. When the young actress was shown around the place, she ran to the producer and exclaimed “I won’t jump. There is only a foot of water at the bottom of the hill!”. “That’s all right”, said the producer, “do you think we want you to get drowned?”

**9. Discuss the topic “Cinema”.**

1. Where do you usually watch films? 2. What types of films do you know? 3. What films appeal to you most of all? 4. Do you care for short or long films? 5. What is film star? 6. What does the success of a film depend on? 7. Which is more important – the story, the acting or the camerawork? 8. What do we mean when we say that a film has a message to convey? 9. Why does a director, trying to interpret a great work of literature on the screen, take a most responsible task upon himself? 10. How is the cinema used as an aid in teaching? 11. What advantages does the cinema have over other means of entertainment? 12. Have you ever seen the film “The Importance of Being Earnest”? What are your impressions of the picture? 13. What can you say about the Ukrainian cinema nowadays? Which films can we watch on Ukrainian television today?

**10. Write essays on the topics.**

1. The history of the cinema.
1. TV and cinema. Their impact on people.
2. My favourite actor (or film director).
3. A film review.

**11. Read the poem. Compare the original with its Ukrainian translations. Learn the poem by heart.**

**IF**

*Rudyard Kipling (1865 – 1936)*

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too.

If you can wait and not be tired by waiting,  
 Or being lied about, don't deal in lies,  
 Or being hated, don't give way to hating,  
 And yet don't look too good, not talk too wise.

If you can dream – and not make dreams your master;  
 If you can think – and not make thoughts your aim;  
 If you can meet with Triumph and Disaster  
 And treat those two imposters just the same...

If you can feed the unforgiving minute  
 With sixty seconds worth of distance run,  
 Yours is the Earth and everything that's in it,  
 And – which is more – you'll be a Man, my son!

### **Синові**

*Переклад Василя Стуса*  
 (1938 – 1985)

Коли ти бережеш залізний спокій  
 всупір загальній паніці й клятьбі,  
 коли наперекір хулі жорстокій  
 між невірив ти віриш сам собі.

Коли ти вмієш ждати без утоми,  
 обмовлений, не станеш брехуном,  
 ошуканий, не піддаєшся злomu  
 і власним не хизуєшся добром.

Коли тебе не порабують мрії,  
 в кормигу дум твій дух себе не здасть,  
 коли ти знаєш, що за лиходії –  
 облуда щастя й машкара нещастя...

Коли ти знаєш ціну щохвилини,  
 коли від неї геть усе береш,  
 тоді я певен: ти еси людина  
 і землю всю своєю назовеш.

### **Якщо**

*Переклад Євгена Сверстюка*  
 (1928)

Як вистоїш, коли всі проти тебе –  
 Упали духом і тебе клянуть,

Як всупереч усім ти віриш в себе,  
А з їх невіри також візьмеш суть.

Якщо чекати зможеш ти невтомно,  
Оббріханий – мовчати і пройти  
Під поглядом ненависті, притому  
Не грати цноти, ані доброти.

Як зможеш мріять – в мрійництво не впасти,  
І думать – не творити думки культ,  
Якщо Тріумф, зарівно як Нещастя,  
Сприймеш як дим і вітер на вису...

Якщо ущерть наповниш біг хвилини  
Снагою дум, енергією дій,  
Тоді весь світ тобі належить, сину,  
І більше: ти – Людина, сину мій.

## Module 2

## ART

### Text 2

### **The Moon and Sixpence** ( *an extract* )

*By William Somerset Maugham*

W. Somerset Maugham was born in 1874 and lived in Paris until he was ten. He was educated at King's School, Canterbury, and at Heidelberg University. He afterwards walked the wards of St. Thomas's Hospital with a view to practice in medicine, but the success of his first novel, "Liza of Lambeth" (1897), won him over to letters.

Something of his hospital experience is reflected, however, in the first of his masterpieces, "Of Human Bondage" (1915), and with "The Moon and Sixpence" (1919) his reputation as a novelist was assured. Somerset Maugham lived latterly on the Riviera, from which he retired temporarily during the war. During his life he travelled in almost every part of the world. He became Companion of Honour in 1954. William Somerset Maugham died in 1965.

### ***XLII***

I will not describe the pictures that Strickland showed me. Descriptions of pictures are always dull, and these, besides, are familiar to all who take an interest in such things. Now that his influence has so enormously affected modern painting, now that others have charted the country which he was among the first to explore, Strickland's pictures, seen for the first time, would find the mind more prepared for them; but it must be remembered that I had never seen anything of the sort.

First of all I was taken aback by what seemed to me clumsiness of his technique. Accustomed to the drawing of the old masters, and convinced that Ingres was the greatest draughtsman of recent times, I thought that Strickland drew very badly. I knew nothing of the simplification at which he aimed. I remembered a still-life of oranges on a plate, and I was bothered because the plate was not round and the oranges

were lop-sided.

The portraits were a little larger than life-size, and this gave them an ungainly look. To my eyes the faces looked like caricatures. They were painted in a way that was entirely new to me.

The landscape puzzled me even more. There were two or three pictures of the forest at Fontainebleau and several of the streets in Paris; my first feeling was that they might have been painted by a drunken cab-driver. I was perfectly bewildered. The colour seemed to be extraordinarily crude. It passed through my mind that the whole thing was a stupendous, incomprehensible farce...

But I was puzzled and disconcerted, I was unimpressed. Even I, in my colossal ignorance, could not but feel that here, trying to express itself was real power. I was excited and interested. I felt that these pictures had something to say to me that was very important for me to know, but I could not tell what it was.

They seemed to me ugly, but they suggested, without disclosing, a secret of momentous significance. They were strangely tantalizing. They gave me an emotion that I could not analyse. They said something that words were powerless to utter. I fancy that Strickland saw vaguely some spiritual meaning in material things that was strange that he could only suggest it with halting symbols. It was as though he found in the chaos of the universe a new pattern, and were attempting clumsily with anguish of soul, to set it down. I saw a tormented spirit striving for the release of expression...

The final impression I received was a prodigious effort to express some state of the soul, and in this effect, I fancied, must be sought the explanation of what so utterly perplexed me. It was evident that colours and forms had a significance for Strickland that was peculiar to himself. He was under an intolerable necessity to convey something that he felt, and he created them with that intention alone. He did not hesitate to simplify or to distort if he could get nearer to that unknown thing he sought.

Facts were nothing to him, for beneath the mass of irrelevant incidents he looked for something significant to himself. It was as though he had become aware of the soul of the universe and were compelled to express it. Though these pictures confused and puzzled me, I could not be unmoved by the emotion that was patent in them; and, I knew not why, I felt in myself a feeling that, with regard to Strickland, was the last I had ever expected to experience. I felt an overwhelming compassion.

### Vocabulary exercises

#### *1. Study the vocabulary of the text.*

*to win over* – схилити на свій бік

*letters* – художня література

*bondage* – рабство, кріпацтво, залежність

*sixpence* – срібна монета в 6 пенсів

*latterly* – останнім часом, під кінець

*Companion of Honour* – член Ордону кавалерів пошани

*to chart* – наносити на карту

*Ingres, Jean* / æn'grə / – Жан Енгре (1780 -1867), французький маляр

*draughtsman* – кресляр, рисувальник

*lopsided* – кривобокий, нерівномірний

*ungainly* – незграбний, вайлуватий

*to take aback* – захопити зненацька

*Fontainebleau* – Фонтенбло, в минулому королівська резиденція, розташована в розкішному лісі неподалік Парижа

*stupendous* / stju:'pendəs / – дивовижний

*farce* – фарс, комедія, грубий жарт

*disconcert* – бентежити, хвилювати

*cannot but* – не могли не...

*tantalize* – завдати мук, зваблювати

*spiritual* – одухотворений, божественний

*halt* – вагатися, кульгати, зупинятися

*torment* – завдавати болю, дратувати

*to strive for* – боротися за

*prodigious* / prə'dɪdʒəs / – надзвичайний

*irrelevant* – недоречний, недоцільний

*compel* – примушувати, змушувати

*patent* – очевидний, оригінальний

*with regard to* – щодо, стосовно

*compassion* – жаль, жалість, співчуття

*overwhelming* – непереборний.

## 2. Interpret the following phrases.

To be educated, with a view to do smth, to win smb over to smth, during one's life, in every part of the world, to take an interest in smth, to explore a country, to chart a contry, for the first time, first of all, to be taken aback, of recent time, to aim at smth, to one's eyes, to be entirely new to smb, to seem to smb, cannot but do smth, as though, with anguish of soul, to strive for smth, a prodigious effort to do smth, to be evident that, to look for smth, to become aware of smth, to be moved by smth, with regard to, to feel an overwhelming compassion.

## 3. Translate the sentences into English.

1. Джеймс Кук, здійснивши три навколосвітні подорожі, дослідив Нову Зеландію, відкрив східні береги Австралії, багато островів в Антарктиці та Океанії й наніс ці території на карту. 2. Делегація України поїхала до Брюсселя з наміром підписати угоду про співпрацю з Європейським Союзом. 3. Юлія Тимошенко здобула освіту в Дніпропетровському національному університеті. 4. Інтернет є засобом, цілком новим для країн, що розвиваються. 5. Ще тоді було очевидним те, що гітлерівська Німеччина здійснить напад на країни Східної Європи наприкінці тридцятих. 6. Сьогодні українці мешкають майже у кожному куточку світу. 7. Перебуваючи на засланні, Тарас Шевченко не міг не думати про Україну. 8. Наприкінці життя Богдан Хмельницький усвідомив, що припустився помилки, уклавши угоду про

возз'єднання з Росією. 9. В моєму сприйнятті картина Рєпіна “Запорожці пишуть листа турецькому султанові” якнайреальніше відображає події тієї історичної епохи. 10. Його юний син виявляє інтерес до малярства. 11. Йосип Кобзон доклав надзвичайних зусиль, щоб побороти тяжку хворобу. 12. Ніна Матвієнко ніколи не шукала легких шляхів у своєму професійному житті. 13. З болем в душі українські патріоти сприйняли звістку про смерть В'ячеслава Чорновола. 14. Вона була зворушена від перегляду виставки полотен Миколи Олександровича Ярошенка. 15. Успіх першого сольного виступу фізика Святослава Вакарчука схилив його на бік музичного мистецтва.

### Grammar exercises

#### 1. Choose the proper verb form.

1. She doesn't allow... in the house.  
a) to smoke b) smoke c) smoking
2. I've never been to Iceland but I'd like...there.  
a) to go b) go c)going
3. I'm in a difficult position. What do you advise me... ?  
a) doing b) to do c)do
4. She said the letter was personal and wouldn't let me... it.  
a) to read b) reading c) read
5. We were kept at the police station for two hours and then we were allowed... .  
a) to go b) go c) going
6. Where would you recommend me... for my holidays?  
a) go b) to go c) going
7. I wouldn't recommend... in that restaurant. The food is awful.  
a) to eat b) eat c) eating
8. The film was very sad. It made me... .  
a) crying b) cry c) to cry
9. Carol's parents always encouraged her ... hard at school.  
a) to study b) studying c) study

#### 2. Choose the correct article.

1. – Did you hear... noise just now? – No, I didn't hear anything.  
a) the b) an c) a
2. If you want to know the news, you can read ... paper.  
a) a b) the c) an
3. ... light comes from the sun.  
a) the b) - c) a
4. I thought there was somebody in the house because there was ... light on inside.  
a) an b) the c) a
5. – Did you enjoy your holiday? – Yes, we had... wonderful time.  
a) a b) the c) an



6. She was very helpful. She gave us some very useful... advice.  
a) the b) - c) an
7. I was in... hurry this morning. I didn't have... time for breakfast.  
a) a b) an c) the

**3. Choose the proper word.**

1. I want to write some letters but I haven't got... paper to write on.  
a) the b) any c) one
2. We had... very good weather while we were on holiday.  
a) a b) the c) -
3. We were very unfortunate. We had... bad luck.  
a) - b) a c) the
4. It's very difficult to find... at the moment.  
a) work b) a job c) working
5. Our ... from London to Istanbul by train was very tiring.  
a) go b) walking c) journey
6. When the fire alarm rang, there was ... total chaos.  
a) - b) a c) the
7. I had to buy... bread because I wanted to make... sandwiches.  
a) any b) some c) the
8. Bad news... make people happy.  
a) don't b) isn't c) doesn't
9. Your hair... too long. You should have it cut.  
a) is b) are c) am
10. Nobody... hurt in the accident but damage to the car... quite bad.  
a) were b) are c) was

**4. Choose the correct pronoun form.**

1. George cut... while he was shaving this morning.  
a) him b) himself c) his
2. It isn't her fault. She really shouldn't blame... .  
a) her b) she c) herself
3. Bill fell down some steps but fortunately he didn't hurt... .  
a) himself b) his c) him
4. Please try and understand how I feel. Put ... in my position.  
a) you b) yourself c) yours
5. They had a great time. They really enjoyed... .  
a) theirs b) them c) themselves
6. Be careful! That pan is very hot. Don't burn... .  
a) yourself b) your c) yours
7. Sometimes I can't say exactly what I mean. I wish I could express... better.  
a) mine b) myself c) me

## Speech exercises

### **1. Discuss the basic text “The Moon and Sixpence” by W. Somerset Maugham.**

1. Do you agree with the author that descriptions of pictures are always dull? 2. How do you understand the writer’s thought – “others have charted the country which Strickland was among the first to expose”? 3. Why was the author taken aback by what seem to him the clumsiness of Strickland’s technique? 4. Why was the author puzzled by the portraits? 5. How would you explain the writer’s words that the landscapes might have been painted by a drunken cab-driver? 6. What impressed the author in Strickland’s pictures? 7. What new patterns did Strickland find in the chaos of the universe in the writer’s opinion? 8. What final impression did the author receive? 9. What were colours and forms for Strickland? 10. What did facts mean for Strickland? What did he become aware of?

### **2. Read the dialogues and dramatize them.**

#### **Misleading**

*Cyril:* Speaking of still-life, how do you like this one?

*Margaret:* It’s fine. The chicken looks pretty delicious. But as for the apples, they are a bit too blue.

*Cyril:* You aren’t an expert in painting, for sure. You took the turkey for a chicken and the plums for apples.

*Margaret:* Well, am I to blame for that? Isn’t it the painter who misled me, eh?

#### **The Importance of Having an Expert**

*Andrew:* This little portrait is of great value though it cost the gallery only a few hundred pounds.

*Helen:* How’s that?

*Andrew:* The matter is that the picture was bought unrecognized, but last year the expert found that it belonged to the brush of Goya.

*Helen:* It’s rather curious. I have several little oil pictures at home. Don’t you think I must take them to an expert?

#### **Indian Painting**

*Pauline:* Does your gallery contain contemporary British painting?

*Attendant:* Unfortunately, not. It specializes only in the arts and culture of the Far East and India.

*Pauline:* I’d like to see the works of modern Indian artists. Where are they displayed?

*Attendant:* They are on the second floor.

#### **Abstract Painting**

*Caroline:* This abstract painting is quite unusual.

*Michael:* And the way some of such “works” are produced is still more unusual. I just saw “painting” a picture of this kind in the studio of a fashionable French artist.

*Caroline:* Well, did he use some unusual technique?

*Michael:* Oh, yes, rather. He made a man and a woman dance barefoot over a canvas on which oil paints had been spread. Thus he produced most of his famous pictures.

### **A Free Choice**

*John:* Would you like to sit for a picture, Mary?

*Mary:* I'd like to, but I haven't got the patience for that. Will it last long?

*John:* No, it'll take me only an hour to make a sketch.

*Mary:* That's too long. Nick will manage to make that in a half as much time. So, I'd better sit for him.

*John:* Well, you have a free choice.

### ***His Colours Are Too Dark***

*Tom:* What do you think of Mr. Johnson's works?

*Jessie:* Well, he's a brilliant landscape painter, isn't he?

*Tom:* On the whole he is, but there's one thing I'm not sure I like about his canvases.

*Jessie:* What is it that you don't like about them?

*Tom:* You see, his colours are too dark. Don't you think so?

**3. Compare your own dialogues on the topic "Art" and dramatize them.**

**4. Read the text. Speak about art galleries and museums in London.**

### **London's Artistic Attractions**

In the sphere of visual art London can supply any visitor with a vast range of emotions.

The British Museum is an almost incomparable introduction to Egyptian, Greek and Roman arts in all their branches – from pottery to sculpture.

The National Gallery in Trafalgar Square has one of the best balanced picture collections in the world. It can show the progress of Indian painting from the Medieval to the mature mastery of the Renaissance, some outstanding pictures of the old Roman masters; an excellent choice of Spanish painters with El Greco, Velazquez and Rivera leading; a great variety of unsurpassed Dutch and Flemish masters; a most valuable display of French paintings from the early stage of their Impressionists; and, of course, the bulk of the finest English painting, with Gainsborough, Turner, Constable and Reynolds.

The Tate Gallery in Millbank has a collection, complementary to that of the National Gallery, for it presents modern masters of England and France. Its collection of French Impressionists is outstanding, and there are some fine examples of modern sculpture.

The Victoria and Albert Museum in Brompton Road has a splendid collection mainly of the applied arts, of all countries and periods, also a new Costume Court, and many exhibits of interest to any student of the visual arts.

There are great treasures dispersed in private collections throughout the country, the Queen's collection is the most valuable among them.

*incomparable* – незрівнянний

*pottery* – гончарні вироби

*balanced* – гармонійний, пропорційний

*Medieval* /,medɪ'vi:l/ – Середньовіччя

*El Greco* / el'grekəʊ / – Ель Греко (1541-1614)

*Velazquez* / və'lɑ:skəs / – Веласкес (1599-1660)

*Rivera* / rɪ'veərə / – Рівера (1886-1957)

*unsurpassed* – неперевершений

*bulk* – більша частина, велика кількість

*complementary* – додатковий

*student* – студент; дослідник, вчений

*disperse* – розсіювати; розбігатися.

**5. Discuss the text putting questions to it.**

### English Painters

Some of the greatest foreign masters were attracted to Britain by honours and titles of nobility. Among them was Van Dyck (1599-1641), the famous Flemish painter, who married the daughter of a lord and lived in England for a long time. He was the father of the English portrait school. His successors were, like him, foreigners.

For more than a century England was to see a brilliant succession of geniuses – Hogarth, Reynolds, Gainsborough, Constable and Turner. One of the glories of English art is portrait painting, another is landscape. In both directions it rose to supreme heights.

The first truly English painter was William Hogarth (1697-1764). He was born in London in the family of a schoolmaster. A rebel and innovator, Hogarth was a curious observer of people and life. In his famous set of pictures called “Mariage a la Mode” and others he vividly portrayed the national character.

Sir Joshua Reynolds (1723-1792) was one of the outstanding British portraitists. He was the first president of the Royal Academy and the principal painter of the king. He stayed three years in Rome copying Old Masters. Unfortunately, many of his paintings have cracked and faded.

Tomas Gainsborough (1727-1788) was the creator of the English school of landscape, though he had to paint a lot of portraits too. But even in his portraits he is an out-of-door painter. He was a great admirer of Van Dyck, but his palette was quite different.

John Constable(1776-1837)was one of the greatest landscapist in the history. At that time there were few people in England who appreciated landscapes. So he had to show his pictures in France where he was awarded the gold medal for one of his paintings.

Joseph Turner (1775-1851) was a sailor at heart and painted mostly marine subjects. He tried to portray the mood of the sea through the experiences of man.

### Vocabulary notes

*titles of nobility* – дворянські титули

*rebel* / 'rebl / – повстанець; бунтівник

*“Mariage a la Mode”* – “Модний шлюб”  
*crack* – блякнути, знебарвлюватися  
*Old Master* – маститий художник (15-18 ст.)  
*out-of-door* – просто неба.

**6. Read the text about John Constable. Tell about your favourite painter.**

**A Great Landscape Painter**

More than two hundred years ago, a young boy, named John Constable started to paint pictures of his village in Suffolk. He painted landscapes, buildings and people in and around East Bergholt, where he was born. He soon realized that he wanted to become a professional painter. He took lessons with the son of the local plumber in the village. His father, a practical man, who owned several water mills on the river Stour, wisely encouraged his son in his painting. He saw that John had talent and he allowed him to continue painting. Even though, for a long time, John made very little money.

Constable did have to struggle. For a long time his paintings were not popular. People thought they were too bright and copied nature too exactly. John had to wait until he was 40 before he could earn enough money to marry Maria Bicknell, the vicar’s daughter with whom he had fallen in love several years before.

Constable was 53 before he was elected in the Royal Academy – an important step in any serious painter’s life. British painters took a long time to accept him although in some countries abroad, and especially in France, he was much more popular.

Now John Constable is considered to be one of the most important landscape painters in the history of British painting. His works hang in the National Gallery, the Tate Gallery and in many other important galleries all over the world.

**7. Study the description of one of Constable’s most famous pictures. Describe your favourite painting.**

**Flatford Mill on the River Stour**

“Flatford Mill on the River Stour”, painted in 1817, shows that even then John Constable developed a style that was conspicuous for its intimate naturalism. He had brought painting out of doors.

The scene is typically English. In the near foreground, you can see a horse with a boy on its back. In the distance, there is a lock and the building of the mill. To the right of the picture, stretches a level expanse of pasture. The time is early summer, when the foliage is heaviest and the grass has not lost the freshness of spring.

(R.N.D. Wilson)

**Vocabulary notes**

*conspicuous* – показний, помітний  
*intimate* – внутрішній, потаємний  
*foreground* – передній план  
*lock* – шлюз; гребля, гатка  
*pasture* – пасовисько, вигін

*foliage* – листя, листяний покрив.

**8. Read the text and then discuss it.**

**You Did This**

One of Picasso's greatest creations is "Guernica", inspired by the bombing of the little Basque port of Guernica by nazi bombers in 1937. Being his most powerfully angry work, it expresses the horrors of the massacre in apocalyptic image.

During the German occupation of Paris in the early 1940s, a nazi officer, to whom Picasso gave a postcard reproduction of "Guernica", asked the painter, "Did you do this?" "No", Picasso replied, "you did!"

**Vocabulary notes**

*Picasso* – Пабло Пікассо (1881-1973) – французький маляр іспанського походження

*Basque country* – Басконія ( історична область на півночі Іспанії)

*massacre* – різня, масове вбивство, нищення

*apocalyptic* – апокаліпсичний, пророчий.

1. How did Picasso create "Guernica"?
2. What kind of work is this? What does it express?
3. What did the German officer ask Picasso?
4. How would you characterize the painter's answer?
5. Is this text an example of humour or satire ? Why do you think so?

**9. Discuss the topic "Art".**

1. What trends in art can you distinguish? 2. Why do most people love painting? 3. Do you often visit art galleries or exhibitions ? 4. Which art museums and galleries are there in London? In Kyiv? In other Ukrainian cities? 5. What genres of painting do you prefer? Why? 6. Who is your favourite painter? What do you know about him and about his pictures? 7. Which Ukrainian painters can you mention? What do you know about them? 8. What would you say about the English school of painting? 9. Do you find it easy or difficult to understand Old Masters? 10. How does pictorial art serve as a valuable historical record? 11. What role does aesthetic education play in schools?

**10. Write essays on the topics.**

1. Trends in Art.
2. Art Museums.
3. The English School of Painting.
4. My Favourite Painter.

**11. Read the poem. Compare the original with its Ukrainian translation.**

*Learn the poem by heart.*

## My Native Land – Good Night

*by George Gordon Byron*

(1788 – 1824)

Adieu! Adieu! My native shore  
 Fades over the waters blue;  
 The night winds sigh, the breakers roar,  
 And shrieks the wild sea-mew.  
     Your sun that sets upon the sea,  
     We follow in his flight;  
     Farewell awhile to him and thee,  
     My native land – good night.

A few short hours, and he will rise  
 To give the morrow birth;  
 And I shall hail the main and skies,  
 But not my mother earth.

Deserted is my own good hall,  
 Its hearth is desolate;  
 Wild weeds are gathering on the wall;  
 My dog howls at the gate.

With thee, my bark, I'll swiftly go  
 Athwart the foaming brine;  
 Nor care what land thou bearst me to,  
 So not again to mine.

Welcome, welcome, ye, dark blue waves!  
 And when you fail my sight,  
 Welcome, ye, deserts, and, ye, caves!  
 My native land – good night!

*(From "Childe Harold's Pilgrimages")*

### Паломництво Чайльд-Гарольда

Прощай, прощай! Вже берег зник,  
 Лиш мріє далина.  
 І свист вітрів, і мєви крик  
 Над відхланню луна.

Сідає сонце. Ми в той край  
 Мчимо серед стихій.  
 До завтра, сонця лик! Прощай!  
 Добраніч, краю мій!

По ночі знову ти зійдеш,  
 Народжуючи день.  
 Побачу небо, даль без меж,  
 Не Англію лишень.

І стане пустою мій дім,  
 Жилий схолоне дух.  
 І лиш на пустирі глухім  
 Завіє пес – мій друг.

Вперед, корабле мій, лети,  
 Морську глибіню долай!  
 Примчи у будь-які світи,  
 Але не в рідний край.

Вітання шлю морським валам,  
 А вдасться доплисти,-  
 Чужим вітання берегам!  
 О краю мій, прости!

*(Переклад з англійської Дмитра Паламарчука)*

### Module 3

### People and Personalities

#### Text 3

#### A Very Short Story

*By Ernest Hemingway*

Ernest Hemingway was born in 1899. At the age of twenty-two he wrote his first short story, “Up in Michigan”. Seventeen years and forty-eight titles later, he was the undisputed master of the short-story form and the leading American man of letters.

Hemingway’s short stories “The Capital of the World” and “Old Man at the Bridge” derive from his experiences in Spain. “The Snows of Kalimanjaro», “The Short Happy Life of Francis Macomber”, “Cat in the Rain”, “In Another Country” and “A Day’s Wait” figure among the finest of Hemingway’s short fictions.

Ernest Hemingway did more to change the style of English prose than any other writer in the twentieth century, and for his efforts he was awarded the Noble Prize for Literature in 1954. Hemingway wrote in short declarative sentences and was known for his tough, terse prose.

He died in 1961.

One hot evening in Padua they carried him up onto the roof and he could look out over the top of the town. There were chimney swifts in the sky. After a while it got dark and the searchlights came out. The others went down and took the bottles with them. He and Luz could hear them below on the balcony. Luz sat on the bed. She was cool and fresh in the hot night.

Luz stayed on night duty for three months. They were glad to let her. When they operated on him she prepared him for the operating table; and they had a joke about friend or enema. He went under the anaesthetic holding tight on to himself so he would not blab about anything during the silly, talky time. After he got on crutches he used to take the temperatures, so Luz would not have to get up from the bed. There were only a few patients, and they all knew about it. They all liked Luz. As he walked back along the halls he thought of Luz in his bed.



Before he went back to the front they went into the Duomo and prayed. It was dim and quiet, and there were other people praying. They wanted to get married, but there was not enough time for the banns, and neither of them had birth certificates. They felt as though they were married, but they wanted every one to know about it, and to make it so they could not lose it.

Luz wrote him many letters that he never got until after the armistice. Fifteen came in a bunch to the front and he sorted them by the dates and read them all straight through. They were all about the hospital, and how much she loved him and how it was impossible to get along without him and how terrible it was missing him at night.

After the armistice they agreed he should go home to get a job so they might be married. Luz would not come home until he had a good job and could come to New York to meet her. It was understood he would not drink, and he did not want to see his friends or any one in the States. Only to get a job and be married. On the train from Padua to Milan they quarrelled about her not being willing to come home at once. When they had to say good-bye, at the station in Milan, they kissed good-bye, but were not finished with the quarrel. He felt sick about saying good-bye like that.

He went to America on a boat from Genoa. Luz went back to Pordonone to open a hospital. It was lonely and rainy there, and there was a battalion of arditi quartered in the town. Living in the muddy, rainy town in the winter, the major of the battalion made love to Luz, and she had never known Italians before, and finally wrote to the States that theirs had been only a boy and a girl affair. She was sorry, and she knew he would probably not be able to understand, but might some day forgive her, and be grateful to her, and she expected, absolutely unexpectedly, to be married in the spring. She loved him as always, but she realized now it was only a boy and a girl love. She hoped he would have a great career, and believed in him absolutely. She knew it was the best.

The major did not marry her in the spring, or any other time. Luz never got an answer to the letter to Chicago about it. A short time after he contracted gonorrhoea from a sales girl in a loop department store while riding in a taxicab through Lincoln Park.

### Vocabulary exercises

#### 1. Study the vocabulary of the text.

**undisputed** – незаперечний, безсумнівний

**man of letters** – письменник

**derive** – походити, брати початок

**tough** / tʌf / – сильний, непохитний

**terse** – стислий, виразний

**chimney swift** – сільська ластівка (стриж)

**searchlight** – прожектор

**enema** / 'enɪmə / – клізма

**blab** – балакати, базікати

**crutch** – милиця, костур

**banns** – оголошення в церкві імен заручених, що беруть шлюб

*armistice* / 'a:mɪstɪs / – коротке перемир'я

*Pordenone* – містечко в Італії

*ardity* – рід італійських військ

*major* – майор (військове звання)

*to make love to smb* – залицятися до когось

*gonorrhoea* /,gɒnə'riə / – гонорея

*contract* – схопити, дістати (хворобу)

*the Loop* – діловий район Чикаго.

## 2. Interpret the following phrases.

At the age of, a man of letters, to be awarded, the Noble prize for smth, to be known for smth, one hot evening, after a while, to stay on night duty, to operate on smb, to have a joke about smth, to go to the front, enough time, to get married, to have a birth certificate, to sort smth by the dates, to get along, at night, to miss smb, to get a job, on the train, to quarrel about smth, at once, to come home, to say good-bye, to feel sick, like that, to open a hospital, in the winter, to make love to smb, a girl and a boy love, some day, to forgive smb, to be grateful to smb, in the spring, as always, to have a great career, to believe in smb, to be for the best, any other time, to get an answer to smth, a short time after, to contract a disease, from smb, to ride in a taxicab.

## 3. Translate the sentences into English.

1. Завдяки доктору Бикову інтерни Лобанов і Романенко часто були змушені залишатися на нічне чергування. 2. Павло Загребельний вирізняється особливим стилем розповіді серед українських письменників 20-го століття. 3. Даніель Дефо написав свій найвідоміший роман “Робінзон Крузо” у віці 59 років. 4. Здавалось, Олена Мозгова жити не могла без Олександра Пономарьова, але, на жаль, їхнє життя згодом склалось інакше. 5. Хто із всесвітньовідомих письменників був удостоєний Нобелівської премії? 6. У цьому мальовничому містечку на Полтавщині нещодавно було відкрито лікарню. 7. Щоб отримати паспорт, слід мати принаймні свідоцтво про народження. 8. Історики встановили, що 1857 року, лікуючись у доктора Олександра Бланка, Тарас Шевченко залицявся до його доньки Марії, майбутньої матері вождя пролетаріату Леніна. 9. Ми завжди вдячні своїм батькам за те, що дали нам життя, зростили нас й вказали правильний шлях у самостійне життя. 10. У дні Помаранчевої революції більшість з нас вірили у Віктора Ющенка, але він не виправдав наших сподівань. 11. Наші можновладці часто сваряться зі своїми російськими колегами стосовно ціни на газ для України. 12. Її прадід пішов на фронт добровольцем, пройшов через всі воєнні лихоліття й залишився живим. 13. Отримати роботу сьогодні – справа нелегка, бо, передовсім, беруть досвідчених й кваліфікованих працівників. 14. Прийшовши додому, він помітив, що батьки вже спали, але старша сестра дивилась телевизор. 15. Чи простить коли-небудь український народ свою владу за Харківські угоди 2010 року?

## Grammar exercises

### **1. Use the infinitive or the gerund in the sentences.**

1. I don't enjoy (drive) very much. 2. She doesn't want (go) out tonight. She's too tired. 3. She can't afford (go) out tonight. She hasn't got enough money. 4. Has it stopped (rain) yet? 5. Can you remind me (buy) some coffee when we get out. 6. Why do you keep me (ask) questions? 7. Please, stop (ask) me questions. 8. I refuse (answer) any more questions.

### **2. Use the gerund or the infinitive in the sentences.**

1. They denied (steal) the money. 2. One of the boys admitted (break) the window. 3. The boy's father promised (pay) for the window to be repaired. 4. Ann was having dinner when the phone rang. She didn't answer the phone; she just carried on (eat). 5. – How did the thief get into the house? – I forgot (shut) the window. 6. I've enjoyed (meet) you. I hope (see) you again soon. 7. The baby began (cry) in the middle of the night. 8. Julia has been ill but now she's beginning (get) better.

### **3. Put in the correct article – a, an, the.**

1. The house is very nice. Has it got... garden? 2. It's a beautiful day. Let's sit in... garden. 3. I like living in this house but it's a pity that ... garden is so small. 4. Can you recommend ... good restaurant? 5. We had dinner in... most expensive restaurant in town. 6. They had dinner in ... very nice restaurant. 7. She has ... French name but in fact she's English, not French. 8. What's ... name of that man we met yesterday? 9. We stayed at a very nice hotel – I can't remember ... name now. 10. There isn't ... airport near where I live. ... nearest airport is 70 miles away. 11. Our plane was delayed. We had to wait at ... airport for three hours. 12. Excuse me, please. Can you tell me how to get to ... airport? 13. – Are you going away next week? – No, ... week after next. 14. I'm going away for ... week in September. 15. George has a part-time job. He works three mornings... week.

### **4. Choose the proper pronoun.**

1. Victoria had a great holiday. She enjoyed ... .  
a) her b) hers c) herself
2. It's not my fault. You can't blame... .  
a) me b) myself c) mine
3. What I did was very wrong. I'm ashamed of ... .  
a) mine b) myself c) me
4. We've got a problem. I hope you can help... .  
a) ours b) ourselves c) us
5. – Can I take another biscuit? – Of course. Help ... !  
a) yourself b) you c) yours
6. Take some money with ... in case you need it.  
a) yours b) you c) yourself
7. Don't worry about Tom and me. We can look after ... .  
a) ours b) us c) ourselves

8. I gave them a key to our house so that they could let ...in.  
 a) themselves b) theirs c) them
9. When they come to visit us, they always bring their dog with ... .  
 a) they b) them c) themselves

### Speech exercises

#### **1. Discuss the basic text "A Very Short Story" by E. Hemingway.**

1. Who wrote "A Very Short Story"? 2. What can you say about Hemingway's literary activity? 3. How does the story start? Who are its main characters? 4. What is Luz? What do you know about her friend? What was the matter with him? 5. Why did Luz and her friend go into the Duomo? Could they get married at the time? 6. How did the main character accept Luz's letters? What were they all about? 7. What was the main characters' intention after the armistice? 8. Why did Luz and her friend quarrel on the train? Why did he feel sick? 9. What do we get to know about Luz's life in Pardonone after her friend's leaving for the States? 10. Whom was Luz going to be married to in the spring? How did she explain the situation in her letter to America? 11. Did the Italian major marry Luz in the spring? Why? 12. What happened to Luz's American friend in Chicago? 13. How would you characterize Luz as a person? And her American friend?

#### **2. Read the dialogues and dramatize them.**

##### **Light- minded**

*Jack* : Why don't you like Nelly ? She seems a good sort.

*Fred* : Well, I think she is rather light- minded.

*Jack* : Light- minded ? You can never judge by appearances, you know.

*Fred* : I never do. The fact is she has let me down several times.

##### **To Do Things by Halves**

*Kevin* : I say, Fred, what do you think of Mr Johnson?

*Fred* : Personally, I have a low opinion of him: he is a slacker, he always shirks work and does things by halves.

*Kevin*: Really? Are you sure?

*Fred* : Absolutely! We used to work in the same office.

##### **Talking about Jack**

*Judy* : Jack is a frank and honest boy.

*Barbara* : What makes you think so?

*Judy* : Because he always says what's on his mind?

*Barbara* : It isn't exactly that way. Well, I'm sure you wouldn't say so, if you knew him better.

### **He Didn't Want to Hurt Her**

*Bill*: Don't be cross, Jill. Can't you take a joke?

*Jill*: Frankly speaking, I don't like your way of joking, you are always teasing me.

*Bill*: Sorry, Jill. I didn't want to hurt you. I just meant a little laugh, you know.

*Jill*: That's all right. But I think you are carrying your jokes a little too far.

### **To Keep Away From**

*Roy*: Well, what can you say of Kate Brown?

*Alec*: She is a nice girl – to keep away from.

*Roy*: Oh, you don't think too much of her, surely?

*Alec*: No, not me. She has no control over her tongue.

### **To See Other People's Failings**

*Eugenia*: I wish you wouldn't pick at Jim so often, I don't like him being made fun of.

*Leonora*: I just like laughing at him: he is so clumsy and awkward, always treading on people's toes and knocking glasses or forks off the table.

*Eugenia*: You are a good example yourself, continually losing your handkerchiefs and exercise books.

*Leonora*: Don't be angry. Probably we are all too ready to see other people's failings and forget our own.

### **How to Recognize a Cousin**

*Winston*: I've come to ask you to help me. Will you help me, old man?

*Theodore*: With pleasure.

*Winston*: You see, my cousin Betty is coming today with the three o'clock train, but I can't meet her at the station as I have a meeting after my classes. Will you do me a favour and meet her?

*Theodore*: But I've never seen her. How could I recognize her?

*Winston*: It's quite easy. She is just like her mother.

*Theodore*: But I've never seen her mother.

*Winston*: What a pity? What shall I do then?

*Theodore*: Try to describe her. What does she look like?

*Winston*: She is nineteen, but I think she looks a bit older as she is rather tall for her age.

*Theodore*: Hair?

*Winston*: Fair and plaited. She has a high forehead, large grey eyes, dark pencilled eyebrows and a straight nose. Her teeth are large and even.

*Theodore*: I'm afraid, it is not much. There'll be at least a dozen girls like that at the station.

*Winston*: I've forgotten to tell you that Betty has a big mole on her left cheek and that her face is freckled.

*Theodore*: That'll help me for sure. Go to your meeting and I'll meet your cousin.

### *Vocabulary notes*

*light-minded* – легковажний  
*let smb down* – розчарувати, підвести, принизити  
*slacker* – ледащо, ледар  
*shirk* – викручуватися; ухилятися  
*do smth by halves* – робити щось абияк  
*tease* / ti:z / – набридати, дразнити  
*pick at* – бурчати; насміхатися  
*tread (trod, trodden)* – наступати, топтати  
*failing* – хиба, вада, дефект, невдача  
*Will you do me a favour?* – зробіть мені послугу  
*plait* / plæt / – заплітати  
*even* – рівний, однаковий  
*mole* – родимка; бородавка  
*freckle* – веснянка, ластовинка.

**3. Compose your own dialogues on the topic “People and Personalities” and dramatize them in class.**

**4. Read the text and speak about peculiarities of the English.**

#### **The English Character**

Many books have been written – even more, perhaps, by Frenchmen, Americans, Germans and other foreigners than by Englishmen – on English traits, English ways of life and the English character. Their authors are by no means always in agreement, but they tend to point out what seem to them puzzles, contrasts in the way the English behave. A few of these contrasts may serve to sum up how the world looks at the English.

First, there is the contrast between the unity, the English display in a crisis, their strong sense for public order, indeed for conformity, and their extraordinary toleration of the individual eccentricities. Germans are usually astounded by what they regard as the Englishman’s lack of respect for authority and discipline. Frenchmen are often puzzled by the vehemence of English political debates, by the Hyde Park public orator and similar aspects of English life, which in their own country would seem signs of grave political disturbance. This sort of contrast has led to the common belief, held by foreigners and indeed by Englishmen themselves, that they are a most illogical people, always preferring practical compromises to theoretical exactness.

Second, there is the contrast between English democracy, the English sense of the dignity and importance of the individual and the very great social and economic inequalities, that have hitherto characterized English life. There has recently been some tendency to allow greater social equality. But Victorian and Edwardian England – which foreigners still think of as the typical England – did display extremes of riches and poverty, and drew an almost caste line between ladies and gentlemen and those not ladies and gentlemen.

Third, there is the contrast between the reputation of the English as hard-headed practical men – the “nation of shopkeepers” - and as men of poetry – the countrymen of Shakespeare and Shelley. The English tradition in philosophy has always been realistic and hostile to mysticism; yet, the English look down on the French as narrow rationalists. The apparent coldness of Englishmen and their reserve have been almost universally noted by foreigners. But foreigners also confess that they find English reserve not unpleasant and that, once one gets to know an Englishman, he turns out to be a very companionable fellow.

### Vocabulary notes

*trait* – характерна риса, особливість

*conformity* – відповідальність, дотримання (правил)

*eccentricity* – оригінальність; дивацтво

*vehemence* / 'vi:təməns / – жагучість

*extremes of riches and poverty* – крайнощі багатства й бідності

*caste* / kɑ:st / – привілейований клас; каста

*hard-headed* – розважливий; досвідчений

*reserve* – стриманість, обачність.

### 5. Discuss the text putting questions to it.

#### The Ukrainian Character

The formation of Ukrainian mentality was influenced by many factors – the geographical position at the cross roads of the West and East, specific climatic conditions and, at times, tragic historical destiny. Since time immemorial, Ukrainians have been known as hard-working, thrifty, skilled farmers, emotionally strongly affiliated to their native parts, good family men and devoted wives.

They are typically kind-hearted, friendly, hospitable and well-wishing to both fellow countrymen and foreigners. They are cautious, yet inclined to romanticism and sentimentality.

But come the time of ordeal, and they are determined, resourceful, brave, staunch, ready for self-sacrifice.

Among themselves, despite their inherent emotionalism, Ukrainians have always valued restraint, consideration and a realistic view of life. They have a very special sense of humour. They can be bitinglly ironical.

They have a very rich imagination, reflecting the surrounding realities in a colourful, sometimes, paradoxical way.

### Vocabulary notes

*destiny* / 'destɪni / – доля

*since time immemorial* – з незапам'ятних часів

*thrifty* – ощадливий; процвітаючий

*affiliated to* – прив'язаний, відданий

*parts* – краї, землі, місцевість  
*hospitable* – гостинний  
*well-wishing* – доброзичливий  
*cautious* / 'kɔːʃəs / – передбачливий  
*inclined to* – схильний до  
*ordeal* / ɔː'diːl / – тяжке випробування  
*determined* – сповнений рішучості  
*resourceful* – винахідливий  
*staunch* – вірний, рішучий, непохитний  
*restraint* – стриманість, самовладання  
*consideration* – увага, люб'язність; запобігливість  
*biting* – гострий, їдкий, уразливий.

### 6. Read the text and discuss the problem of stereotypes.

#### Identifying Stereotypes

People often use labels or categories to describe others. These labels can be based on such characteristics as clothing, looks, the way a person talks, the grounds to which he or she belongs and so on. Categorizing things or people is a natural human inclination.

However, people often make assumptions about groups of people they don't even know. When people make assumptions about an entire group of people, those assumptions are reflected to as stereotypes. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgement about someone or something is difficult. This influence or judgement is called a bias.

Stereotypical notions may be ingrained through parents, teachers, classmates, fellow-students, acquaintances, books, television, radio, newspapers and magazines. We need to learn to recognize what our stereotypes are and try to correct them. It's common knowledge that people are different.

#### Vocabulary notes

*inclination* – схильність, нахил  
*assumption* – припущення; удавання  
*bias* / 'baɪəs / – упередження; схильність  
*ingrained* – прониклий; вкорінений.

### 7. Comment on the following proverbs, sayings and quotations.

1. Beauty lies in lover's eyes. 2. The face is the index of the mind. 3. A good face is a letter of recommendation. 4. Manners make the man. 5. Handsome is as handsome does. 6. A man is as old as he feels and a woman is as old as she looks. 7. A hard nut to crack. 8. A wolf in sheep's clothing. 9. All sugar and honey. 10. Neither fish nor flesh. 11. Character is fate (*Thomas Mann*). 12. People ask you for criticism, but they only want praise (*W. Somerset Maugham*).



13. Every murderer is probably somebody's old friend (*Agatha Christie*). 14. If you want a speech to be made ask a man. If you want something done, ask a woman (*Margaret Thatcher*). 15. Paradise is where I am (*Voltaire*).

### 8. Read the text and render it in your own words.

#### Electing New Group Monitor

Tomorrow we should elect our new group monitor. I said new for I don't think Fred will be re-elected. True, he is conscientious and has a good sense of responsibility, but he puts on airs and the group won't back him up.

Of course, Mary would be a better choice. She is a true friend, good-natured and kind but too shy, I'm afraid. And what about Bob? He is an advanced student and likes that sort of community work. No, Bob won't do, to be sure. He is rude, hot-tempered and has no manners.

Maybe, Sally will fill the bill. She is serious-minded, hard-working and easy to get along with. Everybody admires her lovely sense of humour. No doubt, she is widely respected and the groupmates will give her their support. Well, I must say, it isn't really an easy task to elect group monitor, and I'm quite sure of it.

(*Jack Sparrow*).

#### Vocabulary notes

*conscientious* /ˌkɒnsjəˈɛnʃəs/ – сумлінний

*put on airs* – поводитися зарозуміло

*back smb up* – підтримувати когось

*community work* – громадська робота

*fill the bill* – заповнити прогалину; підійти.

### 9. Discuss the topic "People and Personalities".

1. What kind of people are called good mixers? 2. What people are called colourful? 3. What people are called discreet? 4. What people are called just? 5. Whom do we call a business-like person? 6. Whom do we call a level-headed people? 7. What people are called sympathetic? 8. Are revengeful people respected in society? 9. Whom do we call a humble person? 10. What kind of people are called squeamish? 11. What kind of person is called persistent? 12. Do we like haughty people? 13. Whom do we call placid people? 14. Are broad-minded people appreciated in society? 15. Do you respect vulgar people? 16. What people are called vain? 17. Would you like to deal with an ambitious person? 18. What traits of character would you appreciate in a husband (in a wife)? 19. What traits of character would like to see in a bosom friend? 20. What traits of character would you appreciate in a mother (a father, a son, a daughter)? 21. What traits of character do you detest most? 22. What traits of character are required to make a good teacher (a good doctor, a good lawyer, a good journalist)? 23. What traits prevent one from becoming a good specialist in those fields? 24. Do you think that appearances are deceptive? 25. Can you see anything common or different between feelings and emotions? 26. How would you characterize the English as a nation? 27. What are the peculiarities of the

Ukrainian character? 28. Can you see any difference in the characters of the English and American peoples? 29. What are stereotypes? How could they be overcome? 30. Do national festivals and family celebrations usually coincide?

### Vocabulary notes

*mixer* – (розм.) товариська людина  
*discreet* – стриманий, обачний, розсудливий  
*level-headed* – врівноважений, спокійний  
*sympathetic* – сповнений співчуття, співчутливий  
*revengeful* – мстивий, сповнений помсти  
*humble* – скромний; покірливий, тихий  
*squeamish* – гидливий; вередливий; слабкий  
*persistent* – впертий, наполегливий, стійкий  
*haughty* / 'hɑ:ti / – пихатий, зарозумілий  
*placid* / 'plæsid / – мирний, безтурботний  
*broad-minded* – із широким кругозором  
*vain* – марний, пустий, суєтний; пихатий  
*ambitious* – честолюбний; примхливий  
*bosom friend* / 'bʊzəm / – щирий друг  
*detest* – ненавидіти, відчувати огиду  
*prevent* – заважати, перешкоджати  
*deceptive* – оманливий, хибний  
*overcome* – перемагати, долати  
*festival* – свято, фестиваль  
*celebration* – святкування, урочистості  
*coincide* / ,kəʊɪn'saɪd / – збігатися, сходитися.

#### 10. Write essays on the topics.

1. Appearance and character; appearances are deceptive.
2. Feelings and emotions.
3. English, American and Ukrainian characters; overcoming stereotypes.
4. National festivals and family celebrations.

11. Read the poem. Express your attitude towards its content and style. Try to give your own literary translation of the poem. Learn the poem by heart.

### The Builders

by Henry Longfellow  
 1807 – 1882)

All are architects of Fate,  
 Working in these walls of Time;

Some with massive deeds and great,  
 Some with ornaments of rhyme.  
     Nothing useless is, or low;  
     Each thing in its place is best;  
     And what seems but idle show  
     Strengthens and supports the rest.

For the structure that we raise,  
 Time is with materials filled;  
 Our todays and yesterdays  
 Are the blocks with which we build.  
     Truly shape and fashion these;  
     Leave no yawning gaps between;  
     Think not, because no man sees,  
     Such things will remain unseen.

Build today – then, strong and sure,  
 With a firm and ample base;  
 And ascending and secure  
 Shall tomorrow find its place.

### Vocabulary notes

*massive* – важливий, значний  
*but* – лише, тільки  
*idle* – марний; безґрунтовний  
*fashion* – фасон; стиль  
*yawn* – позіхати, зяяти  
*gap* – щілина, розрив  
*ascend* – підніматися  
*truly* – справді, дійсно.

## Module 4

### The World Around Us

#### Text 4

### Three Men in a Boat ( *an extract* )

*By Jerome K. Jerome*

Jerome K. Jerome (1850 - 1927) is a well-known British writer, whose novels “Three Men in a Boat”, “The Idle Thoughts of an Idle Fellow”, “Novel Notes” and “Three Men on the Bummel” have enjoyed great popularity. Jerome K. Jerome is famous for his art of story-telling, his vivid style and his humour which is generally expressed in laughter- provoking situations often based on misunderstanding. With sparkling humour he criticized the weak sides of humour nature.

### *Chapter Four*

From Euston, I took the cheeses down to my friend's house. When his wife came into the room she smelt round for an instant. Then she said, "What is it? Tell me the worst".

I said, "It's cheeses. Tom bought them in Liverpool, and asked me to bring them up with me".

And I added that I hoped she understood that it had nothing to do with me; and she said that she was sure of that, but that she would speak to Tom about it when he came back.

My friend was detained in Liverpool longer than he expected and, three days later, as he hadn't returned home, his wife called on me. She said, "What did Tom say about those cheeses?"

I replied that he had directed they were to be kept in a moist place, and that nobody was to touch them.

She said, "Nobody's likely to touch them. Had he smelt them?"

I thought he had, and added that he seemed greatly attached to them.

"You think he would be upset", she queried, "if I gave a man a sovereign to take them away and bury them?"

I answered that I thought he would never smile again.

An idea struck her. She said, "Do you mind keeping them for him? Let me send them round to you".

"Madam", I replied, "for myself I like the smell of cheese, and the journey the other day with them from Liverpool I shall ever look back upon as a happy ending to a pleasant holiday. But, in this word, we must consider others. The lady under whose roof I have the honour of residing is a widow, and, for all I know, possibly an orphan too. She has a strong, I may say an eloquent, objection to being what she terms "put upon". The presence of your husband's cheeses in her house she would, I instinctively feel, regard as a "put upon"; and it shall never be said that I put upon the widow and the orphan".

"Very well, then", said my friend's wife, rising, "all I have to say is, that I shall take the children and go to a hotel until those cheeses are eaten. I decline to live any longer in the same house with them".

She kept her word, leaving the place in charge of the charwoman, who, when asked if she could stand the smell, replied, "What smell?" and who, when taken close to the cheeses and told to sniff hard, said she could detect a faint odour of melons. It was argued from this that little injury could result to the woman from the atmosphere, and she was left.

The hotel bill came to fifteen guineas; and my friend, after reckoning everything up, found that the cheeses had cost him eight-and-sixpence a pound. He said he dearly loved a bit of cheese, but it was beyond his means; so he determined to get rid of them. He threw them into the canal; but had to fish them out again, as the bargemen complained. They said it made them feel quite faint. And, after that, he took them one dark night and left them in the parish mortuary. But the coroner discovered them, and made a fearful fuss.

He said it was a plot to deprive him of his living by waking up the corpses.

My friend got rid of them, at last, by taking them to a seaside town, and burying them on the beach. It gained the place quite a reputation. Visitors said they had never noticed before how strong the air was, and weak-chested and consumptive people used to throng there for years afterwards.

### Vocabulary exercises

#### 1. Study the vocabulary of the text.

**detain** – затримувати

**call on smb** – зайти до когось

**likely** – ймовірний; мабуть

**attached** – відданий, прихильний

**query** / 'kwɪəri / – запитувати

**sovereign** / 'sɒvrɪn / – суверен (золота монета в один фунт стерлінгів)

**the other day** – цими днями; за кілька днів

**look upon** – вважати за

**objection** – заперечення, протест, несхвалення

**eloquent** / 'eləkwənt / – промовистий

**put upon** – обтяжувати; дурити

**decline** – відмовлятися, відхилити

**charge** – піклування, догляд; охорона

**charwoman** – поденна прибиральниця

**sniff** – нюхати, вдихати носом

**detect** – виявляти, викривати

**odour** – запах, пахощі, аромат

**injury** – пошкодження, образа, шкода

**argue** – аргументувати, доводити

**guinea** / 'ɡɪni / – гінея (нині = £ 1.05)

**reckon up** – підсумовувати

**determine** – визначати, вирішувати

**barge** – баржа, барка, катер

**mortuary** – покійницька, морг

**parish** – парафія; парафіяльний

**coroner** – коронер, судовий слідчий, який проводить розслідування у випадках насильницької смерті

**plot** – ділянка землі; змова, інтрига

**deprive of** – позбавляти

**corpse** – труп; померлий

**consumptive** – туберкульозний

**throng** – товпитися, юрмитися.

## **2. Interpret the following phrases.**

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To enjoy great popularity, to be famous for smth, to be expressed in smth, to be based on smth, for an instant, to have nothing to do with smb, to call on smb, to be likely to do smth, to seem greatly attached to, to be upset, an idea struck smb, the other day, to look upon smth as, to have the honour of doing smth, to have an objection to doing smth, to regard as, any longer, to keep one's word, in charge of smb, to reckon smth up, to be beyond smb's means, to get rid of smth, one dark night, to make a fearful fuss, to deprive smb of smth, at last, after that, a seaside town, on the beach, for years.

## **3. Translate the sentences into English.**

1. У 1918 році більшовики позбавили життя останнього російського царя Миколи II та його родини неподалік Єкатеринбурга. 2. Романи Олесь Гончара користуються великою популярністю серед прихильників української художньої прози. 3. Щоб позбутися усіляких хвороб, слід загартовувати свій організм й займатися фізкультурою. 4. Петренкам було не по кишені наймати обслугу, й вони самотужки порались по господарству. 5. Я більше не можу терпіти їхні постійні чвари. 6. Та афера не мала ніякого стосунку до її кузена. 7. Скадовськ – мальовниче приморське містечко на півдні Херсонщини. 8. Мелітополь славиться соковитими черешнями й смачними кавунами. 9. Він, ймовірно, буде вдома пізно сьогодні ввечері. 10. Її дідусь має честь викладати філософію в Запорізькому національному університеті. 11. Художній фільм “Роксолана” ґрунтується на історичних фактах. 12. Михайла Грушевського вважають великим істориком і першим Президентом України. 13. Представники правих партій настійливо заперечують запровадження будь-якої другої державної мови в Україні. 14. Політики неодноразово обіцяють поліпшити життя власного народу, але, на жаль, ніколи не дотримуються свого слова. 15. Підсумувавши свої статки, він вирішив придбати будиночок на березі моря, гвинтокрил і яхту.

## **Grammar exercises**

### **1. Use the infinitive or the gerund in the sentences.**

1. It's nice to be with other people but sometimes I enjoy (be) alone. 2. I'm not quite ready yet. Do you mind (wait) a little longer? 3. I don't enjoy (write) letters. I can never think what to write. 4. She needs a new job. She can't stand (work) here any more. 5. I would love (come) to your wedding but I'm afraid it isn't possible. 6. When he was a child, he hated (go) to bed early. 7. Caroline never wears a hat. She doesn't like (wear) hats. 8. – Would you like (sit) down? – No, thanks, I'll stand. 9. When I have to catch a train, I'm always worried that I'll miss it. So I like (get) to the station in plenty of time. 10. Have you got a moment? I'd like (talk) to you about something.

### **2. Choose the correct form of the verb – singular or plural.**

- Gymnastics ... my favourite sport.  
a) is                                      b) are
- The trousers you bought for me ... fit me.  
a) doesn't                                b) don't

3. The police ... to interview two men about the robbery last week.

a) want    b) wants

4. Physics ... my best subject at school.

a) was    b) were

5. Can I borrow your scissors? Mine ... sharp enough.

a) isn't    b) aren't

6. Fortunately the news ... as bad as we expected.

a) wasn't    b) weren't

7. Where ... your family live?

a) does    b) do

8. Three days ... long enough for a good holiday.

a) isn't    b) aren't

9. I can't find my binoculars. Do you know where ... .. ?

a) it is    b) they are

10. Do you think the people ... happy with the government?

a) is    b) are

11. ... the police know how the accident happened?

a) Does    b) Do

12. I don't like very hot weather. Thirty degrees ... too warm for me.

a) is    b) are

### **3. Fill in a, an or the in the sentences where necessary.**

1. Would you like ... apple ? 2. How often do you go to ... dentist? 3. Could you close ... door, please? 4. I'm sorry. I didn't mean to do that. I was ... mistake. 5. Excuse me, where is ... bus station, please? 6. I've got ... problem. Can you help me? 7. I'm just going to ... post office. I won't be long. 8. There were no chairs, so we had to sit on ... floor. 9. Have you finished with ... book I lent you? 10. My sister has just got ... job in ... bank in Manchester. 11. We live in ... small flat near ... city centre. 12. There's ... small supermarket at ... end of ... street I live in.

### **4. Put in so, such or such a in the following sentences.**

1. He's difficult to understand because he speaks ... quickly. 2. I like Tom and Ann. They're ... nice people. 3. It was a great holiday. We had ... good time. 4. I was surprised that he looked ... well after his recent illness. 5. Everything is ...expensive these days, isn't it ? 6. The weather is lovely, isn't it ? I didn't expect it to be ... nice day. 7. I have to go. I didn't realize it was ... late. 8. He always looks good. He wears ... nice clothes. 9. It was ... boring film that I fell asleep while I was watching it. 10. I couldn't believe the news. It was ... shock. 11. I think she works too hard. She looks ... tired all the time. 12. The food at the hotel was ... awful. I've never eaten ... awful food. 13. They've got ... much money, they don't know what to do with it. 14. I didn't realize you lived ... long way from the city centre. 15. I can't decide what to do. It's ... problem.

**5. Complete each sentence using who, whom, whose, where.**

1. What's the name of the man ... car you borrowed? 2. A cemetery is a place ... people are buried. 3. A pacifist is a person ... believes that all wars are wrong. 4. An orphan is a child ... parents are dead. 5. The place ... we spent our holidays was really beautiful. 6. This school is only for children ... first language is not English. 7. I don't know the name of the woman to ... I spoke on the phone.

**Speech exercises**

**5. Discuss the basic text "Three Men in a Boat" by Jerome K. Jerome.**

1. Who wrote the novel "Three Men in a Boat"? 2. What do you know about Jerome K. Jerome? 3. Why did the friend's wife ask the author to tell her the worst? How did the author explain the situation? 4. Why did the wife call on the author? 5. Why did she worry about the cheeses? 6. How do you understand the author's statement "he seemed greatly attached to them"? Do you see any stylistic device in this expression? 7. What idea struck the friend's wife? Did the author support her? How did he explain the case? 8. Which was the wife's decision? 9. How did she embody her intention? How did the charwoman feel the smell of the cheeses? 10. Why did the author's friend decide to get rid of the cheeses? 11. How did he realize his purpose at first? 12. Why did the seaside town gain quite a reputation? 13. Can you see any cases of irony in the described events?

**6. Read the dialogues and then dramatize them.**

**Fields or Woods?**

*Susan* : Douglas, we must stop here and get out. Look how lovely it is. It's just what we were looking for?

*Douglas* : But why ? There's nothing here but the fields.

*Susan* : That's just it. I've never seen such open fields. Wheat crops as far as you can see!

*Douglas* : I think it isn't wheat, it's rye. Besides, what's so surprising about that? As for me, I like woods better.

**In the Country**

*Steve* : You've got so sunburnt. No doubt, you worked in the field.

*Christine* : Yes, we did some jobs in the field – weeding, haymaking and watering plants. We had also to do some work on a dairy farm, too.

*Steve* : Oh, really? Did you learn to milk cows?

*Christine* : Unfortunately, we didn't, as the milkmaids didn't let us. They didn't trust us those milking machines.

**A Lovely Orchard**

*Mrs Dove* : What a lovely orchard you have!

*Mr Green* : Yes, it is nice, thanks. It's not big though.

*Mrs Dove* : But I see here apple-trees, and peach-trees, and cherry-trees.

*Mr Green* : That's almost so. In fact, there is a tree of every fruit that grows in these parts: apple, peach, plum, cherry, apricot and also some berries.



*Bohdan* : What are England's most important industrial areas?

*William*: Well, the main centres of English industry are in the Midlands, around Birmingham, and also in Sheffield, Manchester and Newcastle. The area round Birmingham is often called the Black Country.

*Bohdan* : Yes, I've heard that name. What does it mean?

*William* : It means just what the name tells – smoke, dust and soot.

### An Instruction Book

*Zorian* : I think this book is very interesting and instructive.

*Nazar*: Yes, it is necessary for teachers to use it in planning and organizing environmental education programmes.

*Zorian* : I plan to use the book as a reference work in my course.

*Nazar*: So do I. I am sure graduate students will find it of considerable value.

*Zoriana*: This is an excellent text which will contribute significantly to the development and implementation of environmental education programmes everywhere.

### Protecting the Environment

*Teacher* : What can students do to protect the environment?

*Justin*: First of all they can change things by speaking out and taking positive actions. It's never too early to begin protecting the Earth. For instance, some of my friends are active members of environmental groups.

*Angela*: Helen is an art student. Because she studies nature, her work is true to life. Her pictures encourage people to help keep our Earth a clean and healthy planet.

*James*: Mike and his friends take part in "Ecoman", a TV show. It reaches children and grow-ups alike. When people see it, they become more aware of the environment.

*Florence*: Mary is wild about animals. She wants to work in a zoo to take care of tigers.

*Anthony*: Jack is a good singer. He has lifted his powerful voice to support environmental causes.

*Diana*: Simon is an activist of the World Tourist Organization, whose members create walkways that help preserve national parks and let visitors experience this rich ecosystem. They believe that tourism is to be sustained. It is now his life's work.

*Teacher*: Students should be aware of the ways in which our environment is being ruined and they should be encouraged to look for solutions.

### Vocabulary notes

*crop* – сільськогосподарська культура

*rye* / raɪ / – жито; житній

*sunburnt* / 'sʌnbʌ:nt / – засмаглий

*soot* / su:t / – сажа, кіптява

*weed* – бур'ян; полоти, очищати

*instructive* – повчальний

*make hay* – косити і сушити сіно

*reference book* – довідник

*dairy farm* / 'deəri:fɑ:m / – молочна ферма

*cause* – справа, турбота, проблема

*peach* / pi:tʃ / – персик; персиковий

*speak out* – висловлюватися; виступати

*walkway* – алея, стежка, прохід

*experience* – почувати; відчувати.

*sustain* – підтримувати, синонім : *support*

*implementation* / ,ɪmplɪmən'teɪʃn / – здійснення

3. *Compose your own dialogues and dramatize them in class.*

4. *Read the text and express your attitude to its style and content.*

### The Country and the Towns

We are creatures of the sun, we men and women. We love light and life. That is why we crowd into the towns and cities, and the country grows more and more deserted every year. In the sunlight – in the daytime, when Nature is alive and busy all around us, we like the open hill-sides and the deep woods well enough; but in the night, when our Mother Earth has gone to sleep, and left us walking, oh! the world seems so lonesome, and we get frightened, like children in a silent house.

Then we sit and sob, and long for the gas-lit streets, and the sound of human voices, and the answering throb of human life. We feel so helpless and so little in the great stillness, when the dark trees rustle in the night wind. There are so many ghosts about, and their silent sighs make us feel so sad. Let us gather together in the great cities, and light huge bonfires of a million gas-jets, and shout and sing together and feel brave. (Jerome K. Jerome)

### Vocabulary notes

*lonesome* /'ləʊnsəm/ – самотній, сумний *throb* – биття, трепет, хвилювання

*long for* – прагнути, нудьгувати, тужити *bonfire* /'bɒn,faɪə/ – багаття, вогнище

*rustle* /'rʌsl/ – шелестіти, шарудіти *gas-jet* -газова горілка, газовий ріжок.

5. *Read the text. Discuss it putting questions.*

### European Environmental Problems

Environmental problems can only be tackled through international cooperation, as they generally transcend national boundaries. It is well-known that most people are environmentally aware. The vast majority say that they believe the environment is important and that environmental pollution needs to be tackled.

But one should not read too much into this, because as soon as things become more specific and there is a risk that individual polluters' bank balances will be hit, little often remain of people's environmentally friendly attitudes.

The Dutch, Danes, Swedes and Icelanders are exception. While, in the other countries, most people believe it is up to the government to tackle pollution and that it should cost the individual nothing, the people of Northwestern Europe are less likely to agree.

This does not, however, mean that the predominant feeling in those countries is that people want to relinquish part of their income, or that taxes should be raised to tackle pollution. The Dutch, Danes, Swedes and Icelanders are more in agreement with this idea than other Europeans, but their enthusiasm is not unanimous.

Germans, in particular, are against extra taxes and giving up part of their income. This

could be connected with the high costs, associated with the reunification of Germany, which are already being paid for from higher taxes.

Although there are still big differences between European countries, people's willingness to make sacrifices for the environment has declined over the past decades. Future studies will have to determine the reason for this, but it seems that for many people the environment has become a less important or less urgent issue.

### Vocabulary notes

*tackle* – енергійно братися; займатися

*transcend* – переходити межі, перевершувати

*bank balance* – баланс, сальдо

*it is up to smb* – комусь вирішувати ( щось робити )

*relinquish* – відмовлятися, поступатися

*unanimous* / jʊ'næɪməs / – одностайний

*reunification* – об'єднання, возз'єднання

*issue* / 'ɪʃu: / 'ɪʃju: / – проблема; наслідок

*urgent* / 'z:dʒənt / – терміновий, нагальний.

### 6. Read the text. Comment on environmental problems in Ukraine.

#### World Environment Day

World Environment Day was established by the United Nations General Assembly in 1972 to mark the opening of the Stockholm Conference on the Human Environment. Another resolution, adopted by the General Assembly the same day, led to the creation of UNEP.

World Environment Day can be celebrated in many ways, including street rallies, bicycles parades, green concerts, essay and poster competitions in schools, tree planting, recycling efforts, clean-up campaigns and much more.

In many countries, this annual event is used to enhance political attention and action. Heads of the states, prime ministers and ministers of environment deliver statements and commit themselves to care for the Earth. More serious pledges are made, which lead to the establishment of permanent governmental structures, dealing with environmental management and economic planning. The observance also provide an opportunity to sign or ratify international environmental conventions.

On World Environment Day, we can examine the state of our environment. We can carefully consider the actions, which each of us must take, and then address ourselves to our common task of preserving all life on the Earth in a mood of sober resolution and quiet confidence.

Every year World Environment Day is celebrated all round the world. A few years ago some 100 countries undertook thousand of activities, not only on WED itself, but often for an entire week, and sometimes even a whole month. Activities, organized, involved all sectors of society, including governments, non-governmental organization, business, industry, intergovernmental organizations, civil society, media and schools.

### Vocabulary notes

*rall* – збори, масовий мітинг  
*poster* – плакат, оголошення, афіша  
*recycle* – піддавати вторинній обробці  
*clean up* – прибирати територію (тощо)  
*enhance* / ɪn'hɑ:ns / – посилювати  
*commit oneself* – щиро обіцяти  
*pledge* – обіцянка, обітниця  
*observance* – дотримання, виконання (обіцянки)  
*undertake* – започатковувати, братися.

#### 6. Read the text and discuss the problems raised in it.

### The Challenge of Sustainable Development

The last decades have been years of concern for many people. Growing environmental concern is matched by rising levels of concern about the problems, associated with global inequalities in standards of living and human well-being such as imbalanced in the consumption of resources between countries and regions; droughts and famine – sometimes on near continental scales; the increasing marginalization of women, ethnic minorities and indigenous peoples; accumulating foreign debt and the failure of the world to solve the trade and transport problems that contribute to inequity, hunger and malnutrition; and the necessity for many people to over-exploit the resources of their local environment for daily survival.

The United Nations World Commission on Environment and Development (1987) recognized the independence of these environmental development issues. It noted that:

*Until recently, the planet was a large world in which human activities and their effects were neatly compartmentalized within nations and within broad areas of concern (environmental, economic, social). These compartments have begun to dissolve. This applies in particular to the various global “crises” that have seized public concern, particularly over the last decade. They are not separate crises: an environmental crises, a development crises, an energy crises. They are all one.*

The commissioners reported that this realization made them focus on the central theme: many present development trends leave increasing numbers of people, poor and vulnerable, and at the same time degrade the natural environment. Their conclusion was that humankind requires new, more ecologically sustainable and socially just approaches to development.

Many of these approaches are not new, but are to be found in the wisdom and values that inform of the principles of living sustainably that have characterized indigenous and farming peoples in many parts of the world for thousands of years.

### Vocabulary notes

<i>concern</i> – турбота; хвилювання	<i>famine</i> / 'fæmɪn / – голод
<i>match</i> – відповідати; протиставляти	<i>marginalization</i> – обмеження прав
<i>drought</i> / draʊt / – засуха, посуха	<i>malnutrition</i> – недоїдання
<i>indigenous</i> / ɪn'dɪdʒnəs / – тубільний, місцевий	<i>vulnerable</i> – вразливий
<i>inequity</i> / ɪn'ekwɪtɪ / – несправедливість	<i>degrade</i> – сприяти занепаду
<i>development</i> – зростання, поліпшення	<i>compartment</i> – відділення, сектор.
<i>dissolve</i> / dɪ'zɒlv / – поступово зникати	

#### 8. Comment on the proverbs, sayings and quotations.

1. You cannot judge by its bark. 2. One swallow does not make a summer. 3. Welcome as flowers in May. 4. No garden without its weeds. 5. Hedge between keeps friendship green. 6. No rose without a thorn. 7. A man of words and not of deeds is like a garden full of weeds. 8. Nature has been for me a source of solace, inspiration, adventure and delight, a home, a teacher, a companion (*Lorraine Anderson*). 9. Whenever man comes up with a better mousetrap, nature immediately comes up with a better mouse (*James Carswel*). 10. Nothing is more beautiful than the loveliness of the woods before sunrise (*George Washington*). 11. Nature goes her own way and all, that to us seems an exception, is really according to order (*Johann Wolfgang von Goethe*). 12. Man is a complex being; he makes the deserts bloom and lakes die (*Gil Stern*).

#### 9. Discuss the topic “The World Around Us “.

1. Which do you like better – roaming the woods or walking in the fields? 2. What are the first pleasures of spring? 3. What wild flowers can be found in our woods and meadows? 4. What flowers are usually planted in our gardens? 5. Which flowers do you like best of all? 6. What tree symbolizes Great Britain? And Ukraine? 7. What animals live in the forests of Europe? Which is your favourite animal? Why? 8. What must you do to appreciate the beauty of the world about you? 9. What are the major environmental issues, confronting humanity today? 10. What is the global challenge for the environment as you see it? 11. Why are many people concerned about ecology today? 12. On what basis should “the man – nature” relationship function? 13. What are the steps undertaken by the governments of many countries to protect the environment? 14. What do you know about the practical results of the international cooperation in environment protection? 15. How does the state control nature conservation and environment protection in this country? 16. What could you do to preserve the environment and wildlife? 17. What role should mass media play in environment protection?

#### 10. Write essays on the topics.

1. Wildlife and the environment.
2. Industry and agriculture.
3. Environmental problems and solutions.
4. Environment protection. World ecological movements.

**11. Read the poem. Express your attitude towards its language and content. Give your own literary translation of the poem. Learn the poem by heart.**

### Nature the Teacher

By William Wordsworth (1770 – 1850)

Up! Up! my Friend, and quit your books,  
 Or surely you'll grow double;  
 Up! Up! my Friend, and clear your looks;  
 Why all this toil and trouble?  
     Books! 'tis a dull and endless strife,  
     Come, hear the woodland linnet;  
     How sweet this music! On my life,  
     There's more of wisdom in it.

And hark! how blithe the throstle sings!  
 He, too, is no mean preacher;  
 Come forth into the light of things,  
 Let Nature be your Teacher.

One impulse from a vernal wood  
 May teach you more of man,  
 Of moral evil and of good,  
 Than all the sages can.

Enough of Science and of Art,  
 Close up those barren leaves;  
 Come forth and bring with you a heart  
 That watches and receives.

### Vocabulary notes

*up* – вставати, синонім: get up  
*strife* – боротьба, синонім: struggle  
*woodland* – лісовий, лісний  
*linnet* / 'lɪnɪt / – коноплянка (птаха)  
*no mean* – значний, синонім: important  
*blithe* / blaɪð / – веселий, життєрадісний  
*on my life* – слово честі  
*hark* – тс, увага, слухай  
*throstle* / θrɒsl / – співочий дрізд  
*vernal* – весняний, молодий  
*sage* – мудрець, синонім: wise man.

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