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Передмова

Навчально-методичний посібник “Advanced English” рекомендовано студентам, які навчаються за спеціальністю 014.02 Середня освіта (мова і література (англійська) галузі знань – 01 Освіта та спеціальності 035.04 Філологія (германські мови та літератури (переклад включно)) галузі знань – 035 Філологія на третьому курсі освітнього ступеня «бакалавр» у ході вивчення дисципліни «Практика англійської мови». Цей посібник стане також у нагоді магістрантам, аспірантам та всім, хто бажає удосконалити свій рівень володіння англійською мовою.

Зміст посібника відповідає основним розділам навчальної програми з практики англійської мови, орієнтований на підготовку висококваліфікованих фахівців з англійської мови і спрямований на формування студентів соціальних, когнітивних і мовленнєвих навичок, розвиток рецептивних і репродуктивних лексичних навичок, англомовної читацької та мовленнєвої компетенції.

Посібник складається з чотирьох розділів (Units): “Travelling”, “Painting”, “Major Ecological Problems of the 21st Century” і “Character”, додатків до кожного з них (Supplements) та списку використаної літератури. Основні розділи побудовано за такою схемою: уривок тексту з оригінальної художньої літератури, мовні шаблони, вправи на перевірку розуміння прочитаного та лексичні вправи. Розділи також містять тематичний вокабуляр, базові тематичні тексти та вправи, спрямовані на формування навичок правильного слововживання в усному і писемному мовленні, умінь адекватно використовувати лексичні одиниці у мовленнєвій діяльності відповідно до умов та здатності до концептуального моделювання іншомовного лексичного матеріалу, розвиток монологічного і діалогічного мовлення: здатності здійснювати ту чи ту мовленнєву дію в умовах розв’язання комунікативних завдань на основі сформованих навичок і набутих знань, розвиток навичок

підготовленого і непідготовленого міжособистісного спілкування англійською мовою у різноманітних комунікативних ситуаціях.

Опрацьовуючи розділи навчально-методичного посібника студенти опановують актуальну лінгвістичну та соціокультурну інформацію, систематизують і поглиблюють знання з англійської мови в усній та письмовій формах, вчаться вилучати інформацію з різних усних чи письмових джерел, узагальнювати її й робити аргументований виклад у зв'язній формі та формують здатність до самостійного раціонального вдосконалення власних ментальних ресурсів.

Це методичне видання підготовлене авторським колективом викладачів кафедри практики англійської мови ННІМ ЧНУ канд. філол. наук, доц. О.М. Заїковською, викл. Л.Б. Калюжною, канд. філол. наук, доц. Л.О. Пашіс, канд. філол. наук, доц. Ю.В. Шубою. Авторський колектив сподівається, що цей навчально-методичний посібник сприятиме розширенню горизонтів англомовного спілкування.

Бажаємо успіху!

Unit One

From “Are You Afraid of the Dark”

by S. Sheldon

Sidney Sheldon was a best-selling novelist who won Oscar, Tony and Emmy awards for his work on the stage and screen. He was born on February 11, 1917, in Chicago, Illinois. He began his career as a screenwriter and eventually moved into television, writing nearly every episode of “The Patty Duke Show”. In 1967, he won an Emmy Award for his work on the fantasy sitcom “I Dream of Jeannie”. S. Sheldon later wrote 18 novels, including best-sellers “Master of the Game” and “Rage of Angels”. “Are You Afraid of the Dark?” was published in 2004 and it was the last novel by bestselling thriller writer Sidney Sheldon. This book follows the life of two women – the victims' widows – accomplished painter Diane Stevens and international supermodel Kelly Harris who find themselves under merciless attack, their fear and confusion help them to form an unlikely alliance.

On Lexington Avenue, Diane hailed a cab.

“Where are we going?”

“To LaGuardia Airport.”

Kelly looked at Diane in surprise. “Don't you know they'll be watching all the airports?”

“I hope so.”

“What are you?” Kelly groaned. “You have a plan, right?” Diane patted Kelly's hand and smiled. “Right.”

Inside LaGuardia terminal, Kelly followed Diane to the Alitalia Airlines counter. The agent behind the counter said, “Good morning. Can I help you?” Diane smiled. “Yes, we'd like two tickets to Los Angeles.”

“When would you like to leave?”

“On the first available flight. Our names are Diane Stevens and Kelly Harris.” Kelly winced. The ticket agent was consulting a schedule.

“The next plane will be boarding at two-fifteen.”

“Perfect.” Diane looked at Kelly. Kelly managed a weak smile. “Perfect.”

“Will that be cash or credit card?”

“Cash.” Diane handed him the money. Kelly said, “Why don't we just put up a neon sign telling Kingsley where we are?” Diane said, “You worry too much.”

As they started to pass the American Airlines booth, Diane stopped, and walked up to the ticket agent. “We'd like two tickets to Miami on the next flight out of here.”

“Certainly.” The ticket agent checked the schedule. “That flight will be boarding in three hours.”

“Fine. Our names are Diane Stevens and Kelly Harris.” Kelly closed her eyes for an instant.

“Credit card or cash?”

“Cash.” Diane paid the agent and he handed her their tickets. As they walked away, Kelly said, “Is this how we're going to outwit these geniuses? This

wouldn't fool a ten-year-old." Diane started walking towards the airport exit. Kelly hurried after her. "Where are you going?"

"We're going to –"

"Never mind. I don't think I want to know." There was a row of taxis in front of the airport.

When the two women walked out of the terminal, one of the taxis pulled out of line and drove up in front of the entrance. Kelly and Diane got into the cab.

"Where to, please?"

"Kennedy Airport."

Kelly said, "I don't know if they're going to be confused, but I sure am. I still wish we had some kind of weapon to protect ourselves."

"I don't know where we could find a howitzer." The taxi went into gear. Diane leaned forward in her seat and looked at the license plaque on the dashboard. Mario Silva.

"Mr Silva, do you think that you can get us to Kennedy without being followed?" They could see his grin in the mirror. "You came to the right party."

He pressed down on the accelerator and made a sudden U-turn. At the first corner, he drove halfway down the street, then sped into an alley. The women looked through the rear window. There were no cars behind them. Mario Silva's grin widened. "OK?"

"OK," Kelly said.

For the next thirty minutes, Mario Silva kept making unexpected turns and going through small side streets, to make sure no one could follow them, finally, the taxi pulled up in front of the main entrance to Kennedy Airport.

"We're here," Mario Silva announced, triumphantly. Diane took some bills from her purse. "There's something extra for you." The driver took the money and smiled. "Thanks, lady." He sat in his cab, watching his two passengers walk into the Kennedy terminal. When they were out of sight, he picked up his mobile phone.

"Tanner Kingsley, please."

At the Delta Airlines counter, the ticket agent glanced up at the board. "Yes, we do have two tickets available on the flight you want. It leaves at 5.50 p.m. There's a one-hour layover in Madrid, and the plane arrives in Barcelona at 9.20 a.m."

"That will be fine," Diane said.

"Will that be credit card or cash?"

"Cash." Diane handed the ticket agent the money and turned to Kelly.

"Let's wait in the lounge."

Thirty minutes later, Harry Flint was on his mobile phone talking to Tanner.

"I got the information you asked for. They're flying Delta to Barcelona. Their plane leaves Kennedy at five fifty-five this evening, with a one-hour layover in Madrid. They'll arrive in Barcelona at nine-twenty in the morning."

"Good. You'll take a company jet to Barcelona, Mr Flint, and meet them there when they arrive. I'm counting on you to give them a warm welcome."

The take-off on the flight to Barcelona was smooth and uneventful. Kelly looked out of the window at New York fading into the distance. "Do you think we got away with it?" Diana shook her head. "No. Sooner or later they'll find a way to track us down. But at least we'll be over there." She put the computer print-out from her bag and studied it "Sonja Verbrugge, in Berlin, who's dead and whose husband is missing ... Garry Reynolds, in Denver..." Kelly looked at the print-out. "So, we're going to Paris, Berlin, Denver, and back to New York?" "Right. We'll cross the border into France at San Sebastian."

Harry Flint elbowed his way through the crowd at EL Prat Airport in Barcelona, and walked up to the large picture window that overlooked the runway. He turned his head to scan the board that listed the arrivals and departures. The plane from New York was on schedule, due to arrive in thirty minutes. Everything was moving according to plan. Flint sat down and waited.

Thirty minutes later, the passengers from the New York flight began to disembark. They all seemed excited – a typical plane-load of carefree tourists, travelling salesmen, children, and couples on their honeymoons. Flint was careful to stay out of sight of the exit ramp as he watched the stream of travellers pour into the terminal, and then finally trickle to a stop. He frowned. There was no sign of Diane or Kelly. Flint waited another five minutes, then started to go through the boarding gate.

"Sir, you can't go through here."

Flint snapped, "FAA. We have national security information about a package that is hidden in the lavatory of this plane. I was ordered to inspect it immediately."

As he reached the plane, the crew was beginning to depart.

A flight attendant asked, "May I help you?"

"FAA inspection," Flint said. He walked up the steps, into the plane. There were no passengers in sight. The flight attendant asked, "Is there a problem?"

"Yes. A possible bomb." She watched as Flint strode to the end of the cabin and pulled open the lavatory doors. The rooms were empty. The women had disappeared.

"They weren't on the plane, Mr Kingsley." Tanner's voice was dangerously soft.

"Mr Flint, did you see them board the plane?"

"Yes, sir."

"And were they still aboard when the plane took off?"

"Yes, sir."

“Then I think we can safely reason that they either jumped out in the middle of the Atlantic Ocean without parachutes, or that they disembarked in Madrid. Do you agree with that?”

“Of course, Mr Kingsley. But – ”

“Thank you. So, that means they intend to go from Madrid to France.” He paused. “They have four choices: they can take a different flight to Barcelona, or get there by train, bus, or car.” Tanner was thoughtful for a moment. “They will probably feel that buses, planes and trains are too confining. Logic tells me that they will drive to the San Sebastian border to get into France.”

“If –”

“Do not interrupt me, Mr Flint. It should take them about five hours to drive from Madrid to San Sebastian. Here's what I want you to do. Fly back to Madrid. Check all the airport car-rental Places. Find out what kind of car they rented -colour, make, everything.”

“Yes, sir.”

“Then I want you to fly to San Sebastian and rent a car - a large one. Lie in wait for them along the highway. I don't want them to reach San Sebastian. And Mr Flint –”

“Yes, sir?”

“Remember - make it look like an accident.”

Commentary

FAA is the Federal Aviation Administration, the national aviation authority of the United States. An agency of the United States Department of Transportation, it has authority to regulate and oversee all aspects of American civil aviation.

Barcelona El Prat Airport is the airport of Barcelona, situated 14 kms far from the City.

LaGuardia /lə'gwardiə/ is an airport in the northern part of the New York City. It is the busiest airport in the United States without any non-stop service to Europe.

Kennedy Airport is the International Airport named after John F. Kennedy. It is a major airport in the borough of Queens in New York City, about 12 miles (19 km) southeast of Lower Manhattan. It is the busiest international air passenger gateway in the United States, handling more international traffic than any other airport in North America.

American Airlines is a major United States airline. It operates an extensive international and U.S. domestic network, with scheduled flights throughout North America, the Caribbean, South America, Europe, and Asia.

Alitalia (Alitalia – Italian Airline), operating as Alitalia, is the flag carrier and national airline of Italy.

Speech Patterns

1. Kelly looked at Diane **in surprise**.
His team's unexpected win left him open-mouthed **in astonishment**.
When he learned the news he could only shake his head **in bewilderment**.
In exasperation he took off his own hat and flung it to the ground.
2. **Is this how we're going to** outwit these geniuses?
Is this how we are supposed to dress starting next year?
Is this how we are going to feel returning back to work after Christmas?
Is this how we are supposed to survive adversity?
3. For the next thirty minutes, Mario Silva **kept making** unexpected turns and **going** through small side streets, to make sure no one could follow them.
There was something strange about Awen, she **kept smiling** at me.
John and Helen **kept travelling** for three months and became terribly homesick.
We **keep moving** forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths.

Phrases and Word-Combinations

to hail a cab	to get away with
a terminal	to track somebody down
a ticket agent	a runway
to consult a schedule	arrivals and departures
to board at 2.15	to scan the board
a booth	to be on schedule
to pull out of the line	to disembark (in a city)
a one-hour layover in a city	a boarding gate
a lounge	a flight attendant
to count on somebody	to lie in wait

ESSENTIAL VOCABULARY

- 1. pull** v (~ **sth away/from/out of/into etc sth**) to move someone/something towards you, *e.g.* Help me pull the sofa away from the wall. A lifeguard had to pull her out of the water. He pulled a suitcase from beneath the bed.
Idiom **pull sbd's leg** to tell someone something that is not true, as a joke, *e.g.* I haven't won, have I? You're pulling my leg.
pull apart *phr* v 1) to separate people or animals when they are fighting, *e.g.* The teacher pulled the fighting boys apart and sent them home.

2) to cause someone grief and torment
Syn. upset, *e.g.* This whole terrible affair has just pulled me apart.

2. flight *n* 1) a journey in a plane or space vehicle, or the plane or vehicle that is making the journey, *e.g.* All flights out of Chicago were cancelled.

2) a set of stairs between one floor and the next, *e.g.* Bert lives two flights down from here.

3) **take** ~ to leave a place in order to try and escape from a person or a dangerous situation, *e.g.* When the alarm sounded, the whole gang took flight.

in-flight [only before noun] provided during a plane journey as in-flight entertainment

4) **~of fancy/imagination** an idea that is unusual and exciting or fun, but silly or not practical, *e.g.* Her act combines strange flights of fancy with extremely down to earth observations.

3. cross *v* 1) to go from one side to another or to stretch from one side of something such as a road, river, room etc to the other, *e.g.* An old bridge crosses the river. ~ **to**, *e.g.* He crossed to the window. ~ **over the road/street/river** etc *e.g.* It's easy to have an accident just crossing the road.

cross somebody's mind [usually in negatives] if you say that an idea, thought etc never crossed your mind, you mean that you did not think of it, *e.g.* It didn't cross her mind that she might be doing something illegal.

cross somebody's face if an expression crosses someone's face, it appears on their face, *e.g.* A look of surprise crossed her face.

somebody's paths cross also **cross paths** if two people's paths cross, or if they cross paths, they meet, usually without expecting it, *e.g.* If our paths crossed I usually ignored her.

2) to oppose someone, *e.g.* You best not cross Jim.

cross *adj* [usually before noun] (**get/be** ~ **with sbd**, ~ **at/about**) especially British English angry, *e.g.* She gets cross when he goes out drinking. She was cross at being interrupted.

4. arrive *v* 1) (~**in/at**) to get to the place you are going to, *e.g.* Give me a call to let me know you've arrived safely. What time does the plane arrive in New York? (~ **late/early**), *e.g.* He arrived late as usual.

arrive at a place but **arrive in a country or city**, *e.g.* He had arrived in France slightly ahead of schedule. We arrived at Victoria Station at 3 o'clock.

2) if something arrives, it is brought or delivered to you, *e.g.* The card arrived on my birthday.

3) to happen, *e.g.* When her wedding day arrived, she was really nervous.

arrival *n* (~ **at/in**) when someone or something arrives somewhere [\neq departure], *e.g.* Only the timely arrival of the police prevented the situation from becoming worse. Shortly after our arrival in London, Lisa was attacked. (**on** ~) when you arrive, *e.g.* A deposit is payable on arrival.

5. **travel** *v* 1) (~**to/across/through/around**) to go from one place to another, or to several places, especially ones that are far away, *e.g.* Someday I'd like to travel abroad. We're planning to travel across America this summer.

2) (~ **at**) to go a particular distance or at a particular speed, *e.g.* The train was travelling at 100 mph. They travelled 200 miles on the first day.

3) to be passed quickly from one person or place to another

Syn. spread, *e.g.* News travels fast.

travelling *adj* (British English) (traveling American English) [only before noun], ~ **agency**, ~ **expenses**, ~ **companion**

travelling *n* the act or activity of going from one place to another, especially places that are far away, *e.g.* After retiring, we'll do some travelling.

travel *n* the activity of travelling, as **on the ~ itinerary**, **last minute ~ offer**, **leisure ~**, **be ~ -weary** *e. g.* The new job involves a fair amount of travel.

Syn.: **travel**, **travelling**, **journey**, **trip**, **voyage**, **crossing**, **flight**

- **travel** (uncountable noun) is only used for the general activity of moving from place to place, *e.g.* He came home after years of foreign travel; **travelling** is also widely used with a similar meaning, *e.g.* I do a lot of travelling abroad. If someone moves from place to place over a period of time, you talk about their travels, *e.g.* He is on his travels again.
- **journey** is used to talk about travelling a long distance or travelling regularly, when the emphasis is on the travelling itself, or a long and difficult journey (not travel) through the mountains, as **to make/have a ~**, *e.g.* I read during the train journey to work. Did you have a good journey?
- **trip** (відпустка, відрядження) is when you go on a short journey, or a journey you do not usually make, and come back again when the emphasis is on where you are going or why you are going there, as **my first ~ to the States**, **a business ~**; **to take a ~**, **to go on a ~**.
- **voyage** is used for a long sea journey, as a voyage across the ocean, to make a voyage.
- **crossing** is used for a fairly short sea journey, *e.g.* The crossing takes 90 minutes.
- **flight** is used for a journey by air, as to take a flight, *e. g.* Have a good flight!

6. **track** *n* 1) a path or road with a rough surface, *e.g.* I walked along a track to the mountain village.

2) a railway line as a railway track, a straight stretch of track, *e.g.* The track was damaged in several places.

Idioms **be on the right /wrong track** headed in the right/ wrong direction, using the wrong approach, *e.g.* We've had the initial test results and it looks as though we're on the right track. You'll never get the right answer by that kind of reasoning, you are on the wrong track.

keep/lose track of somebody/something to pay attention to someone or something, so that you know where they are or what is happening to them, or to fail to do this, *e.g.* It's difficult to keep track of all the new discoveries in genetics. I just lost all track of time.

get off the track *spoken* to begin to deal with a new subject rather than the main one which was being discussed, *e.g.* Don't get off the track, we're looking at this year's figures not last year's.

be on the track of somebody/something to hunt or search for someone or something, *e.g.* Police are on the track of the bank robbers.

the wrong /right side of the tracks (American English) to be from a poor /wealthy part of a town or a poor part of society, *e.g.* Even though he was from the wrong side of the tracks, he has become one of this town's prominent citizens. She had an important advantage in life; she was born on the right side of the tracks.

track *v* (~**sbd/sth down**) to find someone or something that is difficult to find by searching or looking for information in several different places, *e.g.* Police have been tracking the four criminals all over Central America. I finally managed to track down the book you wanted in a shop near the station.

7. **train** *n* 1) a set of several carriages that are connected to each other and pulled along a railway line by an engine, as by train, catch/get a train, get on/board a train, get off a train, take a train, wait for a train, miss a train, *e.g.* I missed the train and had to wait another two hours.

2) a series of events or actions that are related, *e.g.* The decision set off a train of events which led to his resignation.

Idiom **train of thought** a related series of thoughts that are developing in your mind (**to lose/follow/explain/interrupt somebody's ~of thought/ events**), *e.g.* The phone interrupted my train of thought.

train *v* (~ **sbd in sth**,) to teach someone the skills of a particular job or activity, or to be taught these skills, *e.g.* All staff will be trained in customer service skills. ~ **to do sth**, *e.g.* She's training to be a doctor. ~ **sbd to do sth**, *e.g.* Employees are trained to deal with emergency situations. ~ **as/ in**, *e.g.* Nadia was trained as a singer under a famous professor of music. Stephanie has trained in both dance and drama.

8. **excite** *v* 1) to make someone feel happy, interested, or eager, *e.g.* His playing is technically brilliant, but it doesn't excite me.

2) formal to cause a particular feeling or reaction
Syn. arouse ~**interest/curiosity/sympathy** etc., *e.g.* The court case has excited a lot of public interest. ~ **comment/speculation/ reaction**, *e.g.* The book excited very little comment.

excited *adj* 1) happy, interested, or hopeful because something good has happened or will happen, *e.g.* Steve flies home tomorrow – we're all really excited. ~ **about**, *e.g.* Maria's starting to get pretty excited about the wedding. ~ **by/at**, *e.g.* We're all excited by the prospect of a party. ~ **to do something**, *e.g.* Michelle sounded excited to hear from him. ~ **that**, *e.g.* I'm so excited that we're going to New York.

2) very nervous and upset about something so that you cannot relax
exciting *adj* making you feel excited as an exciting discovery, ~**opportunity/possibility/prospect/ job opportunities**, *e.g.* Julia and Paul are getting married! Oh, how exciting!

9. **intend** *v* (~ **to do sth**) to have something in your mind as a plan or purpose, *e.g.* I intend to spend the night there. ~ **sbd/sth to do sth**, *e.g.* I didn't intend her to see the painting until it was finished. ~ **that**, *e.g.* It is intended that these meetings will become a regular event. ~ **doing something**, *e.g.* We intend looking at the situation again.

be intended for somebody/something to be provided or designed for a particular purpose or person, *e.g.* The book is intended for children aged 5-7.

intended target/victim/destination etc the person, thing, result that an action is intended to affect or reach, *e.g.* It seems likely that General Rogers was the killer's intended victim.

intention *n* (**have no/every ~ of doing something**) a plan or desire to do something, *e.g.* I have no intention of retiring just yet. ~ **to do something**, *e.g.* It is our intention to be the number one distributor of health products.

10. **embark** *v* to go onto a ship or a plane, or to put or take something onto a ship or plane, *e.g.* We embarked at Naples. ~ **on/upon sth** to start something, especially something new, difficult, or exciting, ~ **on campaign, career, course, policy, process, programme, project, series, venture** etc, *e.g.* He embarked on a new career as a teacher.

Ant. disembark

embarkation *n* the act, process, or an instance of embarking, *e.g.* Embarkation involves the boarding and stationing of passengers in accommodation (cabins) by staff and crew members.

READING COMPREHENSION EXERCISES

Exercise 1. Consult a dictionary and practice the pronunciation of the following words. Listen to your groupmates' reading of these words. Correct the mistakes if any.

Illinois, episode, alliance, schedule, Miami, geniuses, exit, license plaque, triumphantly, layover, jet, smooth, uneventful, arrivals, departures, disembark, frown, parachutes, highway.

Exercise 2. Ask 10 questions with introduction about the text. Your fellow-students will answer them in the class.

Exercise 3. Translate the following sentences into English using the patterns.

1. Том здивовано дивився на дівчину, яку, здавалось би, знав усе життя і не впізнавав. 2. Роджерс зніяковіло переминався з ноги на ногу, намагаючись пригадати, де був вчора о п'ятій вечора. 3. Сем роздратовано попрямував до виходу, тихо щось бурмочучи собі під носа та шаркаючи ногами. 4. Це так Ви плануєте провести відпустку? 5. Це так Ви підготувалися до пари? 6. Це так ми маємо прожити наступні два місяці? 7. Стівенсони продовжували жити у замиському будиночку, зрідка вибираючись до міста за покупками. 8. Ніщо, здавалось би, не могло затьмарити її радості після вдалої співбесіди з роботодавцем, відтак Олена продовжувала посміхатись та час від часу привітно кивати перехожим. 9. Чи можемо ми продовжити подорож за таких обставин?

Exercise 4. Make up five sentences with each speech pattern.

Exercise 5. Make up and act out a dialogue using speech patterns.

Exercise 6. Recount the situations with the following:

To hail a cab, to groan, to pat somebody's shoulder, to follow somebody to the airline counter, to manage a weak smile, to pass the booth, license plaque, to glance up the board, to give somebody a warm welcome, exit ramp, to trickle to a stop, to be aboard, confining.

Exercise 7. Find in the text English equivalents of the following Ukrainian words and phrases.

Найняти таксі, стогнати/важко зітхати/виражати невдоволення/бурчати, поплескати по плечі, піти з кимось до каси авіалінії, видавити слабку посмішку, іти повз стійку, вівіска з ліцензією, поглянути на інформаційне табло, тепло зустріти, трап літака, повільно йти до зупинки, бути на борту літака, обмежуючий.

Exercise 8. Translate the following sentences into English using the phrases and word combinations from the text:

1. Сара вирішила в останню хвилину зловити таксі, щоб не запізнитися на потяг. 2. Міжнародний аеропорт «Боріспіль» має кілька терміналів, кожен з яких виконує певну функцію, наприклад, обслуговування внутрішніх, міжнародних, чартерних чи вантажних рейсів. 3. Пасажири, зазвичай, можуть придбати квитки готівкою в касах представників різних авіаліній. 4. Вибравши потрібну авіалінію, Тед попрямував до касира, щоб дізнатися, чи є квитки в необхідному напрямку та знайти розклад

відправлення і прибуття рейсу. 5. Я можу розраховувати на те, що політ рейсом цієї авіалінії буде спокійний та без особливих подій? 6. Касир цієї авіалінії повідомила, що літак зазвичай робить двохгодинну стоянку у Мадриді, а потім за розкладом сідає в Барселоні. 7. Таємно стежачи за діями злочинців, детектив вирішив зачекати слушного моменту, щоб викрити їх. 8. Кажуть, що є такі шахраї, які виходять сухими із води. 9. Вікна кав'ярні аеропорту виходили на злітно-посадочну смугу, де вишикувались у ряд кілька літаків, очікуючи на час відправлення. 10. Здійснюється посадка на літак, що прямує рейсом № 509 до Торонто. Просимо пасажирів підійти до виходу № 5.

Exercise 9. Work in pairs. Make up and act out dialogues using phrases and word combinations from the text:

- a) between Diane and Kelly choosing the route;
- b) between Diane and ticket agent at the airline booth;
- c) between Flint and Mr Kingsley discussing the disappearance of Diane and Kelly.

Exercise 10. Retell the text:

- close to the text
- as if you were Diane
- as if you were a ticket agent
- as if you were Flint
- as if you were Mr Kingsley

Exercise 11. Give the summary of the text.

VOCABULARY EXERCISES

Exercise 1. Study the essential vocabulary and translate the illustrative examples into Ukrainian.

Exercise 2. Translate the following into Ukrainian paying special attention to the words from the essential vocabulary.

A.

- 1. They hugged each other so tightly that no one could have *pulled* them *apart*.
- 2. He *pulled* the child's hand *away* from the hot stove.
- 3. The car *pulled out* of the driveway and nearly hit a truck.
- 4. Her guilt was *pulling* her *apart*.
- 5. He struggled fiercely, trying *to pull* her arm *out* of his grasp.
- 6. His drinking *pulled* the family *apart*.
- 7. I climbed into bed and *pulled* the blankets over my head.
- 8. Is he really angry with me or do you think he's just *pulling my leg*?
- 8. He immediately booked a *flight* to Toulouse.
- 9. Many people have trouble sleeping after a long *flight*.
- 10. Soon smoking will be banned on all domestic *flights*.
- 11. She fell down a whole *flight of stairs*.
- 12. My *flight* has been delayed.

13. What is the point in indulging in *flights of fancy* about exotic vacations when you cannot even afford the rent? 14. Their rooms are two *flights* up. 15. We only had 20 minutes to make our *connecting flight*. 16. We didn't *cross* paths again until 2001. 17. Sometimes I *get* very *cross* with the children. He has a very bad temper. 18. The explorers *crossed the river* with their Jeep. 19. She wanted to be sure the children *had crossed* the road safely. 20. A little smile *crossed* her lips. 21. It suddenly *crossed his mind* that maybe Stephanie had been right. 22. He *crossed his arms* and stood in the doorway looking hostile. 23. A tall woman was *crossing* the office towards me. 24. She looked at me sadly, and I knew I *had crossed the line*. 25. By the time the police *arrived* on the scene, the burglars had fled. 26. Traffic problems account for one third of *late arrivals*. 27. What time does your plane *arrive*? 28. A letter *arrived* for you this morning. 29. Society changed forever when television *arrived*. 30. The day of reckoning has *arrived*. 31. Their *arrival* was delayed by traffic. 32. Reports of the king's death *traveled* from village to village. 33. With the railroad, *travel* between cities became swift. 34. Matt spends much of his time *travelling* abroad. 35. He is very *well-travelled*; she travelled across France. 36. Sound *travels* more slowly than light. 37. His gaze *travelled* around the room. 38. This was my third transatlantic *crossing*. 39. Our parents wished us a safe *journey* as we drove away.

B.

1. Detectives had *tracked her down* in California. 2. I'm *on the track* of a new can opener that is supposed to be easier to use. 3. I spent all morning *on the track* of a vendor who can meet our requirements. 4. Our success in the opinion polls proves we're *on the right track*. 5. The figures show we are *on the right track*. 6. The project seems to *have gone* a little *off track*. 7. We need a system *to keep track of* all our expenses. 8. The storm's *track* was similar to several others this year. 9. I finally managed *to track him down* in Manchester. 10. *Trained staff* will be available to deal with your queries. 11. I've *lost my train of thought*. 12. My *train of thought* is probably not as clear as it should be. 13. Will you explain it a little more carefully, please? Just a minute, I've *lost my train of thought*. 14. We need to recruit and *train* more police officers. 15. They *were training* him to use the new security system. 16. I have an uncle who *trained* to be a pilot. 17. He *trained as* a chef in Paris. 18. I've got some very *exciting* news for you. 19. The prospect of working in Australia really *excites* me. 20. We were warned by the doctors not *to excite* him. 21. The film has so far *excited* little interest outside the art-house cinemas. 22. Two merger announcements *excited* speculation about further takeover action. 23. The launch of our digital satellite service is one of the most *exciting* things I've worked on. 24. *Excited by* the news, Marie phoned her mother immediately. 25. They're both *getting excited* planning the wedding. 26. He's *excited at* the prospect of showing his work in New York. 27. Let's do something *exciting*. 28. Melanie finds her work *exciting* and rewarding. 29. The food was nothing *to get excited about*. 30. I never

intended things to turn out the way they did. 31. I *fully intend* to return home next year. 32. They went into town *with the intention of* visiting the library. 33. What do you *intend to do* about this? 34. He *had fully intended to* tell her exactly what had happened. 35. She wondered what he *intended by that statement*. 36. I'm sorry – no offence was *intended*. 37. The posts are *intended* for students who have recently completed a first degree in biology. 38. The meat was never *intended for* human consumption. 39. Megan suddenly announced her *intention* of selling the house. 40. After leaving college, Lucy *embarked on* an acting career. 41. The new government *embarked upon* an energetic legislative programme. 42. There were no clinical signs of contagious equine metritis detected in the animals *prior to embarkation*. 43. The data includes both arrivals and departures and are detailed by country and *port of debarkation and embarkation*. 44. When a person is born, he can *embark on* only one of three roads of life: if you go right, the wolves will eat you; if you go left, you'll eat the wolves; if you go straight, you'll eat yourself.

Exercise 3. Give the English equivalents of the following phrases:

- виїхати з парковки, підїжджати, відривати; відтягати; засмучувати, критикувати, чіплятися, розривати на частини, витягувати, смикати/сіпати за волосся;
- переліт, політ, рейс, зграя птахів, поспішний відступ, втеча, політ фантазії, проліт сходів, сходи, піднесення, збудження, порив почуттів;
- переходити вулицю, переправлятися через ріку, схрестити руки, гніватися через щось на когось, дратуватися, перетинатися (про дороги);
- прибувати, приїжджати, приходити, наставати (про день, дату), прибуття, приїзд, надходження товару, перед прибуттям, час прибуття, термінал прибуття, прибути на станцію, приїхати до Києва;
- подорож, далекі мандри, подорож (морська або повітряна), плавання, морський перехід, політ, переліт, рейс (судна, літака), мандри, життєвий шлях, подорожувати (про морю, літаком), плавати, бути в плаванні, здійснювати переліт, блукати (про погляд), рейс, пригодницька подорож, ділова подорож, екскурсія, тур по Європі, подорож навколо світу;
- дорога, стежина, стежка, колія, стежити за підозрюваними, збитися з курсу, відійти від теми дослідження, підтримувати контакт, наладити стосунки, втратити зв'язок з людиною, стежити за розвитком подій, народитися в бідній сім'ї, вийти з багатого прошарку суспільства;
- потяг, натовп шанувальників, шлейф сукні, хвіст комети, їхати потягом, запізнитися на потяг, сісти на потяг, зійти з потяга, виховувати, вчити, привчати до чого-небудь, навчати когось догляду за хворими, вчитися малярству, вчитися програмуванню;
- хвилювати, викликати заздрощі, спонукати до праці, заохочувати на проекти, хвилююча новина, захоплююча розповідь, схвильована дівчина, викликати конфлікт/ревності, надихнути на творчу працю;

- мати намір, хотіти, збиратися, гадати, мати на увазі, задумати, призначати, мати на увазі, намір одружитися, прагнення відвідати Європу;
- вантажити на корабель, приймати на борт, завантажувати літак, сідати на корабель або літак, починати справу, братися за проведення конференції.

Exercise 4. Review the essential vocabulary and translate the following sentences into English:

A.

1. Не дозволяй, щоб ця справа тебе засмучувала, адже так буде не завжди.
2. Глянь! Поїзд залишає станцію.
3. Вона прагнула на деякий час у стосунках відсторонитися від нього.
4. З певних причин він вийшов з коаліції та обрав у політиці власний шлях.
5. Розділи м'ясо виделками.
6. Він вправно розібрав комп'ютер і замінив пошкоджені чіпи.
7. Не вір йому, він просто жартує.
8. Ми маємо поспішати, щоб не пропустити наш рейс.
9. Всі рейси до Чикаго відмінили через несприятливі погодні умови.
10. Значна кількість міжнародних рейсів зменшилася минулого року.
11. Вона живе двома прольотами сходів вище.
12. Просування національної гвардії на схід змусило бунтівників відступити.
13. Під час перельоту я зазвичай не їм – занадто хвилююсь.
14. Запам'ятай, це останній раз, коли ти мене так дратуєш!
15. Це ніколи не спадало мені на думку.
16. Якщо трапиться так, що наші шляхи перетнуться, я буду рада тебе бачити.
17. Його збила машина, коли він намагався перейти дорогу біля супермаркету.
18. Ти ніяк не зможеш перетнути цю стрімку річку на каное.
19. Переходь вулицю лише на зелене світло.
20. Сем дуже гнівається, коли син не дотримується даного слова.
21. Вона більше не могла приховувати своїх почуттів, адже її обличчя прямо палало від кохання.
22. Паркерс арештували, коли вона прибула з Лондону.
23. Сьогодні до Парижу прибув посол.
24. Нарешті о п'ятій ранку я добрався додому.
25. Четверо поліцейських раптово з'явилися біля будинку сусідів.
26. Наші меблі безпечно вчора доставили о п'ятій.
27. Повідомте заздалегідь точну годину Вашого прибуття.
28. Ми з нетерпінням очікували на її приїзд.
29. Я завжди подорожую другим класом.
30. Залишок життя він провів у мандрах.
31. Він прагнув подорожувати, щоб знайомитися зі звичаями інших країн.
32. Ідеї швидко поширюються.
33. Вони багато подорожують. Правда?
34. За детальною інформацією звертайтеся в бюро подорожей.
35. Під час подорожі приємний співрозмовник важливіший за зручності.
36. Подорож у 80 миль починається з одного кроку.
37. Ви зібрались у дорогу?
38. Так тримати! Ви на правильному шляху.
39. Поліція приклала всі зусилля, щоб нарешті вистежити квартирного злодія.
40. Чому ти увесь час ухиляєшся відповідати на це питання?
41. Він намагався бути в курсі всіх подій, щоб вчасно зреагувати і втрапити у халепу.
42. Її батько не зразу погодився на

шлюб доньки з цим молодим чоловіком, який, на його думку, належав до нижчих верств суспільства.

В.

1. Я не можу у цій справі простежити хід твоїх думок. Поясни мені, будь-ласка, детальніше. 2. Останній хід подій змусив Сема повністю змінити тактику передвиборної кампанії. 3. Звістка про те, що потяг запізнюється на 3 години через великі снігопади, змусила деяких від'їжджаючих здати квитки до каси. 4. Важливо з малечку привчати дітей до охайності. 5. Вона навчається на художника декоратора. 6. З великим запалом узявся він до праці; а всі перешкоди тільки заохочували його. 7. Вони зупинялися, оберталися до молодого хлопця і дружніми усмішками бадьорили його, заохочували на спів. 8. Його запрошення взяти участь в організації виставки робіт юних художників дуже схвилювала мене. 9. Вони з великим ентузіазмом взялися до роботи. 10. Том намагався не робити нічого такого, щоб викликало підозри у поліції. 11. Ми не маємо наміру здаватися посеред шляху. 12. Я не мала наміру засмутити тебе. 13. Я справді намагалася зателефонувати їй, проте так і не вдалося. 14. Я знаю, що ти діяв з найкращих міркувань, але слід було б проконсультуватися зі мною. 15. Ви можете бути сповнені натхнення, проте не кожен може розділити цей ентузіазм. 16. Починається посадка на поїзд № 54 Київ — Тбілісі. Поїзд стоїть на першій колії. 17. Вже добре видно гору кавунів — їх вантажать у величезну баржу. 18. Ну, звісно! Не піду ж я сам орати або вантажити вози. Вранці вирішили розпочати наступ. 19. Микола Бажан розпочав роботу над перекладом безсмертної поеми Шота Руставелі.

Exercise 5. Choose the right word:

travel, journey, voyage, trip, tour; travels, journeys, voyages, trips, tours

1. ... was slow and sometimes very dangerous in old times. 2. The ... to the North Pole that was to have been for three years terminated at the end of six months. 3. A ... is a long trip for pleasure and sightseeing often consisting of visits to different places. 4. The children went on a short vacation ... in July. 5. On summer weekends a lot of people take car ... to the country. 6. You can ... by train, by bus, by plane, by ship or in a car, and finally you can go on foot. 7. I'd love to go on a sea ... , but my wife has never been a good sailor, she always feels seasick, so we can't join you. 8. The first thing Felix wanted to do was to describe the ... of the treasure-hunters. 9. I remember my brother-in-law going for a short sea ... once for the benefit of his health. 10. When you plan a business ... , it's better to travel by air. 11. Are you pleased with your ... to the Caucasus? 12. An early meaning of ... was "the distance that a person can travel in one day". 13. The writer of a successful book of ... must take the reader with him. 14. The young man took notes on everything he saw during his ... to various countries. 15. Our ... included England, France and Germany.

Part I. Hiking and Camping

Topical Vocabulary

1. Choosing a route. Packing: hike/backpacking /walking tour, overnight trip, to go on a hike/to go hiking /backpacking, hiker/walker, picnic, to travel/go on foot, to wander/to roam, route /to choose a route, to discuss plans, to plan a trip, guide-book, light/hand, luggage, heavy luggage, to plan to go light, to pack heavy, a first aid kit, insect/bug repellent, compass, trail map, rucksack /backpack/ knapsack, basket, torch/ flashlight/energy bars, a box of matches/waterproof matches, to pack (clothes/supplies /cooking utensils etc. into) a rucksack, damp-proof sleeping bag, the spirit of the journey, to be open to all impressions, an inveterate anti-picnicker.

2. Nature. Weather: picturesque landscape/scenery, (hilly/level) countryside, vegetation,

slope, steep hill, meditative silence of the morning, to wind, winding path /the path winds through the forest, to forecast the weather, constant/ steady rain/wind, dull/wet/damp/cloudy/foggy/windy weather/day, it is pouring, to drizzle/it's beginning to drizzle, fog, thick fog/mist, to be/to get wet through, the things are damp/soaked, the wind rises/drives the clouds away/brings rain/drops, it's a hot stuffy day, the heat is stifling/ unbearable, there is hardly a breath of air, not a leaf is stirring, it's 30 (degrees) above (zero) in the shade, a day to temp anyone out.

3. Meals: meals in the open air, cooking utensils (frying pan, saucepan, pot, kettle, tea-pot), to get a kettle to boil, tin/can/pot, tinned /canned/potted food, tin-opener, pocket knife, gas-burner, water container/canteen, eggs and bacon, scrambled eggs, plain nourishing breakfast, to peel/to scrape potatoes, to stir/to mix, to crack/to squash/to smash/to spill, to clean/to scrape out a frying pan, odds and ends, flavour, good stuff, like nothing else on earth, to make/build up a fire, to put out a fire, to light a gas stove, to settle oneself for a meal, to squat down to supper, burnt and unappetizing-looking mess, to give smb a good appetite, to wash up.

4. Sleep: to camp out /to sleep out, a picnic site, to fix/to pitch a tent, to strike a tent, sleeping bag, to be fast asleep/not to sleep a wink.

5. Bathing and boating: to look down at the river and shiver, to throw water over oneself, to dive/to swim/to have a swim, to run one's boat into a quiet nook, to hire a boat, to get upset, to row up (down) the river (stream), to steer canoe /rowing boat /motor-boat /yacht, to land.

Exercise 1. Read the article by the camping expert David Sweet and say:

- a) What are the alternatives of sleeping on the hard ground?
- b) How to choose an appropriate tent?
- c) How to put a roof over your campground bed?
- d) How to prepare a campsite?

- e) How to keep your campsite clean?
- f) What should be kept in mind and done before going home?

Camping Basics

1. Alternatives to sleeping on the hard ground

Sleeping on the hard ground is not conducive to a good night's rest. To address this concern there are sleeping pads. Made primarily for backpackers, they are compact, lightweight, and durable. But if you toss and turn in your sleep, you may find yourself sliding off the pad during the night. Sleeping pads are just one solution to providing some layer of comfort between you and the hard ground, but there are other alternatives.

If you happen to take your truck camping, there are different choices available. My wife and I have a Dodge RAM with a cap on it. At least once a year we use this as our camping home. For our sleeping pad we use an old futon mattress that fits just right in the truck bed and is very comfortable to sleep on.

Another solution for those weekend getaways in the truck is to get one of those pick-up bed tents which even comes with a floor. Friends of mine have one of these and they can set it up in about 10 minutes. They compliment their truck/tent setup with a futon also. Other friends who camp with us have a home-made bed frame that pieces together and stows on top of their van along with an inflatable air mattress. They have a large dome tent to accommodate this queen-size bed which they boast as being more comfortable than their bed at home. Today there are as many varied ways of camping as there are campers. Camping becomes a personal thing. Even though you may be away from the warm confines of your cozy bedroom at home, you still want to get just as good a night's sleep.

2. Choosing a tent to meet the occasion

Tents come in all shapes, sizes, and varieties; from the high-tech models used by mountain climbers to the multiroom cabin tents made for fair weather family camping. You might still find those bulky canvas room tents around that may have had their place in certain camping situations, but, for all practical purposes, you will want a tent that is somewhat lighter and more portable. Today's tents are usually dome or oval shaped, supported with shock cord poles, and made out of double-wall polyester or nylon with dual-zippered doors, noseeum screening, and a rain fly.

3. Putting a roof over your campground bed

Sleeping in the countryside, away from city lights, out under the stars on a clear night is simply spectacular. But waking up in the middle of the night during a downpour can be quite miserable. Just waking up in the morning covered with dew is bad enough. There is a solution to this problem: put a roof over your head.

Your campsite bed is made; you've geared up with pads, mats, sleeping bags, air mattresses, sheets, blankets, comforters and pillows to get a good night's sleep. Now you need to insure that cozy campground slumber with an appropriate tent to shield you from the wind, the sun and the rain and also to protect you from unfriendly outdoor pests like mosquitoes. Tents today come in all shapes and sizes to meet a variety of camping needs and weather situations. There are a few things to consider when purchasing a new tent. Look for a tent with a one piece floor, it's less likely to seep water than a floor with seams. Make sure the rain fly is an adequate size covering most of the tent with an extended section at the door to allow entry without soaking the inside of the tent. Make sure the tent is big enough to accommodate all the campers plus a place to stow their gear. Particular circumstances, like snow camping, beach camping, or backpacking, may call for specialized tents, accessories or considerations.

4. Some dos and don'ts for preparing a campsite

You've finally arrived at your camping destination and you're scoping out the area to see which spot looks best for setting up your campsite. What should you be looking for?

- **look for relatively high, level ground**

There's some truth to the saying "high and dry," and you should never set up your tent on a slope, or you'll find yourself rolling out of your sleeping bag all night.

- **check for a water source nearby**

Water is essential for camping; you'll need it for all your drinking, cooking, and cleaning up. You don't want to have to walk far with a five-gallon container.

- **find an adequate area for cooking and another area for cleaning**

Don't ever cook in your tent! Locate a flat area away from any leaves, twigs or brush that may catch fire. And never leave an unattended campfire burning. Don't kill the flora with hot, soapy water. Use bio-degradable soap, and only dump gray water in designated areas or where it will do no harm.

- **don't forget the garbage**

Always keep a clean campsite. Collect all litter and keep it gathered away from your tent in a location out of reach of any of the local critters or pests.

- **pick a campsite with some shade**

It's nice to have a shady spot to relax in during the heat of the day or while hanging out at the campsite.

5. Suggestions for keeping a clean campsite

Nobody likes a dirty campground! Whether you go on a hike or at a campground resort, a little effort is necessary to ensure that the next camper arriving at the campsite after you will enjoy it just as much.

- **leave no trace**

It's all about respect for nature. If campers just leave their campsites the way they found them (assuming it was clean to begin with), then we will all be doing our share to promote camping as it should be.

- **pack it in, pack it out**

Another way of saying "leave no trace," a concept which I cannot emphasize enough. If you are a backcountry camper, this is particularly important because there are no dumpsters in the backcountry.

- **gray water**

This is old dishwater, which should not be clumped just anywhere. In the backcountry be sure to dump gray water away from any fresh water sources and use biodegradable soap. Campgrounds usually have designated areas for dumping gray water.

- **ashes from the grill**

Don't dump your ashes on the ground. Either dump them in the camp fire ring, or dump them in a bag and put the bag in the campground dumpster.

- **dumpsters**

Be sure to take along some plastic garbage bags to collect trash. The last thing you should do before leaving the campground is to make one more round and pick up any trash and put it in the dumpster. Above all, remember the basic rule: Leave No Trace!

6. Tips for packing up and departing

All good things sooner or later come to an end, and the same goes for camping. When time comes to pack it up and head back to our other lives, consider these tips before departing:

- **stow your gear**

Use a whisk broom and/or rags to wipe off gear as you stow it. Try to pack your gear as you had it when you came to the campground. Also it's a good idea to separate dirty clothes so that they will be ready to be washed when you arrive home.

- **check the cooler**

Dispose of any food wastes, empty out excess water, and replenish the ice, as needed, for the trip home.

- **dowse the campfire**

Make sure the campfire is out. Dowse the area with the excess water from your cooler or another source.

- **gather all trash**

To state it simply, "leave no trace!"

- **police the area**

A broom and a leaf rake come in handy for grooming the campsite and gathering up the last of any litter.

- **final walk around**

One last check, walk around your vehicle and look around the campsite to see if anything was missed.

Exercise 2. Act out the situations using the vocabulary from the text:

- a) you have arranged with your friend to go out for camping but it's pouring with rain; discuss how to choose a tent and how to put a roof over your campground bed;
- b) you are planning to go on a hiking tour for the first time and you do not know how to choose a campsite; your friend instructs you;
- c) after spending sometime camping you plan to leave and go back home; discuss with your friend how to keep your campsite clean and what is to be done before departing.

Exercise 3. Give the summary of the article.

Exercise 4. Read the following information and say:

- What safety measures should be taken before going on a hike?
- What safety measures should be taken during the hike?
- What clothes and equipment should be with you while on a hike?

Rules for Safe Hiking and Mountain Climbing

Plan your hiking excursions carefully: information about the length and difficulty is imperative for a safe experience in the mountains. Let the other members of your party or your host or the mountain hut proprietor know where you are going.

Before each excursion look at the latest weather forecast and keep your eye out for any changes in the weather during the excursion. Mountain hut proprietors can



provide additional useful information about the immediate local weather situation.

Assess your fitness level objectively and choose a suitable excursion. Start early in the morning and build some extra time into your plan, to make sure that you are already home before darkness falls.

Adopt a moderate and regular walking pace. Include sufficient breaks, especially if you are walking with children.

Make sure you have a sufficient supply of fluids! The most suitable drinks are water, tea or natural juices. As food for the hike, foods rich in nutrients are most suitable; these include foods like wholemeal bread, dried fruits and nuts.

Make sure that you have the appropriate equipment, and above all that you have sturdy footwear: A good pair of walking shoes provides secure support and protects the joints.

Choose light and breathable clothing and appropriate spare clothes. Never forget to pack in your rucksack clothing which offers protection against the cold and the rain. You should also always carry a first-aid kit.

Always have consideration for the weaker members of your party. Advise other hikers of any dangers and give first aid in the event of an emergency.

Treat nature with respect: avoid making noise, do not leave any rubbish and protect the vegetation. Take care of plants and animals that are protected species.

Always follow the path and stay on the marked walking trails and steep tracks. Consult your walking map from time to time and in case of doubt turn back in good time.

Exercise 5. You are instructing a group of tourists on safety measures before their going on a hike to the mountains. Focus on the dangers and precautions for them to return safe and sound using the information from the text above.

Exercise 6. Work in small groups:

a) describe to your partner your hiking tours dwelling on:

- an embarrassing event;
- an unforgettable evening;
- a frightening experience;
- an experience that made you laugh.

b) discuss with your partner the following questions:

1. What are the advantages and disadvantages of a hiking tour? 2. What must you take with you if you are going on a week's walking tour? 3. What's your daily routine when on a hike? 4. How would you plan your day in hot stuffy weather? 5. What would you do in cold and rainy weather? 6. Do you take the weather forecast into account when going hiking? 7. What do you like for breakfast, dinner and supper when on a hike? 8. What must you do to make a fire (to cook fish soup, to cook porridge)? 9. Do you like sleeping out? 10. Do you make a point of having a swim every day no matter what the weather is? 11. Which would you rather choose: a hiking trip or a river trip? Why? 12. What do you do in the evening during a hiking tour?

Exercise 7. Agree or disagree with these statements. Use topical vocabulary while providing the grounds.

1. If you are seeking creative ideas, go out walking. Angels whisper to a man when he goes for a walk. ~Raymond Inmon
2. A vigorous five-mile walk will do more good for an unhappy but otherwise healthy adult than all the medicine and psychology in the world. ~Paul Dudley White
3. I have two doctors, my left leg and my right. ~G.M. Trevelyan

4. My father considered a walk among the mountains as the equivalent of churchgoing. ~Aldous Huxley
5. Thoughts come clearly while one walks. ~Thomas Mann
6. But in every walk with Nature one receives far more than he seeks. ~John Muir, July 1877
7. Your body is built for walking. ~Gary Yanker
8. In the morning a man walks with his whole body; in the evening, only with his legs. ~Ralph Waldo Emerson
9. There is nothing like walking to get the feel of a country. A fine landscape is like a piece of music; it must be taken at the right tempo. Even a bicycle goes too fast. ~Paul Scott Mowrer, The House of Europe
10. After dinner sit awhile, after supper walk a mile. ~English Proverb

Exercise 8. Do the matching work. Match A and B:

- | A | B |
|------------------|---|
| 1. guide-book | a. small things of various kinds without much value |
| 2. knapsack | b. a large warm bag to sleep in, especially when camping |
| 3. odds and ends | c. to take a long walk in the mountains or countryside |
| 4. pot | d. food, clothes, and things necessary for daily life |
| 5. sleeping-bag | e. a book about a city, country etc. |
| 6. damp-proof | f. to walk or travel, usually for a long time, with no clear purpose or direction |
| 7. supplies | g. resisting water, impervious to damp |
| 8. to roam | h. to walk slowly across or around an area, usually without a clear direction or purpose |
| 9. to wander | i. a bag that you carry on your shoulders |
| 10. to hike | j. a container used for cooking which is round, deep, and usually made of metal |

Exercise 9. Complete the sentences given below using the phrases from the box.

to enjoy the outdoors	a water container
overnight backpacking	cooking utensils
a walking tour	a sleeping bag
to discuss one's plans	tins/cans and supplies
to choose a route	rainy/foggy/windy weather
to pack a rucksack/backpack	there's hardly any breath of air
to jar on the meditative silence of the morning	to listen to the weather forecast
30 degrees above zero in the shade	to dress in layers/wear layers
to fix/strike a tent	to gather wood and make a fire
to prepare a good slap-up supper	to camp out
to be fast asleep	not to sleep a wink

1. Don't forget to take tent pegs, otherwise you won't be able to

2. Where is my sleeping bag? I can't go ... without it.
3. If you ..., we wouldn't have got wet through.
4. I'll fetch some water and peel potatoes while you
5. Michael never went on a hike with his friends as their constant cackle of voices could ... and spoil the feeling of relaxation.
6. Let's find our map and ... before starting off.
7. Are you going ... all these things into ...? It's only a day hike!
8. Don't expect me ..., I'm a bad cook.
9. What have you packed into your rucksack? – Just
10. We're going backpacking for three days, don't forget to pack your
11. It's so stuffy today. – Ye, it's
12. What does it mean ...? – You should put on your T-shirt first, then your shirt, sweater and jacket.

Exercise 10. Do the multiple-choice task. Choose the best answer.

How to Achieve Low Impact Hiking

1. Always remember to pack ... what you packed in.
a) up b) out c) back d) away
2. Leave the trail ... than you found it.
a) purer b) tidier c) cleaner d) more spotless
3. Use fires only when you must as fires ... the land.
a) scar b) spoil c) burn d) wound
4. If you do use a fire, make sure to use it in the provided fire ... if possible.
a) places b) rings c) circles d) hearth
5. You should never wash your food, yourself (brush your teeth, wash your face etc), clean your pots and pans ... the camp sites water source.
a) near b) at c) next to d) by
6. Keep noise level down. This way you don't ruin others enjoyment and you'll have more of a/an ...to see wildlife.
a) chance b) opportunity c) probability d) fortune
7. Stay on ... – this is for your safety (there could be poison ivy or other mysterious things out there) along with the safety of the vegetation.
a) path b) trail c) road d) highway
8. ... your tent only in designated areas.
a) Strike b) Pitch c) Build d) Settle
9. Preach what you Most people won't think about these things on their own.
a) practice b) do c) believe d) say
10. Become a ..., dedicated hiker and show them the way.
a) respectable b) accountable c) responsible d) solvent

Exercise 11. Put each of the following words/phrases from the box into its correct place in the passage below. Each word/phrase may be used only once.

exhausted	ramshackle	to recover	temperatures
to be out	empty-looking	Apennines	tramp
barking dogs	a challenge	evil-looking	Londoner

Across Europe

On 1 May 1997, 27-year-old ... Andrew Terrill began a 7,000-mile walk from the south of Italy to the northernmost tip of Norway. The aim of his walk was to raise £100,000 for homeless people in England's capital. The Apennines were certainly The mountains were covered in dense forest, and there were few footpaths. The maps were wonderfully imaginative. Valleys, mountains and lakes were marked, but didn't exist. Those that did exist often weren't marked. As a result, he was frequently lost – once for two and a half days. It wasn't a very promising start. The wildlife kept him on his toes. There were many ... snakes, a million lizards, deer and wild boar. Wolves were said to be hidden away in the deepest forests.

Walking in the southern ... was very tough. It was also fascinating, with ... mountain villages along the way. The locals were friendly and helpful. It was great ... in the hills with the freedom to travel and live life at his own slow pace.

It was also very hard, though. In May and June, the ... reached the mid-thirties, and there was little water. He finished each day bathed in sweat. He was footsore and He rarely had a chance Mosquitoes and ... kept him awake at night, as did the heat. He felt like a ..., and he looked like one, too. Sometimes, in great need of a shower and a chance to relax, he tried hotels. On many frustrating occasions, ... hotels suddenly became full when he arrived. At times, in the southern Apennines, he wasn't at all happy.

Exercise 12. Make a list of the things you are going to pack into your rucksack for a three-day hike. Compare your list to your partner's.

Exercise 13. Act out the situations:

- You are an ardent hiker but your best friend is an inveterate anti-picnicker. You want to celebrate your birthday in the open air and try to convince your friend to share the pleasure but he/she opposes. You may use these tips: *meals in the open air; to give smb a good appetite; picturesque landscapes; to arrange a picnic celebration; not to spoil the plans; to suffer from mosquitoes; mosquito and bug repellent; to get sun-tanned; to lie in the sun; a day to tempt everybody out.*
- You and your sister are on a walking tour. Your sister has decided that you need to slim and has placed two raw eggs in a glass in front of you as your dinner. You don't like her idea. You may use these tips: *to give smb a good appetite; meals in the open air; nourishing breakfast; good stuff; scrambled eggs; eggs and bacon; tinned food; to go on a diet; to keep to low-calorie meals; to have collywobblers; to be as hungry as a hunter; to have a snack/bite.*

- You have been invited to join your friend's family on a hiking tour. You've never been before and you want to know much about the new experience. Your friend explains what to take and what to wear going on a hike. You may use these tips: *to pack a rucksack; to dress in layers/wear layers; to camp out; a sleeping bag; overnight backpacking; to fix a tent; to go hiking; meals in the open air; like nothing else on earth; to be fast asleep; to take a camera; a water container; to wear sunscreen; to find the right boots made for the backcountry.*
- You are going on a hiking tour and have discovered that you have left your rucksack in your country house. You remember your friend Ann/Mike has bought a new one recently. You call him/her to settle the matter but he/she starts off tomorrow as well. You may use these tips: *to go hiking; to pack clothes, supplies, cooking utensils into the rucksack; to cancel a trip; to promise to take a tent; to have a few more pockets; to take the old huge backpack; to have a big burnt hole in the bottom; to plan a trip; to let smb down; a hamper and a basket.*
- You are on a hike with your friend. Suddenly it starts to rain cats and dogs. Your friend suggests fixing a tent. It turns out that you've left the tent pegs at home. You may use these tips: *to listen to the weather forecast; the wind brings rain; it rains cats and dogs; to leave the trail; to fix a tent; to pack a rucksack; to leave the tent pegs on the porch; to check all the equipment; to get wet through; the things get damp; to make some pegs from tree branches.*

Exercise 14. You are a forest ranger paying a visit to one of the local schools and explaining to school children how they should behave in the forest not to affect the nature. Write a list of tips. The example is done for you.

- You should clean your picnic site and gather all the litter when you're leaving the place.
- You shouldn't cry loudly in the forest as you can harm the birds brooding in their nests.

Exercise 15. You are a participant of the conference of ardent hikers "Enjoy Your Life with Nature". Make a Power Point Presentation on:

- hiking as a sound way of life;
- how to achieve low impact hiking;
- the rules of packing rucksacks;
- hiking gear: boots, backpacks and tents;
- hiking alone: pros and cons;
- helpful tips: don't let weather spoil your rest.

Exercise 16. Render the article into English using topical vocabulary

a)

Пішохідний туризм

Пішохідний туризм — один з найпоширеніших видів спортивного туризму, основною метою якого є подолання групою туристів маршруту по місцевості з місця відправлення до місця прибуття за вказаний проміжок часу. Цей тип туризму сприяє фізичному та інтелектуальному розвитку людини, підтримці гарної фізичної форми за рахунок певного періоду перебування в природних умовах навколишнього середовища. Маршрут пішого туризму може містити в собі не лише програму фізичної, спортивно-оздоровчої підготовки, але й ознайомлення з історією і культурною спадщиною населення регіону. Власне, пішохідний туризм поділяється на підвиди: трекінг-туризм, легка хода, бекпекінг.

б)

Трекінг

Трекінг (trekking) – наймасовіший підвид пішохідного туризму, адже дуже часто він є частиною маршрутів інших видів туризму. Доволі простий в організації, економічно доступний, для широкої вікової категорії бажаючих, може бути зовсім нескладним у виконанні, але містити надзвичайно позитивні враження від споглядання чи пізнання нового і призабутого старого. Сезонність не особливо впливає на цей підвид, а ось географія – чи не найширша, адже цікавого у світі так багато! Ночівля відбувається у змінних базових точках, намет і провіант на кілька днів подорожі турист несе із собою. Щоб займатися трекінгом, не потрібна спеціальна фізична підготовка, але організм повинен бути досить витривалий для подолання великих відстаней пішки. При «відмінному» рівні тренуваності новачки можуть проходити до 30км на день (близько 6 год.) з рюкзаком вагою до 20% від маси тіла, при «хорошому» - до 20 км (близько 4 годин) з рюкзаком вагою до 10% від маси тіла. Більш тренувані і сильні учасники трекінгу, крім основного багажу, несуть продукти, кухонне начиння і намети. Такий розподіл ноші зрівняє сили всіх членів групи і допоможе їм триматися разом.

в)

Легка хода

Легка хода (англ. Lightweight backpacking, від англ. Lightweight — легкий і англ. Backpack — “рюкзак”) — напрям у пішохідному туризмі, відмінною рисою якого є максимальне зниження ваги спорядження, без загрози безпеки. Для цього вага основного спорядження (екіпірування, рюкзак і те, що в ньому — виключаючи паливо, воду і їжу, обсяг яких залежить від тривалості та стилю походу) зменшується настільки, наскільки це безпечно можливо. Іноді також скорочується обсяг провізії. Хоча чітких кордонів ваги не існує, прийнято вважати, що легкоходи використовують спорядження близько 10 і 5 кілограмів відповідно. Але поділ це вельми умовний. У традиційному туризмі мінімальна вага

спорядження зазвичай — не менше 14 кг і вище. Найбільш послідовні прихильники ультралегкоходства іноді збирають екстремально легкі набори спорядження, близько 2,5 кг. Але для того щоб подорожувати з таким спорядженням, необхідно бути дуже витривалим і впевненим у своїх силах.

г)

Бекпекінг

Бекпекінг (backpacking) – поняття, що з'явилося завдяки західноєвропейській культурі туризму, але не є нам практично чужим. Це подорож із наметом та провіантом за плечима, без суворої прив'язки до маршруту і місць ночівлі. Таке собі довільне мандрювання.

Part II. Travelling by Air

Topical Vocabulary

1. Airport facilities: runway, taxiway, control tower, hangar, customs hall, to store and maintain aircraft, landing area, adjacent utility buildings, terminal buildings, airport aprons, air traffic control centres, passenger facilities (restaurants, lounges, emergency services), check-in hall, departure lounge, retail store, baggage reclaim hall.

2. For passengers: flight information, airline tickets, airlines, check-in, luggage, flight security control, transfer passengers, passport control, customs control, for passengers with special needs, travelling with animals, rights of passengers in case of cancellation or long-term delay of flights, season timetable.

3. Infrastructure: business lounges, VIP terminal, conference hall, restaurants and cafés, shopping, free Wi-Fi, airline ticket offices, banks and ATMs, children's facilities, airport hotels, medical facilities, beauty centers, duty free.

4. Types of planes: (air)plane (airliner), jet engine, glider, helicopter, light aircraft, spaceship, glider, hovercraft, airship.

5. Structure of the plane: fuselage, wings (right/ left), propeller, tail fin, right/ left aileron, right/ left flap, cockpit, horizontal/ vertical stabilizer, elevator, rudder.

6. Airline jobs: customs officer, receptionist, chief manager, crew, captain/ co-pilot, a flight attendant/stewardess/ steward/air hostess/host, flight engineer.

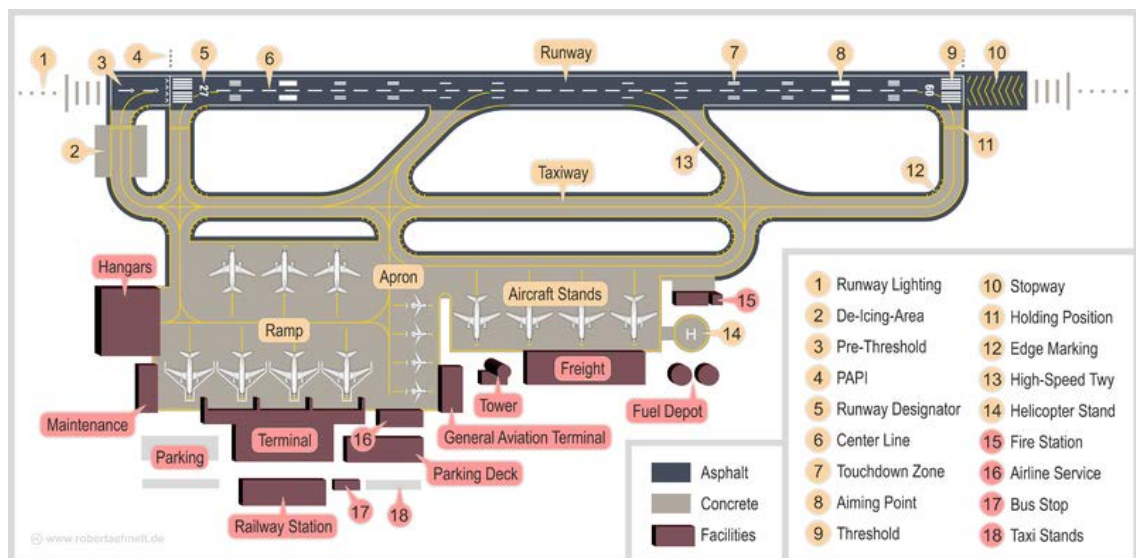
7. Departure and arrival: reception desk, passport, boarding card, to check in, to fill in/out the registration form, sign (the registration), to check out, to be through with the Customs Inspection, to be released by the Customs, to leave smth in the care of the Customs-House, to cross the border, to smuggle in/out, smuggler, flight, non-stop flight, visibility, altitude, to gather speed, cruising speed, to taxi, to take off, to land/make a landing, forced landing, to rock, to hit an airpocket, loop, spin, aircrash, to hijack (a plane), seat-belt (safety belt), to get air-sick/ a touch of air-sickness, to strap one's belt/ to fasten one's belt,

embarkation/disembarkation, to take off from the airport, to land at the airport, cruising speed, emergency exit, to report the malfunction, it's going to be a little bumpy, overhead rack, the plane hit on its belly/ belly landing.

Exercise 1. Study the structure of the airport and enumerate its constituent parts.

An airport is a location with facilities for commercial aviation flights to take off and land. Airports often have facilities to store and maintain aircraft, and a control tower. An airport consists of a landing area, which comprises an aerially accessible open space including at least one operationally active surface such as a runway for a plane to take off or a helipad, and often includes adjacent utility buildings such as control towers, hangars and terminals. Larger airports may have fixed base operator services, airport aprons, air traffic control centres, passenger facilities such as restaurants and lounges, and emergency services. For details see picture 1.

Picture 1



Exercise 2. Read the information about London Heathrow Terminal 5 and present a short summary of it.

London Heathrow Terminal 5 is an airport terminal at London Heathrow Airport, serving the UK capital city of London. Opened in 2008, the main building in the complex is the largest free-standing structure in the United Kingdom. The Terminal 5 complex includes several buildings, a new control tower and a railway station. The main terminal building is 396 metres long, 176 metres wide and 40 metres tall.



It is the largest building in the Terminal 5 complex and is the largest free-standing building in the United Kingdom. Terminal 5A contains a check-in hall, a departure lounge with retail stores and other passenger services, and a baggage reclaim hall. T5A contains the bulk of the terminal's baggage handling system. This baggage handling system is the largest in the world with 5 miles of high-speed track and 11 miles of regular conveyor belts. It is designed to handle 4,000 bags per hour, and also has an "early bag store" which can temporarily store up to 4,000 bags.



British Airways check-in desks inside Terminal 5's main building

Departing passengers enter the departures level on the third floor by lift or escalator from the interchange plaza. Upon entering the departures concourse, passengers see views across Heathrow and the surrounding area, and are in a space that is unobstructed to the rising roof above. After check-in and security screening, the airside departure lounge also provides views across the airport, its runways and beyond.

Exercise 3. Make a report on Boryspil International Airport using the following information.

Boryspil International Airport State Enterprise is the busiest airport in Ukraine providing around 65 % of passenger air traffic of Ukraine and handling over 8 million passengers per year. Boryspil airport is conveniently situated at the



intersection of many air routes connecting Asia with Europe and America. Around 50 national and international airlines operate regular flights carrying passengers and cargo to over 100 destinations worldwide. The airport has two parallel runways and three passenger terminals. Technical possibilities of the airfield of Boryspil Airport are unique for Ukraine, CIS countries and Eastern Europe. Runway №1 - 4000 m long and 60 m wide enables to accept all types of aircrafts non-stop in any weather conditions including low visibility.

Air terminal complex of the airport comprises three terminals. Terminal B was opened in 1965 and later modernized many times. Today this terminal primarily services passengers traveling within Ukraine, however it is also used for international flights passengers. Different shops, cafes and bars, offices of airlines, travel agencies, banks, left luggage offices, Internet access as well as a business centre are available in Terminal B.

Terminal F, opened in 2010, is convenient for passengers whereas simple technological processes are realized here, passenger servicing procedure is improved, updated engineering and information technologies are implemented as well as leading-edge aviation security systems are installed. Today Terminal F handles only international flights.

Terminal D, featuring the highest capacity was opened in 2012. It is a logic development of the airport infrastructure taking it to completely new level of air traffic in terms of quantity and quality.

Exercise 4. Look at the following Boryspil airport infrastructure and describe to your partner its facilities.



Airline ticket offices: you can buy tickets directly from a rang of airlines in the Terminals B and F of Boryspil International Airport



Restaurants and cafés: Boryspil International Airport confronts one with a challenging choice to make from its many Ukrainian, European, Oriental and American themed restaurants. But even if you are deprived of the opportunity to make this choice by a lack of time, and you find yourself in a hurry, don't worry — there are a good many cafés to choose from in the departure lounges of Terminal B, D and F where you can easily pick up a bite to eat or grab a quick coffee.



Shopping: in terminals D and F of Boryspil International Airport shopping becomes a very pleasant pastime! We have a wide range of exclusive perfumes, clothing and accessories, alcohol, chocolate, toys and souvenirs on offer. Certainly enough to keep you occupied whilst waiting for your flight. Just don't forget to keep an eye on the time!



Medical facilities: although we hope you will have a pleasant, accident free trip; should you ever be in need of medical treatment, the airport has a number of highly qualified doctors ready to provide just that. First aid can be provided at any time in specially equipped and well signposted medical centers in Terminals B, D and F of Boryspil International Airport.



Beauty centers: free time at Boryspil International Airport can be used to much benefit, if you spend this time on maintaining your beauty. For your pleasure we offer a nail bar and a hair salon in



Airport hotels: Boryspil Hotel

The Boryspil Hotel is an inviting and cozy hotel. We offer standard rooms, superior guest rooms and two-bed guest apartments.



Children's facilities: we welcome our youngest passengers with enthusiasm and have provided a number of comfortable rooms where they are always welcome to take a quick nap, relax and play. Children's facilities in Terminal F of Boryspil International Airport are available for your use free of charge. Duration of stay: up to 6 hours (attendance of only one adult is allowed).

Exercise 5. Describe your partner a big airport. Use the following words and expressions:

the airport terminal, passenger airlines, the airline operates services to many countries and their capitals, to be able to cater for ... passengers per hour, it has parking space for ... cars, buses drive right up to the first-floor departure lounge, spacious halls for the passengers to relax while waiting for their flights, bars, restaurants and refreshment rooms, various shops..., check-in counters/or desks/, customs house and immigration office for passengers going abroad, the gangways are telescopic, the doors of the departure lounge open automatically by means of photoelectric cells, on the wall there is a huge electric display

showing arrivals and departures, the building is beautifully decorated and air-conditioned.

Exercise 6. Read Elizabeth Smith recommendations to first-time flyers. What tips may become handy while preparing for the flight/ during the flight/ upon arrival?

Time Air Travel Guide

First-time flyers should arrive to the airport prepared. For the first-time flyer, air travel can seem like a daunting task. Where do you buy a ticket? What happens when you get to the airport? Do you need identification? Although the options and questions seem endless, there is no need to worry: as long as you can read and ask questions, you can successfully fly. To make your first flight less stressful, it is helpful to have an idea of what to expect.

1. Purchase a ticket. The easiest way to search multiple dates and flight times is to search for your flight ticket online. To get a broad idea of fares, use an airfare search engine. Enter in your departure city, arrival city and dates and the engine will return a range of flights that fit your criteria. Select one to see times, connections and time between flights. When you are ready to buy a flight, click on it to select and follow the purchasing instructions. Usually, airlines will send you an email confirmation and e-ticket number; write these numbers down for reference.

2. Gather photo identification. If you are traveling within your home country, you will need a photo identification card, such as a driver's license. If you are flying internationally, you will need a passport, usually one that is valid for six months from the date of departure.

3. Ensure that your luggage meets airline requirements. Most airlines allow passengers to bring one carry-on item and one personal item, such as a laptop or purse. Check the specifications for your airline by visiting its website and looking for a section about baggage. Pay attention to fees for checked bags — most airlines charge for each bag you check to be carried in the cargo area — and the weight limits, and be sure to stay within them.

4. Pack your carry-on bag carefully. In a bag you take on the plane, you are able to put liquids in 100 mL (or less) containers as long as they fit in a single, quart-sized, scalable, clear plastic bag.

5. Arrive at the airport early. For your first time traveling on an airplane, allow extra time to make it through the airport and familiarize yourself with the process.

6. Check in at the airline desk. Follow the signs to the check-in desks, and have your photo identification ready to present to the agent. He will look up your reservation, print boarding passes and collect any baggage fees for checked bags. If you have not selected seats, you can also ask the agent for a window or aisle seat at this time. You will be asked to place your checked bags on the scale next to the desk for weighing, and they will be tagged and placed

on a conveyor to be taken to the plane. Take your boarding passes and ID card from the agent.

7. Go through security. Follow the signs for security, and head to the line. At the security checkpoint, you will be asked to show your identification and boarding pass. Once you are at the screening machines, take off your shoes and jacket and place them into a plastic bin with your clear plastic bag. If you are traveling with a laptop, place it into a separate bin, and send it down the conveyor along with your carry-on bag. Wait for an agent to wave you through the metal detector, and walk through. Retrieve your items.

8. Find your gate. Your boarding pass should have a gate number on it; if not, check the electronic displays to find your flight and gate number. Follow the signs to get to your gate, and have a seat until a gate agent calls for boarding. Airlines generally board by row, so don't approach the gate until your group is called. Find your seat by checking the numbers above each row, and stow small bags under the seat in front of you and larger bags in the overhead bins.

9. Collect baggage. Once your flight lands, exit the airplane and follow signs for baggage claim. Your flight number and departure city will be on an electronic display; wait with the crowd until the conveyor starts moving and your bag arrives.

Exercise 7. Instruct your partner on the preparation formalities before the flight. Use words and phrases from the text above.

Exercise 8. Read the information about departure and arrival and

a) answer the questions:

- What are the typical airport procedures?
- What airport formalities are to be completed by a passenger?
- What are the duties of a flight attendant?
- What are the typical landing formalities?

b) write a sequence of activities when you get to the airport.

1. check –in
2.
3.
4. ...
5. ..

Departure and Arrival

The typical procedure is check-in, border control, airport security, baggage and passenger check before entering the gate, boarding, flight and pick-up of luggage.

Passengers are requested to arrive at the airport 2 hours before departure time on international flights and an hour before on domestic flights. Passengers are recommended to arrive at the airport earlier as there must be enough time to complete the necessary airport formalities. First, you go to the check-in desk where they weigh your luggage. You are usually permitted 20 kilos, but if your

bags weigh more, you may have to pay excess baggage (you pay extra). The airline representative checks your ticket and gives you a boarding card for the plane with your seat number on it. Then you go through passport control where an official checks your passport, and you go into the departure lounge. Here, you can also buy things in the duty-free. About half an hour or forty minutes before your take-off, you are told to go to a gate number, e.g. gate 14, where you wait before you get on the plane. There on the runway you see a beautiful jet-propelled passenger liner ready to carry you to your place of destination.

A polite flight attendant welcomes the passengers when they board the plane and helps them to find their seat as well as arrange their hand baggage in the overhead locker in the proper manner. If you are travelling for the first time, you may apply to the flight attendant and she will give you all the information you need, e.g. how to strap your belt, how to adjust your seat, how to use emergency equipment, and inform you about the current temperature of the flight, altitude of the air flight limit, flight timing etc. If you feel hungry, you will be provided with an excellent lunch. Strange though it may seem, it actually comes out cheaper, considering what you save on hotel charges or sleeping accommodation on the train, meals and so on. Overall, the flight attendant's duties are to care for all the passengers in the duration of the flight.

The plane taxis toward the runway, and when it has the permission, it takes off. Watch the electric sign flashes when you are on board. When the "Fasten Seat Belts" sign goes on, do it promptly, and also obey the "No Smoking" signal. When the plane is landing, remain seated with safety belts fastened and with the seats in an upright position until the plane has come to a complete halt, and refrain from smoking. Do not forget your personal effects when leaving the plane.

Landing formalities and customs regulations are more or less the same in all countries. When the plane lands, you get off it, walk through the terminal building and go to the baggage reclaim to collect your luggage. Then you pass through the Customs. If the traveller has nothing to declare he/she may just go through the green section of the Customs. In some cases the Customs inspector may ask you to open your bags for inspection. Passengers' luggage sometimes happens to be carefully gone through to prevent smuggling. If you are lucky, you can then get a bus or taxi to the centre of the city without waiting too long on a stop.

Exercise 9. Complete the sentences below using the phrases from the box.

a flight attendant/stewardess/air hostess	to go through security
take-off, (emergency) landing	a boarding pass
a terminal building, an airport land side	to take off from the runway
an airport lounge, a departure lounge	to fasten/strap one's belt
to weigh one's baggage	to adjust a seat, an adjustable seat
hand/hold luggage	an overhead locker
to board the plane	to get motion sick/air-sick

to go through passport control	to collect one's bags
excess luggage/excess baggage	baggage reclaim (zone)/carrousel
to register oneself/check in	to pass through Customs
to show one's passport at passport control	international, domestic flights

1. At the time of ..., the passenger's baggage is checked by the airport security and sealed.
2. You'll need to arrive at the airport two hours before
3. Passengers receive a ... before they proceed to board the plane.
4. If your bags weigh more than 20 kilos, you may have to pay... .
5. Before the flight passengers are asked ... and to put their seats in the upright position.
6. A typical ... contains baggage carousels or conveyor systems that deliver checked baggage to the passenger.
7. At ..., passengers will also find more comfortable seating, quieter environments and better access to customer service representatives than in the airport terminal.
8. Flights from one point to another within the same country are called
9. If you ... a Border Agency officer will ask to see your passport or travel document and any supporting documentation necessary for your visit.
10. Help us reduce the queues at security control by ensuring that you do not pack prohibited items in your
11. Travelling by airplane can be tiring as some people may
12. ... are members of an aircrew employed by airlines primarily to ensure the safety and comfort of passengers aboard commercial flights.

Exercise 10. Put each of the following words/phrases from the box into its correct place in the passage below. Each word/phrase is to be used only once.

air vents	captain	cruising speed	flight engineer
cabin	co-pilot	distances	galley
carry	crew	flight	seats
jet-propelled	size	passenger list	safety belts
tourist	stewardess	take-off	trip

Airliner

Airliners, or passenger planes, differ from light planes not only in ... but also in speed and equipment. They are designed to ... a great number of people over longer ... without stopping to refuel. A passenger airliner has a comfortable ... with soft carpets, adjustable upholstered ..., washrooms, and individual ... and reading lights. It has a ... for preparing food. Many airliners offer ..., or economy class service, which costs less than first-class travel.

The ... of four-engine airliners ranges from about 350 mph for propeller-driven planes to more than 500 mph for ... planes.

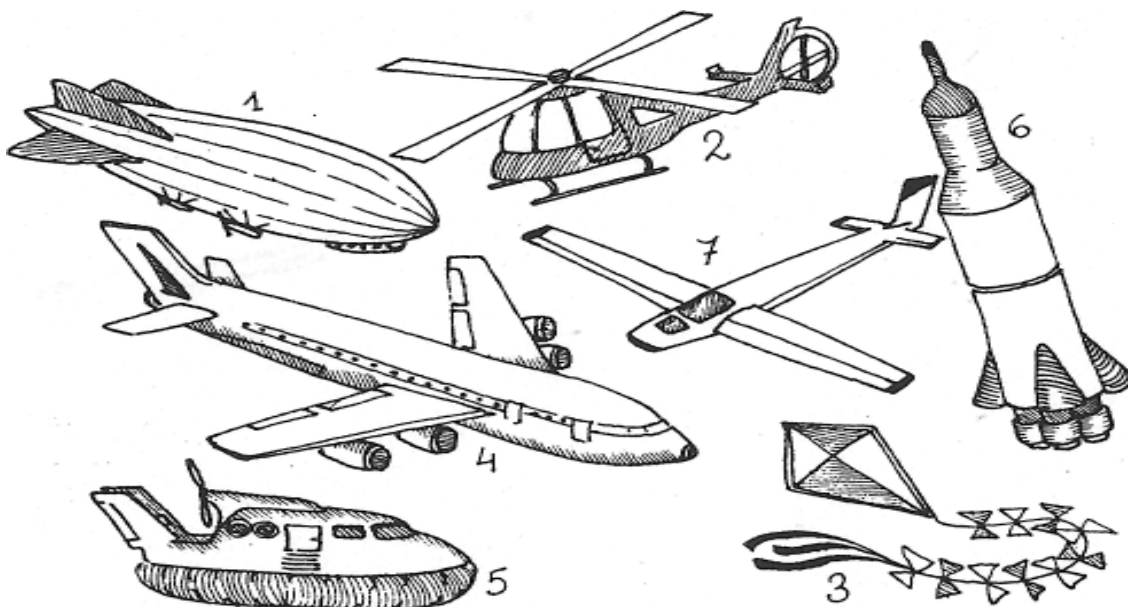
The ... of an airliner works as a team to make the trip smooth and pleasant. While the passengers take their seats, the pilot or ..., co-pilot, flight engineer,

and stewardesses prepare the plane for The pilot, assisted by the ..., checks the instruments and tests the controls. The ... checks the other mechanical equipment. The stewardesses check the ..., make sure that the passengers fasten their ... for Later, the ... distribute magazines, serve meals, and do other things to make the ... enjoyable.

Exercise 11. Describe your flight from one place to another. Mention the following:

- how you checked in your luggage;
- in what way you spent time before the flight;
- what instructions you got on board a plane;
- how you felt during the flight;
- what you could see out the porthole;
- what the weather was like.

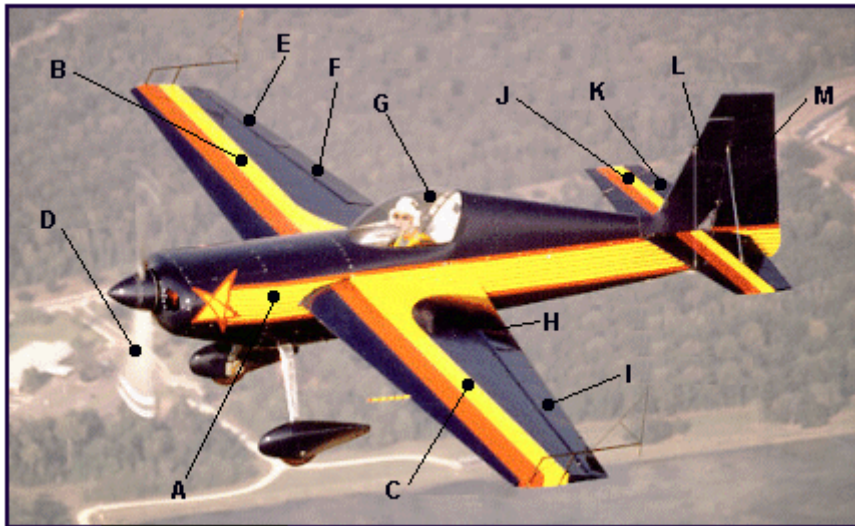
Exercise 12. Match the words with the pictures.



airliner
spaceship.....
helicopter....
airship.....

kite.....
glider.....
hovercraft...

Exercise 13. Label the parts of the aircraft shown below.



right wing.....
 left wing.....
 propeller.....
 right aileron....
 left aileron....
 right flap....
 left flap.....

cockpit....
 fuselage....
 horizontal stabilizer...
 vertical stabilizer....
 elevator....
 rudder....

Exercise 14. Choose the correct answer.

1. The plane circled over the airport until the ...was clear.
 a) highway b) landing c) runway d) terminal
2. All flights in and out of the airport came to a ... because of the strike.
 a) closure b) conclusion c) standstill d) stoppage
3. If you carry too much luggage, the airline will charge an ...baggage fee.
 a) additional b) excess c) extra d) over
4. British Airways ...the departure of Flight 222 to Warsaw.
 a) advertise b) advise c) announce d) notice
5. When you get to the airport, your luggage will have to be
 a) balanced b) estimated c) sealed d) weighed
6. Because of the fog, our flight was ... from Heathrow to York Airport.
 a) deflected b) diverted c) replaced d) reverted
7. The check time at the airport was eight o'clock.
 a) by b) in c) out d) up
8. The ... from the airport was very tiring as we had to drive through the fog.
 a) crossing b) flight c) ride d) voyage
9. It's very strange but I had a(n) ...that the plane would crash.
 a) intuition b) omen c) prediction d) premonition
10. It takes a while to ... to your surroundings after a long flight.
 a) adjust b) balance c) fit d) settle

11. Much stricter ... must now be taken at all airports against hijacking.
a) alarms b) precautions c) protections d) warnings
12. The air hostess told the passengers to ... their seat belts.
a) attach b) fasten c) fix d) tie
13. The plane was ... towards the runway when the fire started.
a) heading b) landing c) sailing d) soaring
14. The ... from Warsaw to New York takes nine hours.
a) flying b) journey c) passage d) voyage
15. I'm afraid your luggage is ten kilos ... you will have to pay extra.
a) above b) excess c) heavy d) overweight
16. A passenger is not allowed to ... a lethal weapon when flying by a civilian airliner.
a) be having b) be owning c) carry d) control
17. Nobody ... that aeroplane crash.
a) died b) lived c) recovered d) survived
18. Our ... was delayed owing to bad weather conditions.
a) airline b) airway c) flight d) runway
19. When our flight was delayed, we all had a meal at the airline's ...
a) account b) cost c) expense d) finance
20. Please, ... from smoking until the plane is airborne.
a) exclude b) refrain c) restrain d) resist
21. We ... to announce a further delay in the departure of flight BE-555.
a) apologise b) mourn c) regret d) repent
22. Tickets booked on this flight are not ...
a) assignable b) moveable c) passable d) transferrable
23. If you want a cheap air ticket you must ... well in advance.
a) book, b) buy c) engage d) reserve
24. He couldn't ... his fear of flying.
a) overcome b) succeed c) triumph d) win
25. The stewardess ... the screaming child.
a) corrected b) cured c) recovered d) soothed
26. It was a great ... to go up in a helicopter for the first time.
a) incident b) rise c) suspense d) thrill
27. Nothing could ... me to fly except in a case of extreme emergency.
a) encourage b) induce c) influence d) recommend

Exercise 15. Dramatize a dialogue:

a) between a flight attendant and a few inexperienced travellers using the following information for air travelers from "An airline notice":

Fasten seat belt: We suggest that you keep seat belt loosely fastened at all times while you are seated.

Smoking: Smoking is not permitted while the aircraft is on the ground or during take-off and landing and is strictly prohibited in the aircraft toilets. Smoking is confined to cigarettes only. Passengers are requested to refrain from smoking in

the non-smoking sections of the cabin. Pipe smoking is not allowed in any aircraft.

Children and infants: For children we have drawing books and games; for infants a small variety of baby foods is available from your stewardess.

Medicines: For treatment of minor discomforts medicines are available from your cabin crew.

In-flight entertainment: Our aircraft is equipped with in flight music channels. The cabin crew will supply you with earphones.

Games: For your entertainment we carry chess sets, draughts, playing cards and reading material.

Portable radio and TV sets: The operation of portable radio and TV sets can interfere with the aircraft's radio navigation equipment and therefore should not be switched on during flight. Portable tape recorders and hearing aids are permissible.

Pillows and blankets: These are stored in the overhead storage compartments.

Your personal belongings: Please do not leave small articles of value on board the aircraft at transit stops and be sure to check that you have all your belongings when you disembark.

b) between a flight attendant and passengers in these situations:

- a) a passenger refuses to fasten his/her seat belt;
- b) a young woman is trying to calm down her crying child but in vain;
- c) a woman has left her handbag on the seat at transit stop;
- d) an old woman complains of cold;
- e) a passenger tries to switch on his/her portable radio set;
- f) a lady suffers from bad headache;
- h) a man is weary of the long flight.

Exercise 16. Act out the situations:

- You are an experienced air traveller but your friend is going to travel by air for the first time. He/she is very afraid and asks you to give him/her some pieces of advice not to miss the plane. You may use these tips: *to be well-prepared; the estimated arrival time; to arrive two hours before the take-off; to double-check tickets, visas; apply to the stewardess; to complete the necessary airport formalities; to register oneself/check in; to go through passport control; to board the plane; to pass through Customs.*
- You are a news reporter who is taking an interview with one of the cabin crew members. Ask him/her about his/her duties, responsibilities. You may use these tips: *to welcome passengers on board; instructions for emergencies; to monitor passengers; to assist with the loading of carry-on baggage; to ensure the safety and comfort of passengers; to ensure the smoke detector hasn't been deactivated; to ensure the cabin is secure during turbulence; to assist any special needs passengers and small children off the airplane; to escort children.*
- You are a news reporter who is going to write an article about the grand

opening of a new super modern airport. You are taking an interview with one of the airport ground crew members, who is telling you about the airport facilities (the airport structure, services, security, operations) and what differs this airport from others. You may use these tips: *ground services; Airway agency; boarding area; a concourse; a runway; a carousel; a terminal; baggage claim area; duty free shop; information counter; airline lounges; to offer wide range of flights; to include equipment and procedures for handling emergency situations.*

- You have just returned from Paris by plane. The flight was awful. You complain your friend about this tiring, dangerous and unpleasant travel. Your friend can't believe you considering this way of travel to be the best one. You may use these tips: *to get motion sick; to bring some earplugs; to have built-in sound and TV systems; to pass the time pleasantly by reading; meals are provided free; pillows and blankets are distributed to all passengers; to be jet lagged; to run into the heavy weather; to make an emergency landing; to hit an air pit.*

- You have landed in Heathrow and are passing through Customs. The Customs inspector who is inspecting your trunk finds a bottle of homemade wine that you take for your English friends. He suspects you of smuggling. You may use these tips: *to open one's bags for inspection; to go through the green section of the Customs; to have nothing to declare; to prevent smuggling; a bottle of green wine; to control the flow of goods including animals, transports, personal effects and hazardous items in and out of a country; to go through the Red Channel.*

Exercise 17. You are a participant of the conference “Modern Life is after Modern Airlines”. Make a report on:

- a. pros and cons of travelling by air;
- b. airport facilities and procedures;
- c. cabin crew responsibilities;
- d. advice for the first-time air traveller.

Exercise 18. Render into English:

а) Багаж

Перед тим, як зайти в салон літака, безсумнівно перед Вами постане питання — скільки ж речей потрібно і можна брати з собою на борт? Як правило, основний багаж повинен важити приблизно 15-25 кг. У деяких компаній існують свої правила, тому ця цифра варіюється від 10 до 60 кг. Найчастіше, число може залежати також від класу, яким Ви летите. Приміром, економ-клас дозволить Вам провозити лише 20 кг, тоді як клас люкс — до 60. Окрім основного багажу (валіз і дорожніх сумок) існує також таке поняття як «ручна поклажа» — це сумка, яку можна брати з собою на борт літака, а не здавати перед вильотом. Як правило, вага ручної поклажі становить від 5 до 12 кг, не більше (в залежності від вимог авіакомпанії). На борту літака Ви побачите спеціальне місце, відведене для

такого багажу. Правда, більшість пасажирів авіаліній воліють ставити ручну сумку під сидіння.

б) Час

Дуже важливим моментом під час подорожі літаком є Ваше прибуття до аеропорту. Як правило, потрібно бути на місці приблизно за 2-2,5 години до вильоту, а то й раніше. Цей час необхідний для зважування багажу, обгортання сумок плівкою, щоб вміст було щільно упаковано (при бажанні), реєстрацію, митний огляд і заповнення декларацій. При міжнародних перельотах реєстрація закінчується приблизно за 40 хвилин до безпосереднього вильоту, при внутрішніх перельотах — за 30 хвилин. Враховуючи всі ці нюанси, Ви повинні прибути до аеропорту заздалегідь, щоб не було поспіху і непередбачених ситуацій. У випадку, якщо Ви забули квиток вдома, відразу ж зверніться до авіакомпанії, через яку летите. При заяві про втрату квитка, Ви повинні будете заповнити деякі документи, після чого Вам видадуть інший квиток, за який, можливо, доведеться доплатити.

в) Особливості польоту

Перед тим, як розміститися у кріслі, переконайтеся в наявності всіх необхідних документів — авіаквитка, закордонних паспортів, путівки, водійських прав. Якщо у вартість квитка входить ланч або інший прийом їжі (найчастіше, це передбачено під час тривалих польотів, наприклад, трансатлантичних), будьте готові до того, що їжу принесуть не відразу. До цього, Вам можуть запропонувати горішки, сухарики або ж газовану воду. Обов'язково захопіть з собою на борт куртку або невелику накидку, навіть якщо Ви летите влітку. Деякі перельоти передбачають видачу невеликої подушечки і пледа. Будьте готові до того, що іноді закладає вуха під час польоту. Деякі люди можуть мати неприємні відчуття в області шиї, а також запаморочення, особливо під час набору висоти і посадки літака. Благо, на сьогоднішній день існує безліч медикаментів, які позбавлять Вас від дискомфорту. Найкраще випити потрібну таблетку приблизно за 30 хвилин до вильоту. Не забувайте і про льодяники, які також досить ефективні. Туалети в салоні відкриваються відразу після зльоту і залишаються доступними до моменту посадки. Пам'ятайте, що в салоні літака повітря більш сухе, ніж на землі. Тому, частіше пийте рідину, краще всього воду і соки. Якщо Ви летите з дитиною, захопіть з собою на борт його улюблені іграшки, щоб відвернути увагу.

г) Якщо рейс затримали

Незважаючи на сучасний сервіс і швидкість, як правило, вильоти більшості рейсів затримуються. На жаль, такий нюанс неможливо передбачити. Найчастіше, це займає буквально кілька хвилин. Якщо виліт затримується на 6 годин в нічний час або ж на 8 годин вдень, авіакомпанія зобов'язана

надати Вам безкоштовний номер та харчування у готелі на час затримки. Якщо ж літак спізнюється більше, ніж на 24 години, можете вільно вимагати від перевізника компенсації у вигляді грошей на предмети першої необхідності. Шануйте себе і свою репутацію, авіакомпанії нададуть Вам комфортний відпочинок під час затримки самого польоту, а також зроблять все, щоб Ви відчували себе затишно і безпечно.

Part III. Travelling by Train

Topical Vocabulary

1. Train/railroad/railway station: terminus; junction; information office/inquiry office; the train is pulling out of (into) the station; to leave on the dot = to leave on time, to run/keep to schedule = to run on time; to be/fall behind the schedule; the train is due in five minutes; change of trains/ to change trains, transfer; to catch the train; to miss the train; train schedule/time table; to board the train/to get on the train, to take the train, to catch the train, to miss the train

2. Types of trains: passenger, express, slow, electric, local/suburban/commuter, long distance, night, through, goods/freight, mail/postal, night train, day train, odd train, even train, head end of train, tail piece of train; inbound/incoming/arriving train, outbound/departing train.

3. Carriages, compartments: a sleeping/first-class/ second-class/ third-class carriage (sleeper), a smoking/ non-smoking carriage (a smoker), a corridor carriage (soft class carriage), a carriage with reserved seats (hard class carriage), a dining/lunch car, luggage-van, a compartment, a separate compartment, upper (lower) berth, attendant (conductor, guard), bedding; to bring in the bedding, to make up the sleepers (beds).

4. Kinds of tickets: one-way ticket/single ticket, return ticket/round trip ticket; a rail pass.

5. Seats: upper/lower berth/bunk, reclining seat with comfortable leg-rests, to have a seat facing the engine/ with one's back to the engine.

6. Luggage/baggage: trunk, suit-case/brief case, duffel bag, rucksack, to check one's suit-case, to have one's luggage left at the luggage locker, to have one's luggage, registered, to get a receipt, to travel light, luggage rack.

7. People: station master, ticket inspector/collector, attendant/conductor/guard, porter, passenger, gate-agent

8. Buying tickets: a booking/ticket office, a ticket machine; reduced fare ticket, adult fare, child fare; to buy/book a ticket in advance, to book by phone, to cancel booking; a ticket for the 3.45 to Kyiv

Exercise 1. Study the railway station layout and describe its configurations to your partner.

Railway Station Layout

A railway station is a place in which trains make scheduled stops. Stations usually have one or more platforms constructed alongside a line of the railway. However, railway stations come in many different configurations – influenced by such factors as the geographical nature of the site, or the need to serve more than one route, which may or may not be connected, and the level of the tracks. Examples include:

- stations in tunnels;
- stations with platforms on more than one level
- stations with other unusual layouts (e.g. with staggered, non-parallel, or severely curved platforms).



In a Tunnel

The particular geography of a line may lead to the station being built below the level of the adjoining terrain (in a cutting) or inside a tunnel. If a station is in a tunnel, it is usually because the station has been constructed beneath the city to serve the city centre, or that the station was originally in a cutting which has subsequently been built over.



On a Viaduct

In the similar way, many stations have elevated platforms which are usually one level above the street, with trains entering on viaducts or embankments, which is normally due to the geography of the region.

Exercise 2. Read the information about seat and sleeping options and a) discuss with your partner advantages and disadvantages of day and night trains; b) present a short summary of the text.

Seat and Sleeping Options

Many trains offer you a choice of seat types. For day trains, your choice of seating depends on the amount of leg-room, and extra facilities. For night trains, your choice ranges from a reclining airline-type seats, to a private cabin with a comfy bed.

Day trains

Day trains have two types of seats:

- *Coach car seating*: open with center aisle and 2 seats on either side (1st class, 2nd class)

- Compartment car: separated into cabins which open into a corridor (1st class compartment for up to six people, 2nd class compartment for up to eight people)

When reserving seats, you may:

- choose a window seat;
- take an aisle seat;
- reserve adjoining or opposite seats, sometimes with a table;
- choose a seat in a dining car or a panorama car.

Night Trains

Night trains are a convenient way to travel long distances while you sleep. You can save on the cost of hostels or hotels, as the reservation fee for night trains is usually much cheaper. It's also a unique experience to travel across Europe by night train. If you book a bed (sleeper or couchette), a sheet, blanket and pillow are usually provided.

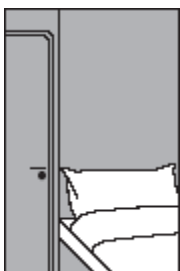
Please note: If you cross a border on a night train, you will probably be asked to hand your Eurail pass and passport to the train conductor. This way, the border crossing security checks can happen while you sleep. Rest assured that your documents will be returned to you when you arrive at your destination.

The most common accommodation types on night trains are:

- sleepers
- couchettes
- reclining seats

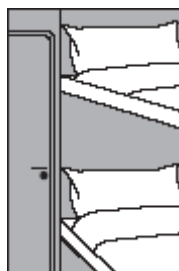
Sleepers

Sleeper compartments usually include 1, 2 or 3 beds. This is usually the most comfortable way to travel as the beds are of good quality. Often, these compartments have separate beds for men and women, unless it is reserved by a couple or a family.



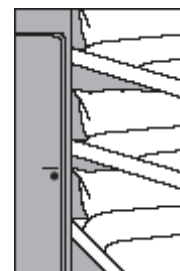
Sleepers for one person, called 'special' or 'single', are usually only

available for holders of a 1stclass Eurail pass.



Double compartments, called 'T2/Tourist 2'. Available for holders of a 1stclass Eurail

pass and sometimes for 2nd class passes.

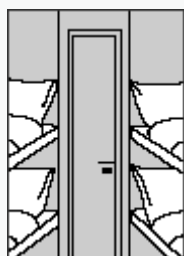


Triple compartments, called 'T3/Tourist 3'

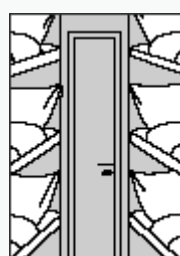
are available for all Eurail pass holders.

Couchettes

Couchettes are a standard type of sleeping accommodation. They offer a place to lie down with a pillow, a blanket and a sheet. There are usually compartments with couchettes for 4 or 6 people. Washrooms and toilets are located at the end of each car. Couchettes are available for 1st and 2nd class pass holders.



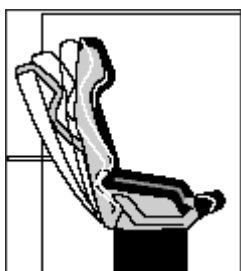
Couchette for 4 people.



Couchette for 6 people.

Reclining Seats

In some night trains, airline-type reclining seats are also available, and offer the best value for money.



Exercise 3. Describe to your partner your local railway station with its configuration, types of trains and seat and sleeping options. Use topical vocabulary and words and phrases from Texts 1-2.

Exercise 4. Sum up the information about advantages of travelling by train and discuss with your partner 5 top reasons to travel by train. Feel free to share your own experience.

Top 10 Reasons to Travel by Train

Taking the train has long been popular in Europe — it's almost considered a rite of passage for young backpackers. But while trains have been underappreciated in the U.S., they're gaining popularity here as well. With the economy still slumping, train travel is looking increasingly attractive to budget-conscious travelers. Plus, a scenic train ride can even be a vacation in itself.

1. Money Savings. Trains are an increasingly cost-effective alternative to planes, particularly if you're going a relatively short distance or if you're traveling in the busy Northeast Corridor, where train service is fast and frequent.

While some rates are quite competitive (\$104 on the train vs. \$108 by plane between New York and Boston in a recent search), you'll sometimes see dramatic fare differences. The train ride will be longer than the corresponding flight, but for travelers looking to cut costs, the train often wins out — and you'll get to see some scenery along the way. Unlike airlines, some rail operators often give discounts to children, seniors, students, military personnel and other key demographics.

2. Stable Fares. Anyone who's agonized over when to purchase airfare knows how arcane and frustrating the airlines' pricing structures can be. Train fares tend to be the same day after day on any particular route, whether it's Monday or Saturday, April or August, two months in advance or two days before departure. While some increases may occur (particularly at peak times or over the holidays) and occasional sales may be available, you can usually count on the stability of train fares, even at the last minute.

3. Flexibility. While many long-haul trains require reservations, many short trips don't, so you can simply show up at the station the day of your trip and grab a ticket for the next train — without paying an exorbitant last-minute fare.

4. More Baggage. These days, nearly all the major airlines charge travelers a fee to check a bag or two — and a few (Spirit, Alligiant, Frontier) now charge for carry-on bags as well.

5. Less Hassle. Imagine taking a trip and not having to arrive two hours early, wait in a long security line, take off your shoes for inspection, or ration out your liquids and gels. Welcome to the world of train travel. In most cases you can arrive 30 minutes ahead of time and walk straight to your platform.

6. Door-to-Door Convenience. Unlike airports, most major train stations are located right downtown in the heart of the cities they serve. Instead of taking an expensive airport cab ride from miles outside of town, you can step off your train and be just moments from your hotel.

7. Eco-Friendliness. Trains are more energy-efficient per passenger mile than planes or cars, making them one of the most eco-friendly transportation options around (short of walking or riding your bike!). Carbon emissions from trains are less damaging to the environment than those of airplanes because train emissions are not released directly into the upper atmosphere. As a bonus, the relative energy-efficiency of trains means that the industry is less vulnerable to increases in fuel prices — making train fares more stable in an unstable economy.

8. Old-Fashioned Charm. There's something refreshingly traditional about taking a train, particularly if you're traveling over a long, multi-night route. The days of silverware and fine china in coach class may be long gone in the airline industry, but on overnight trains you'll still find dining cars with full-service meals and uniformed wait staff. During the day, many train travelers choose to read books, play cards or simply enjoy the scenery rushing by.

9. Comfort and Relaxation. Rather than cramming yourself into an ever-shrinking airplane seat or squinting at road signs trying to figure out where to make your next turn, why not relax on a train? It's one of the least stressful forms of transportation out there: someone else does the driving, you'll have more legroom than you would on an airplane and you'll be able to move around at will — not just when the captain turns the seatbelt sign off.

10. Beyond Just Transportation. Unlike airplanes, which whisk you from point A to point B with barely a glimpse of what's in between, a train ride can be a destination in and of itself. Consider a dramatic route that wends its way through the Rocky and Sierra Nevada Mountains from Chicago to San Francisco. A ride on this popular service offers spectacular scenery

Exercise 5. Make a list of disadvantages of travelling by train sharing your experience.

Exercise 6. Study the information and discuss with your partner the relevance of tips provided in the text.

Top 10 Tips for European Train Travel

Here's what you need to know about traveling Europe on the train – from planning your trip to buying tickets to getting the most for your travel buck.

- **When you Need Information**

If a station has an Information desk – use it to plan your trip. Don't expect the person at the ticket window to answer all your questions when there's a line of impatient commuters waiting. This is especially important in crowded stations like Venice. Find Departing Train information by consulting the yellow posters at the stations.

- **Buying That Ticket**

Go to the ticket window (checking first whether you need national or international tickets) with the following information: Train time or train number, class (usually first or second), one-way or round trip, and the date you are traveling on. Be aware that some express trains in some countries may require a seat reservation. Fast trains usually are more expensive – you'll be charged a supplement.

- **Discounts and Specials**

When planning your trip, be sure to ask if there are any specials. On a recent trip in Germany, we were able to reduce the cost of a ticket from 76 to 22 dollars by taking a slightly slower train that left almost at the same time. Also, take advantage of any student and age discounts that may be in force. Choosing the right rail pass may shave some costs as well.

- **Facilities**

Long distance trains often have restaurant or cafe cars. Medium distance trains may rely on a cart carrying sandwiches, snacks, drinks and coffee. Regional trains often carry no food or beverages. Best bet is to check out the stores in most large train stations these days – you can often get a great variety of interesting food to take on the train and it'll probably be cheaper.

- **Finding Your Car if You Have a Reservation**

At each track in larger stations, or sometimes on the wall of the station is a "Composition of Trains" board that shows where each numbered car will be as the train pulls in. If you're late you can jump on any car and make your way through the train by their internal doors.

- **What if I Don't Have a Reservation?**

Then just sit anywhere. But be aware that if you don't want to be bumped from your seat, check the outside of your compartment for slips of paper that indicate if someone else has reserved that seat down the line. On newer trains the reservation info is on an LCD screen above the seats.

- **Trains to Airports**

Many cities now have airport service by train. Most go to the heart of the city (to the central train station) where you'll usually find hotels.

- **Am I Valid?**

Many countries have you validate your ticket before you get on the train. This prevents multiple use of the ticket, especially if the ticket is regional and valid for 90 days. Validation machines are usually yellow-orange in color and your ticket will have an arrow telling you which end to validate.

- **So What's Cheap?**

In general, trains in the southern part of Europe are cheaper than trains in the north. Slower trains are also cheaper than those slick, fast ones. Also, ask about special passes that might be available in the country in which you're traveling.

- **Save Money (or at least touring time) on Overnight Trains**

Consider taking longer trips on an overnight train. You can often buy a couchette or bunk on a train from the conductor (check when you purchase your ticket). You'll save a hotel and a day of travel.

Exercise 7. Do the multiple-choice task. Choose the best answer.

1. Passengers should make sure their luggage has ... on it.

- a) a cartel b) a card c) a label d) an etiquette

2. If you are going by train, the first thing you have to do is buy yourself

- a) a billet b) a ticket c) a card d) a pass

3. You usually have to stand in a

- a) queue b) line c) row d) tail
4. You buy a ticket and then look for a
- a) wagon b) carriage c) car d) chariot
5. At last you can ... the train and settle down to enjoy the journey.
- a) get into b) enter into c) enter d) go in
6. If you are lucky, the train... the station on the dot.
- a) leaves for b) leaves from c) leaves d) lives
7. greets the passengers, brings in the bedding, and ensures the comfort.
- a) a station master b) a driver c) an inspector d) a guide
8. Sometimes the guide comes round to ... tour ticket.
- a) examine b) interrogate c) question d) look
9. You can relax till it is time for you to
- a) get off b) go down c) get down d) descend
10. Sometimes monotonous clicking of the wheels interferes with your sleep and you arrive at your ... quite exhausted.
- a) term b) location c) destination d) affiliation

Exercise 8. Put each of the following words/phrases from the box into its correct place in the passage below. Each word/phrase is to be used only once.

energy sources	first class	travellers	produce
access	congested	security rules	noise
luggage compartments	electricity	runs	consists

High-Speed Rail in the United States

High-speed rail in the United States currently ... of one high-speed rail service: Amtrak's Acela Express ... on the Northeast Corridor from Boston to Washington, D.C. Acela Express trains are the only true high-speed trainsets in North America; the highest speed they attain is 150 mph (240 km/h). The Acela has become popular with business The Acela Express trainset consists of two power cars, a café car, a ... car, and four business class cars, semi-permanently coupled together. The train has newer seats than regional service counterparts. The first class car has 44 seats and there are 260 business class seats on each trainset. Automatic sliding doors provide ... between cars throughout the length of the train and reduce Baggage may be stowed in overhead ..., or underneath the passenger's seat.

In recent years high jet fuel prices, ... airports and highways, and increasing airport ... regarding liquids and electronics that force most travellers to check baggage have all combined to make high-speed rail options more attractive. A study conducted by the International Union of Railways indicated that high-speed trains ... five times less CO₂ than automobiles and jet aircraft. Most high-speed rail systems use ... for power, so they lessen dependence on petroleum and can be powered by renewable ..., or by nuclear power such as in

Japan and France. There has been a resurgence of interest in recent decades, with many plans being examined for high-speed rail across the country.

Exercise 9. Translate into English using topical vocabulary.

1. Микола придбав одне верхнє і одне нижнє місце у плацкартному потязі, який відправляється завтра о 7.00 ранку.
2. Де провідник? Я хочу попросити його відремонтувати двері нашого купе, допомогти мені підняти (опустити) верхню полицю, підняти (опустити) вікно, принести постільну білизну, чай, розклад; дізнатися, коли ми прибудемо до Києва.
3. Скажіть, будь-ласка, як пройти: до головного залу вокзалу, до камери схову, до шостої платформи, до квиткових кас, до кабінета начальника вокзалу, до туристичної агенції?
4. Ми йдемо за розкладом. До Львова ми прибули вчасно.
5. Коли брат був маленький, він полюбляв дивитися, як повз нашій будинок проходили потяги. Він рахував вагони і безпомилково розпізнавав поштові, товарні, пасажирські та швидкі.
6. Давай підемо в кінець поїзда. Там, напевно, є ще вільні місця.
7. Мені подобається сидіти біля вікна на ходу поїзда.
8. Ти купив квитки? - Так, звичайно, я навіть взяв зворотні, щоб потім не гаяти час.
9. Потяг має прибути через п'ять хвилин. Добре, що ми приїхали на вокзал. Мама не любить, коли я запізнююсь її зустрічати.
10. Який квиток братимемо? В один кінець чи в обидва? Давай в обидва, може, тоді з нас візьмуть півціни. Давай вирішимо, в якому вагоні будемо їхати: в купейному чи плацкартному.
11. Я щойно приїхав. Моя електричка запізнилася. Потяг, що від'їжджає, раптом не прямує до Лондона?
11. Цей потяг до Лондона поштовий чи швидкісний? Швидше за все, він – експрес дальнього слідування з купейними вагонами з усіма зручностями. Справді? А вагон-ресторан у ньому є? Так, є навіть вагон-люкс з найсучаснішим відео. Але це коштуватиме Вам чималу копійчку. Краще візьміть квиток у вагон для тих, хто не палить. Тут гарне обслуговування, привітні провідники, чиста постільна білизна та помірні ціни. Дякую за пораду, я подумаю. У будь-якому випадку, я маю право на безкоштовний проїзд.

Part IV. Travelling by Sea

Topical Vocabulary

1. **Types of ships:** barge, boat, bowser, cabin cruiser, canal boat, canoe, carrier, craft, cruise liner/ship, cruiser, cutter, drifter, factory ship, ferry, freighter, icebreaker, landing craft, lifeboat, life raft, liner, motorboat,

submarine, supertanker, tanker, vessel.

2. **Parts of a ship:** bay, beam, berth, bilge, bridge, cabin, cockpit, crow's nest, deck, top/upper deck, escape hatch, figurehead, forecastle, galley, gangway, hull, keel, mast, masthead, porthole, promenade deck, propeller, prow, quaterdeck, rudder, sail, saloon, sickbay, side, steering-wheel, stateroom, stern, sun deck.
3. **Ship crew:** captain (or master), mate (or 1st mate, 1st officer), 2nd mate (or second officer), bosun (or 3rd mate), chief engineer, medical purser, cook, bosun's mate, cook's assistant.
4. **Sea station:** tourist agency, go aboard a ship, call at a port, go ashore, climb the gangway, (to pass up; go up), harbour, pier, quay, light house, set sail, cast anchor, weigh anchor, roll and pitch, be a good (poor) sailor, be seasick.
5. **Cruise ship facilities:** stateroom space, outside staterooms, inside staterooms, suites, private space (for personnel): crew's cabins, cafeteria, gym and recreational facilities, the bridge, the gallery or kitchen, machine areas; public spaces (for passenger usage): reception area, dining room, show room, pool area.

Exercise 1. Read the information about harbors and ports and tell your partner the difference between them.

A harbor (harbour) is a body of water where ships, boats and barges seek shelter from stormy weather, or are stored for future use. Harbors and ports are often confused with each other. A port is a facility for loading and unloading vessels; ports are often located in harbors.

Harbors can be natural or artificial. An artificial harbor can have deliberately constructed breakwaters, sea walls, or jetties, or they can be constructed by dredging, which requires maintenance by further periodic dredging. An example of an artificial harbor is Long Beach Harbor, California, which was an array of salt marshes and tidal flats too shallow for modern merchant ships before it was first dredged in the early 20th century.

Exercise 2. Study the information about the types of vessels and discuss with your partner their advantages and disadvantages

Ocean Liner

The ocean liner is an oceangoing passenger vessel that runs on a fixed schedule over a fixed route. This distinguishes it from a tramp steamer, which will adjust its run to accommodate available business. The three basic types are the superliner, the express liner, and the passenger-cargo liner.

The superliner was once found on services between Western Europe and the United States. This type of vessel offered the most luxurious passenger accommodations. It had a speed of about 28 knots and accommodation for about

2,000 passengers. Superliners included the QUEEN ELIZABETH, QUEEN MARY, UNITED STATES, and FRANCE, all of which had been withdrawn from service by 1974.

The express liner existed where mail and express cargo warranted a fast shipping service. Passenger accommodation totaled approximately 1,500 and the speed was up to 25 knots. Such services were worldwide, a typical vessel being the Southern Cross which served the Great Britain-Australasia trade. Passenger accommodation totaled about 1,100, and its speed was 21 knots.

The third category was the passenger-cargo combination, which generally operated on routes, where cargo, rather than passengers, was the prime consideration. Such services were worldwide, and a typical ship had accommodation for 6000 tons of general cargo and up to 500 passengers. Vessels that carry freight only, with no passengers, are called freighters.

The era of the great ocean liner has virtually ended. The disappearance of such service is due primarily to the competition from airlines, which offer faster schedules and, often, lower fares and the high cost of ship replacement and of ship operation, particularly crew's wages.

Today, the ocean liner is smaller and is used almost exclusively in the vacation cruise trade. Cruising remains a popular market, and whatever is left of the great liner fleets of the past can now be found cruising vacation waters.

Ferry

A ferry is a boat designed to carry passengers, vehicles and goods across relatively protected waters. Early ferries were rafts or barges propelled by oars; river ferries were often attached to a cable and pulled from shore to shore. Modern ferries may be built with large holds that can accommodate several lanes of automobiles and are usually double-ended for easy loading and unloading.

In the past, ferries were largely confined to short passages across rivers, lakes, and bays. Today, however, the distinction is made between coastwise ferries, those traveling 20 nautical miles (37 km/23 mi) or less from shore, and ocean ferries, vehicles that navigate more than 20 nautical miles from the coast. Modern ocean ferries, such as some that operate on the English Channel, are often hovercraft, vessels that employ nontraditional propulsion methods. By the mid 1990's a new fleet wave-piercing catamarans — high-speed vessels that are capable of transoceanic voyaging — will compete for travelers with the English Channel tunnel.

Exercise 3. Look through the list of ships and boats given below. Explain what these ships and boats are usually used for.

- | | |
|-----------------|------------------|
| 1. a barge | 5. a rowing boat |
| 2. a cargo boat | 6. a submarine |
| 3. a ferry | 7. a tanker |
| 4. a liner | 8. a yacht |

Exercise 4. Read the information about the ship structure and:

a) answer the following questions;

1. What is the main body of a ship? 2. How is the front part of a ship called? 3. What is the stern? 4. What do you know about the ship's structure? 5. What is the difference between tanks and holds? 6. Where is fresh water stored? 7. How is kitchen called on a ship?

b) give English equivalents:

нижня палуба; переборка; танк; лівий борт; трюм; корпус; передня частина; трап; машинне відділення; прісна вода.

Main Parts of a Ship

The main body of a ship is called hull. This is the area between the main deck, the sides and the bottom. The front part is the bow, the rear part is stern. Decks and bulkheads divide the hull up into several watertight compartments. Some of them are used for the dry cargo (cargo holds) or the liquid cargo (tanks). The hull contains engine room, cargo spaces and a number of tanks. Some tanks are used for fresh water and water ballast. The space between the holds and the bottom of the hull contains double bottom tanks. These are used for ballast water and fuel.

Traditionally sailors use different words at sea. A bedroom is called a cabin. A bed is a bunk. The sailors call a kitchen as a galley. Right is starboard and left is named port. The group of people who work on board is called the crew. Sailors also refer to their vessels as she rather than it.

Exercise 5. Study the article by Ernie Richardson and sum up advantages and disadvantages of cruises.

What are the Advantages and Disadvantages of Cruises?

by Ernie Richardson

When it comes to vacation, travelers are faced with many different and equally exciting options. Sometimes, the options can seem almost overwhelming with all the types of travel now available to vacationers. One option is for vacationers to plan a trip on a cruise ship. As with any type of travel, there are many advantages as well as disadvantages associated with taking a cruise.

In this economy, many people are steering clear of very expensive getaways. One advantage of taking a cruise is the amazing pricing. Most cruise lines are all-inclusive packages. This includes a person's cruise fare, lodging, food and some onboard entertainment and sightseeing. Cruise lines make it easy for the worrisome traveler by including everything they need. Instead of having to book plane tickets, call a hotel and then have to pay for food and entertainment separately, cruises offer it all. When a cruise trip is booked, the

traveler can rest easy knowing no further calls have to be made, except to figure out their transportation to the port of departure.

Not only do cruise-goers save money, but they also have the added benefit of having a stress free vacation. Compared to a road trip or flying, those on a cruise can sit back and enjoy the time it takes to get to their destination. There are no delays that will mess up a connecting flight or traffic that will add hours onto a road trip. Half the fun of the cruise is the ship itself. The ships, which are usually state of the art, are part of the destination. Those aboard a cruise do not have to worry because they are not in charge; they have a captain and crew to take care of them. In addition to this, cruises offer a 'true' vacation from the outside world. Let's say a person books a seven day cruise; that is seven days they are without large cities and the hustle of life. The only stops the ship will be making are at their destination sights, where everyone is able to get off the ship and enjoy local towns and sightseeing.

Traveling can be very relaxing for the average person, but if a traveler is bringing their children, it can be anything but. One of the best features of cruises for parents is the unbelievable deals they can receive for their children. Children of a certain age are prorated since they eat less and will be doing fewer activities on the ship. This is helpful because, sometimes, it is difficult to afford travel when children are charged full price despite their age. In most cases, child care is available aboard most ships. Parents are usually given a pager in case of an emergency. This gives parents the ability to enjoy themselves while their children are engaged in fun onboard activities, under the watchful eye of individuals paid to play and cater to children. This almost guarantees both parents and children have a great vacation.

One significant advantage to a cruise is the plentiful options for what type of cruise a traveler desires to take. There are cruise packages for everyone. If a person wants activities for the kids and the adults, there are cruise lines that cater specifically to that sector. If a person would rather have an adult only vacation, there are cruise options for that too. The list, it seems, is endless.

Despite the many advantages of cruises, like any type of vacation, there are also several disadvantages. Although a cruise is all-inclusive, there are several things the traveler will have to pay out of pocket. When a ship reaches a destination, they will have to pay extra if they want to do any sightseeing, such as snorkeling, horseback riding or scuba diving. Most travelers know this already, but if a traveler is unable to pay for any extras, they basically have only the ship to enjoy.

It may appear humorous but one downside to a cruise is the possibility of becoming sea sick. Although this is usually an oversight, it is important to mention this because it can greatly affect one's trip. If a person is feeling sick for most of the trip, it is going to seem like a very long trip. On most cruise lines, ships spend several days at sea. This is something to take into consideration when planning a cruise. It is important to make sure that all travelers are comfortable and this can cause quite a discomfort if one is not

prepared.

When travelling, we all hope for wonderful weather, but the reality is that Mother Nature does not always cooperate. This is especially true on a cruise. If the weather is bad, the trip along the sea can be bumpy; this brings sea sickness to mind again. The weather can also hinder the activities planned both onboard and onshore at destination sites. There are usually outdoor areas such as pools, waterslides, running tracks and other activities on a cruise ship. If weather is bad, travelers will not be able to enjoy these recreational activities, which can be frustrating since they are part of the package. If the weather is bad during visits to the onshore destination sites, many travelers will miss out on sightseeing activities, which is part of the excitement of taking a cruise.

Another disadvantage of a cruise is the price changes during holidays. Most prices rise during the holiday season and it is no exception on a cruise line. The prices can change significantly; it changes almost week-to-week as the departing date approaches a national holiday. This is exasperating because this is when most travelers have extended leave in which to take a long cruise. Many cruises charge more even though it is the exact same type of cruise. It's all just because of the holidays.

When planning a vacation, it is crucial to look at both the pros and cons in order to set up the best vacation. Cruises are a great way to see different parts of the world, with little planning and many adventures. There may be extra costs and bad weather, but with any trip, it is bound to be far from perfect. However, it will be enjoyable nonetheless.

Exercise 6. Do the matching work. Match A and B:

- | A | B |
|----------------|--|
| 1. emergency | a. a special belt you wear in the water to prevent you from sinking |
| 2. embarkation | b. a small room on a ship in which you live or sleep |
| 3. harbour | c. an unexpected and dangerous situation that must be dealt with immediately |
| 4. pier | d. a large ring made out of material that floats, which you throw to someone who has fallen in the water, to prevent them from drowning |
| 5. life-belt | e. a private room or place for sleeping on a ship |
| 6. life-buoy | f. a structure that is built over and into the water so that boats can stop next to it or people can walk along it |
| 7. life-boat | g. a large comfortable room where passengers on a ship can sit and relax |
| 8. cabin | h. going onto a ship/plane, or taking smth onto a ship/plane |
| 9. stateroom | i. a small boat carried by ships in order to save people if the ship sinks |

10. saloon j. an area of water next to the land where the water is calm, so that ships are safe when they are inside it

Exercise 7. Study the Topical Vocabulary on travelling by ship and complete the sentences below using the phrases from the box.

Topical Vocabulary

sea/river cruises	to promenade the deck
a high seas adventure	to sit in a deck-chair
to be a good/poor sailor/a sea dog	to leave/sail for distant lands
to have sea legs	to reserve berths/cabins
to lower/raise gangway	to drop/cast anchor
in a rough/stormy sea	to weigh/lift anchor
cabins and staterooms	to suffer from seasickness
to be out at sea	to feel/get/be seasick
to call at a port/harbour	life-belts/life jackets
to get shipwrecked	to go aground

- Jane always pictured herself ... and taking the sun on board *The Victoria*.
- He decided not to travel by ship anymore remembering how he
- How can you stand this pitching? – I
- There was a terrible storm at sea last night, let's hope nobody
- Keep calm! Don't panic! Put on your
- Be careful! The sea is shallow in this place. Don't
- The rooms on board the ship are called
- He decided to go to sea because he wanted to spend most of his life
- On our way to Sidney we'll ... many ports where you can buy souvenirs.
- Look! The ship ..., we are leaving in a minute.

Exercise 8. Paraphrase the following sentences using the Topical Vocabulary on travelling by ship.

- I decided to go up the upper deck and have a walk there admiring the sea.
- He never loses his balance even when the sea is rough and pitching is severe.
- The boat moored to the island after a 7-hour drift and everybody sighed with relief.
- There were 150 passengers on board when the ship was destroyed in an accident.
- John always chooses sea cruises as he never suffer from seasickness.
- All the rooms of the *Victoria* are commodious and well-equipped.
- On the way to India we visited a lot of ports and could have some city tours.
- He bought two tickets for a river cruise as a present for his daughter's birthday.
- Jack was known as a good pilot. None of his ships ever got stuck in shallows.

10. When a ship is ready to leave, the captain orders to take away the steps between the ship and the shore.

Exercise 9. Do the multiple-choice task. Choose the best answer.

1. Swimming across that river was a ... thing for him to do.
a) dangerous b) rough c) stormy d) violent
2. I'm always seasick when the sea is
a) calm b) rough c) unsteady d) wild
3. The *Anna Maria* ... from Glasgow at 11:00 tomorrow.
a) embarks b) leaves c) sails d) steams
4. The passengers amused themselves playing games on the upper ... of the ship.
a) deck b) dock c) floor d) platform
5. We saw ships from all over the world in the
a) beach b) harbour c) pier d) shelter
6. I don't want to go into the sea. I'd rather lie on the
a) bank b) beach c) coast d) seaside
7. The ship's captain and members of the ... welcomed us on board.
a) cast b) crew c) staff d) team
8. In spite of the terrible storm, the ship was
a) unbroken b) undamaged c) unhurt d) uninjured
9. During the twenty-day cruise, ten will be spent ... sea, and ten in port.
a) at b) by c) in d) over
10. When the ship docked at Hamburg, they found a ... in the hold.
a) gate-crasher b) interloper c) stowaway d) trespasser
11. I ... with the captain to abandon the ship before it was too late.
a) appealed b) begged c) claimed d) pleaded
12. In spite of the storm, the Captain ... the ship safely into port.
a) directed b) drove c) managed d) steered

Exercise 10. Put the words from the box into their correct place in the passage below. Each word is to be used only once.

babysitting service	year-round	puzzles	designed
entertainments	adventurous	staterooms	stocked
video tournament	teenagers	video games	cruising

Cruising with Your Kids on Carnival Cruise Lines

Carnival Cruise Line is the leader in family ..., with more than 100,000 kids aboard its ships each year. Carnival's program for kids is called Camp Carnival. It's a ..., fleet-wide program that provides daily fun-filled and age appropriate activities for children and ... between the ages of 2 and 15 years old. In addition, there is supervised "free play" and But Camp Carnival is not a "daycare". The program is ... so that families are able to enjoy "quality family

time' together, and yet also have the choice of being with peers of their own age, whenever desired.

The play room on each Carnival ship comes completely ... with toys, games, and ... for children for all ages. Besides, each ship has an electronic game room filled with all of the latest T-shirt painting, photography, ping pong, cartoon time, board games, dance class, ..., talent show, face painting, volleyball, show time, scavenger hunts, indoor fair are only some ... provided on board the ship.

Carnival has other features that make the ships attractive to kids and their parents. ... on most Carnival ships are more spacious than on many other cruise lines, and some ships have adjoining rooms. Every ship has a terrific aqua park with water slides and other outdoor entertainments that ... kids of all ages love!

Exercise 11. Make a list of the most popular cruises among Ukrainians. Compare your list to your partner's.

Exercise 12. Act out the situations:

- You have just returned from a Mediterranean cruise and are full of emotions. You meet your friend in a pizza bar and paint your experience in bright colours making him/her envy you. You may use these tips: *to live in a commodious stateroom; a calm sea; to be a good sailor/a sea dog; to promenade the deck; to call at a port/harbour; to make new friends; to have a good time; a terrific aqua park with water slides; basic meals are included in the ticket price; seagulls; dolphins.*
- You have just returned from a sea cruise. The voyage was awful. Instead of enjoying your vacation on board a ship, you had a nightmare. You meet your friend in a pizza bar and paint your experience in dark colours making him/her sympathize with you. You may use these tips: *to share a small cabin with an old lady/man who snores; a rough sea, to be a bad sailor; to suffer from seasickness; to have a bad time; a terrific aqua park with water slides; to pray not to get shipwrecked; severe pitching; to sleep in a life jacket; to stay in the cabin; storm.*
- You have just returned from a Carnival Cruise with your family and are full of emotions. Everybody had a great time on board the ship. You meet your friend who advised you to choose this cruise in a pizza bar and tell him/her about your vacation. You may use these tips: *to live in a commodious stateroom; to promenade the deck; to sit in a deck-chair; to make new friends; a terrific aqua park with water slides; 3 age groups from 2 to 11 – Toddlers (ages 2-5); Juniors (ages 6-8) and Intermediate (ages 9-11); highly skilled crew; scavenger hunts.*
- You are sea-minded and want to have your vacation on board a cruiser. But your friend/boyfriend/girlfriend/spouse dislikes the idea as he/she can't swim. He/she prefers to go to the sea-side and spend the vacation there. You

both try to convince each other that your own choice is the best. You may use these tips: *to live in a commodious stateroom; to promenade the deck; to sit in a deck-chair; basic meals are included in the ticket price; to go to the beach; to lie in the sun; to put up at a five-star hotel; to promenade along the embankment; aqua parks.*

- You have won a Mediterranean cruise from Raffaello. You are in the seventh heaven with happiness. You are imparting this great news to your friend and suggest her/him going with you. He/she doubts as he/she is inclined to get sea-sick. You may use these tips: *to live in a commodious stateroom; to promenade the deck; to sit in a deck-chair; basic meals are included in the ticket price; to suffer from seasickness; to realize one's dream; to take pictures; dolphins.*

Exercise 13. You are a travel agency clerk in the travel agency “Globe”. You are to persuade your client into buying a group tour ticket for a Mediterranean cruise. Use a list of pros and cons to achieve your purpose as it is shown in the example given.

Why should I buy a group tour ticket for a Mediterranean cruise	
pros	cons
I can save a lot of money (50%) buying this group tour ticket as it's a last minute travel offer	I have little time to buy a new swimsuit or swimming trunks and pack my suitcase

Exercise 14. You are a participant of the conference “Sea Cruises: Travel with us”. Make a report on:

- reasons motivating people to choose sea/river cruises;
- services provided on board a ship;
- carnival ships: the best rest for the whole family;
- emergency cases: how to survive.

Exercise 15. Translate the following into English using topical vocabulary:

a)

1. Правда, що ти влаштувався на сучасний лайнер боцманом? Розкішний корабель? — Так, тепер я на океанському лайнері. Цей суперлайнер курсує океаном за встановленим маршрутом між Західною Європою та Америкою, але я влаштувався радистом...

2. Це вантажно-пасажирське судно чи просто експрес лайнер? — Це лайнер для круїзів з найсучаснішими розкішними зручностями для заможних пасажирів, що сумують за старими добрими часами, коли міжокеанські круїзи були популярними. — Справді?! І які у нього тоннаж та швидкість? — Швидкість — 28 вузлів, тоннаж — 50000, на борт приймає 2000 пасажирів. Ця «Королева Вікторія» — заміна тій, що була усунена з експлуатації 40 років тому. На жаль, це вже зовсім не такий корабель, як ті, що були 30-40 років тому... — Що ж так? Невже ера

величних лайнерів закінчилася? Невже із-за конкуренції авіаліній? Невже їх послуги вигідніші та безпечніші? — Так... Авжеж, авіаперевезення пропонує швидкий рух, і часто, нижчі ціни. А послуги наводного транспорту вимагають великих затрат на утримання, заміну лайнерів та зарплатню команди. — Тепер я розумію, чому з'явилося так багато невеликих пасажирсько-грузових суден, які час від часу курсують трансатлантичними маршрутами.

б)

Морські круїзи

Незвичайний круїз, море, великий лайнер, оснащений усіма сучасними зручностями, подих солоного вітру, вологе морське повітря – ось, що уявляється в думках при словосполученні «подорож морем». Морські круїзи – порівняно новий вид відпочинку в Україні. Але, не дивлячись ні на що, круїзи морем стають все більш популярними серед жителів України. Адже круїз по морю – це не тільки комфортний відпочинок на красивому і сучасному судні, але також і чудова можливість відвідати різні країни і відкрити для себе щось нове. Сьогодні, багато туристичних компаній пропонують своїм клієнтам морську подорож на всілякі напрямки, починаючи від жаркого півдня і до Антарктиди, так що кожен зможе вибрати напрямок круїзу, що відповідає його смаку та інтересам.

Exercise 16. Study the information about the most popular cruise destinations.

Ten Most Popular Cruise Destinations in the World

Cruising is one of the best ways to take in multiple destinations on a single trip, not to mention some killer ocean views. For those reasons and more, we look forward to Cruise Critic's annual Cruisers' Choice Destination Awards. Based on port ratings from avid cruisers and readers, Cruise Critic picks 15 destination winners each year.

1. Best Cruise in the US and Canada: Quebec City



2. Best Cruise European Cruise Destination: Budapest



3. Best Cruise in the Eastern Mediterranean: Dubrovnik



4. Best Cruise in the Western Mediterranean: Villefranche



5. Best Cruise in the British Isles and Western Europe: Amsterdam



6. Best Cruise in Australia and New Zealand: Akaroa



7. Best Cruise in Asia and South Pacific: Singapore



8. Best Cruise in the Eastern Caribbean, Bahamas and Bermuda: King's Wharf



**9. Best cruise in the Mexican Riviera, Central and South America:
Cabo San Lucas**



10. Best Cruise in the Southern Caribbean: Curacao



Exercise 17. Look at the pictures of the World's biggest cruise ship Harmony of the Sea and describe it to your partner.



PROPELLER

Three pods, suspended under the stern of the ship, contain electric motors driving the 20ft diameter propellers



WILL IT FIT IN MY HARBOUR?

Length: 1,188ft **Width:** 215ft **Weight:** 227,000 tons
Height: 210ft - as high as seven double-decker buses stacked on top of each other **Cruising speed:** 22 knots
Power: Three power pods, each with a 20ft diameter propeller; four bow thrusters for manoeuvring, each with 7,500 horsepower
Decks: 18 (16 for guests)
Restaurants: 16
Guest capacity: 6,780
Crew: 2,100 **The Shard:** 1,004ft tall
Construction: £800 million
Airbus A380: 239ft long

Harmony of the Seas 1,188ft long

FUN FACTS

- 50 tons of ice cubes made on board every day
- 2,500lb of fresh salmon and 2,100lb of lobster tail eaten on an average seven-night cruise
- 100 gallons of chocolate ice cream used per seven-night cruise
- 3,415 pieces of sports equipment on board including 185 pairs of ice skates, 130 golf clubs and 21 surfboards
- 1,800 cases of fresh water used every 24 hours
- 10,587 plants and 52 trees in the Central Park neighbourhood

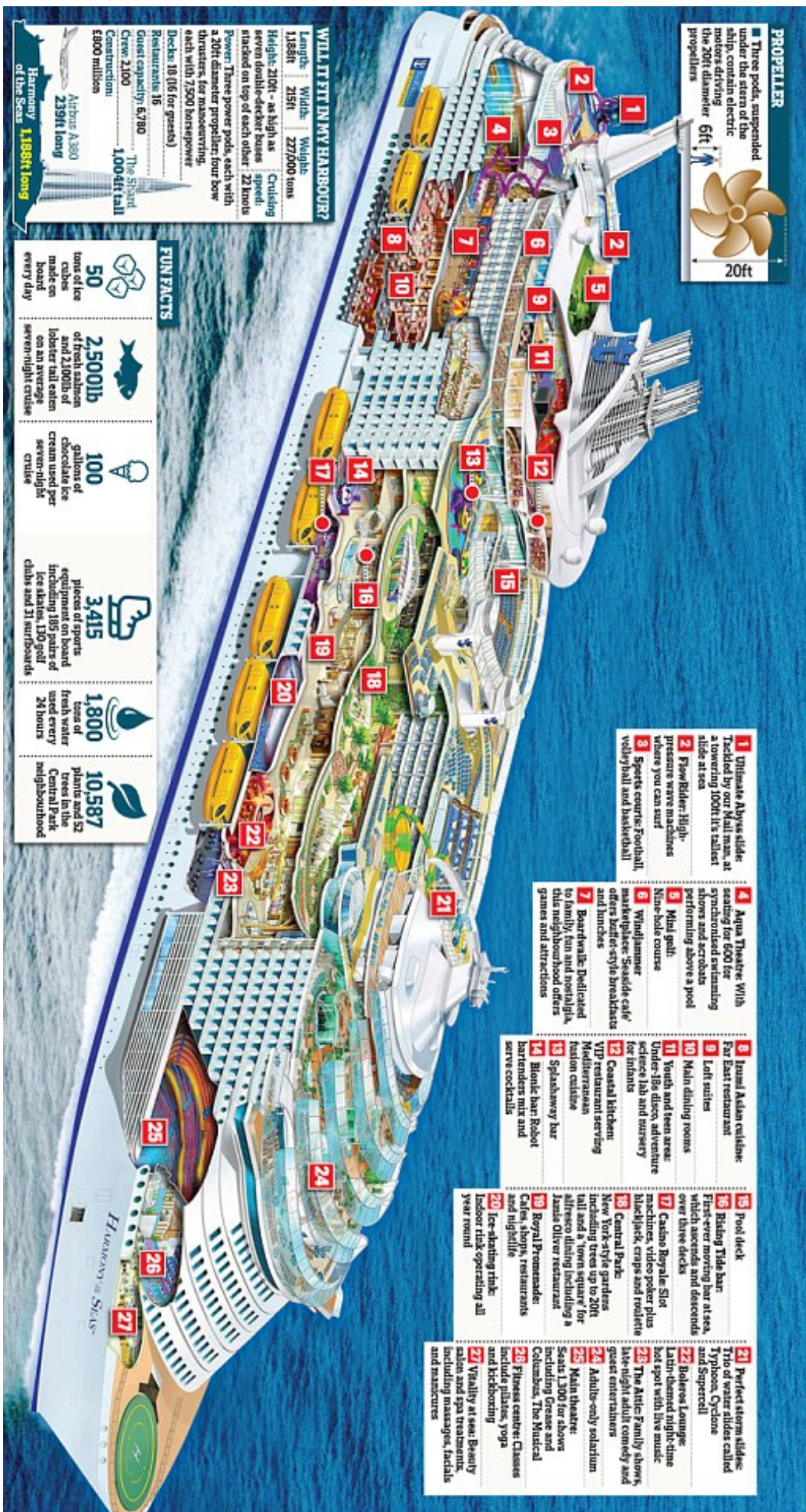
1 Ultimate Abyss slide: Tackled by our Mail man, at a towering 100ft, it's tallest slide at sea
2 Flow Rider: High-pressure wave machines where you can surf
3 Sports courts: Football, volleyball and basketball

4 Aqua Theatre: With seating for 600 for synchronized swimming shows and acrobats performing above a pool
5 Nine-hole course
6 Windjammer marketplace: Seaside cafe offers buffet-style breakfasts and lunches
7 Boardwalk: Dedicated to family, fun and nostalgia, this neighbourhood offers games and attractions

8 Jazzy Asian cuisine: Far East restaurant
9 Loft suites
10 Main dining rooms
11 Youth and teen areas: Under-18s disco, adventure edifice lab and nursery for infants
12 Coastal kitchen: VIP restaurant serving Mediterranean fusion cuisine
13 Splashaway bar: Bionic bar: Robot bartenders mix and serve cocktails

14 Pool deck
15 Riding Tide bar: First-ever moving bar at sea, which ascends and descends over three decks
16 Casino Royale: Slot machines, video poker plus blackjack, craps and roulette
17 Central Park: New York-style gardens including trees up to 20ft tall and a 'town square' for alfresco dining including a Jamie Oliver restaurant
18 Royal Promenade: Cakes, shops, restaurants and nightlife
19 Ice skating rink: Indoor rink operating all year round

20 Perfect storm slides: Trio of water slides called Krypton, Cyclone and Supercell
21 Belvedere Lounge: Latin-themed night-time hot spot with live music
22 The Atrium Family shows: Late-night adult comedy and guest entertainers
23 Adults-only solarium
24 Main theatre: seats 1,500 for shows including circus and cabaret, The Musical
25 Fitness centre: Classes include pilates, yoga and kickboxing
26 Vitality at sea: Beauty salon and spa treatments, including massages, facials and manicures



Unit Two

From “The Sandcastle”

by Iris Murdoch

Dame Iris Murdoch (1919–1999) is a British novelist and philosopher noted for her psychological novels that contain philosophical and comic elements. Murdoch’s first published work was a critical study, *Sartre, Romantic Rationalist* (1953). This was followed by two novels, *Under the Net* (1954) and *The Flight from the Enchanter* (1956), that were admired for their intelligence, wit, and high seriousness. These qualities, along with a rich comic sense and a gift for analyzing the tensions and complexities in sophisticated sexual relationships, continued to distinguish her work. With what is perhaps her finest book, *The Bell* (1958), Murdoch began to attain wide recognition as a novelist. She went on to a highly prolific career with such novels as *A Severed Head* (1961), *The Nice and the Good* (1968), *The Black Prince* (1973), *Henry and Cato* (1976), *The Sea, the Sea* (1978, Booker Prize), *The Philosopher’s Pupil* (1983), *The Message to the Planet* (1989), and *The Green Knight* (1993). The novels illustrate Murdoch’s conviction that although human beings think they are free to exercise rational control over their lives and behaviour, they are actually at the mercy of the unconscious mind, the determining effects of society at large, and other, more inhuman, forces. Murdoch’s last novel, *Jackson’s Dilemma* (1995), was not well received; some critics attributed the novel’s flaws to the Alzheimer’s disease with which she had been diagnosed in 1994. In addition to producing novels, Murdoch wrote plays, verse, and works of philosophy and literary criticism.

She was completely absorbed in what she was doing. Early that morning Rain had found herself able to make a number of important decisions about the picture, and once her plan had become clear she started at once to put it into execution. A white sheet was laid down in the drawing-room on which the easel was placed, together with a kitchen table and a chair. Paints and brushes stood upon the table, and the large canvas had been screwed on the easel. Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs which hung behind him upon the wall. Through the window was visible a small piece of the garden, some trees, and above the trees in the far distance the tower of the school. In front of Demoyte stood a table spread with books and papers. Demoyte had been sitting there at Rain’s request for a large part of the afternoon and was by this time rather irritable. During much of this period Rain had not been painting but simply walking up and down and looking at him, asking him to alter his position slightly, and bringing various objects and laying them upon the table.

Demoyte was dressed in a rather frayed corduroy coat and was wearing a bow tie. This particular capitulation had taken place the previous morning after breakfast when Rain had said sharply, ‘Don’t think me eccentric, Mr Demoyte,

but these are the clothes I want to paint you in' – and had laid the very garments on the chair beside him.

Rain, surveying now at leisure the object placed before her, could hear her father's voice saying, 'Don't forget that a portrait must have depth, mass, *and* decorative qualities. Don't be so fascinated by the head, or by the space, that you forget that a canvas is also a flat surface with edges which touch the frame. Part of your task is to cover that surface with a pattern.' What Rain had lacked was the motif of the pattern. But this had lately occurred to her, and with it came the definitive vision, which she had been seeking, of Demoyte's face. The old man's face, it now seemed to her, was of a withered golden colour, like an old apple, and marked with the repetition of a certain curve. Supremely this curve occurred in his lips, which Rain proposed to paint curling in a slightly sarcastic and amused manner which was highly characteristic of him. It appeared again, more subdued, in his eyebrows, which met bushily above his nose, and in the line made by his eyes and the deep wrinkles which led upwards from their corners. The multitudinous furrows of the forehead presented the same motif, tiny now and endlessly repeated, where the amusement was merged into tolerance and the sarcasm into sadness.

Rain had chosen as part of the background one of the rugs which, as it seemed to her, spoke the theme again. In some obscure way this patterned surface continued too to be expressive of the character of the sitter, with his passionate interest in all-over decoration. Rain selected a noble Shíráz, of a more intense golden shade, not unlike the colour in which she proposed to paint the old man's face, and wherein the curve occurred again, formalized into a recurrent flower. This rug, which was the same one which Rain had been studying when William Mor first beheld her, she had persuaded Demoyte to move, exchanging its position with another one so as to have it in the picture. He had done this with many complaints.

Rain was aware of the dangers of her plan. She was not especially worried at the possibility of depth and space being sacrificed to decoration. That was a risk which had to be run in any case – and she found in practice that if she thought about decoration first, and then forgot it and thought about depth, the thing would usually work out. It was rather that this particular motif, combined with the colour scheme which seemed to be imposing itself, was a somewhat sweet one and might soften the picture too much. To counteract it she would rely upon the sheer mass and strength of the head – that would be her most difficult task – and upon the powerful thickness of the neck. The hands and the objects upon the table would have to play their part too, especially the hands. Rain did not yet see this very clearly. The treatment of the window was also to

some extent problematic. She was tempted to paint the trees in a stylized and curly manner, but suspected that this was a false instinct. Something different must be done with the trees, something rather austere. What she could not bring herself to sacrifice was the idea of putting in the neo-Gothic tower of the school in the top left-hand corner, rising into the sky with a fantastic flourish. The sky itself would be pallid, cooling down the rest of the picture, so far as was consistent with a strong light in the room. Demoyte himself would be looking back, away from the window, his glance not quite meeting that of the spectator.

‘It’s time you stopped that now, missie’, said Demoyte. ‘There isn’t anything like enough light to paint by.’ He shifted restlessly about in his chair. He particularly resented being kept there when Rain was not painting him but painting a piece of the rug. Rain had told him when he complained that ‘all the colours belong to each other, so the rug looks different when you are there’.

‘I know,’ said Rain abstractedly. She was wearing her black trousers and a loose red overall on top, the sleeves well rolled up. ‘It is too dark. My father would be cross seeing me painting now. I just want to finish this tiny square.’

She had filled in in very considerable detail one small segment of the rug in the top right-hand half of the picture. The rest of the picture was vaguely sketched in with a small number of thin lines of paint. Rain, following her father, did not believe in under-painting. She painted directly on to the canvas with strokes of colour which were put on as if they were to stand and to modify the final result however much was subsequently laid on top of them. Rain also followed Sidney Carter’s system of painting the background first and letting the main subject grow out of the background and dominate it and if necessary encroach upon it. In particular, she recalled her father’s dictum: ‘A little piece of serious paint upon the canvas will tell you a lot about the rest. Put it on and sleep on it’ Rain hoped that the following day she would be able to construct, from the small and finely worked segment of rug, a great deal more of the rest of her picture.

SPEECH PATTERNS

1. **What** Rain had lacked **was** the motif of the pattern.

What she could not bring herself to sacrifice **was** the idea of putting in the neo-Gothic tower of the school in the top left-hand corner <...>.

What she really needed **was** a friendly hug.

What he has always wanted to obtain **is** a rear stamp possessed by his cousin.

2. a) Don’t be so fascinated by the head, or by the space, that you forget that a canvas is also a flat surface with edges **which touch the frame**.

The woman **who does my hair** has moved to another hairdresser's.

Birds **that fly south in winter** cannot stand cold weather.

Persons **who cannot read well** do not succeed in studying.

b) This rug, **which was the same one which Rain had been studying when William Mor first beheld her**, she had persuaded Demoyte to move, exchanging its position with another one so as to have it in the picture.

Dorothy, **who does my hair**, has moved to another hairdresser's.

She married a very nice young architect from Belfast, **whom she met on a bus**.

This book, **whose author is a woman of eighty**, is very amusing.

3. **In front of Demoyte stood a table** spread with books and papers.

Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs which hung behind him upon the wall.

In the doorway stood a stout old gentleman in a blue coat.

Then began an elaborate picnic preparation.

Thus spoke Mr. Brown coming as near as possible to the door.

4. Demoyte **himself** would be looking back, away from the window, his glance not quite meeting that of the spectator.

The sky **itself** would be pallid, cooling down the rest of the picture, so far as was consistent with a strong light in the room.

She's very pleased with **herself**.

The house **itself** is nice, but the garden's very small.

Phrases and Word Combinations

to be absorbed in smth/doing smth

to screw a canvas on the easel

to merge into smth

to sacrifice smth to smth/smb

to bring oneself to do smth

the rest of the picture/books etc

strokes of colour

to recall smb's dictum

to be sketched in with a number of thin lines of paint

to put a plan into execution

to do smth at smb's request

the character of the sitter

to be tempted to do smth

to resent doing smth

to shift about in a chair

to encroach upon smth

to sleep on it

ESSENTIAL VOCABULARY

1. **picture** *n* 1) painting, drawing, sketch, *as* a picture gallery; in the foreground (background) of the picture, *e. g.* There is nothing of unusual interest in the subject matter of the picture. Every detail in the picture plays its part in the composition. **Syn.** piece, *as* a flower piece, a conversation piece.

2) photograph, *e. g.* The picture I took of you last week turned out very well.

3) a perfect type, an embodiment, *e. g.* You look the picture of health.

4) a film, *e. g.* I like to see a good picture once in a while.

picture *v* [T] 1) to make a picture, describe in words, *e. g.* The novel pictures life in Russia before the Revolution.

2) to imagine, *e. g.* I can't quite picture you as a teacher.

depict *v* [T] to make a picture of, *e. g.* Perov liked to depict the scenes and types of common life.

Syn. represent, portray, *e. g.* The picture represented two Italian women talking. Turner tried to portray the mood of the sea.

picturesque *adj* giving vivid impression of nature or reality; romantic, *e. g.* I wonder who lives in that picturesque cottage over there.

2. paint *n*, *e. g.* Constable sometimes used a palette knife to apply the paint instead of a brush.

paint *v* [T, I] 1) to put paint on, *e. g.* They painted the door white.

2) to make a picture by using paint, *as* to paint from nature, *e. g.* Ceremonial portraits were painted according to formula. Turner excelled in painting marine subjects.

3) to describe vividly in words, *e. g.* You are painting the situation too dark.

painter *n* an artist, *as* painter of battle-pieces, genre painter, landscape painter, portrait painter, *e.g.* He was a well-known marine painter.

painting *n* 1) the act, art or occupation of laying on colours, *e. g.* Painting has become his world.

2) a painted picture, *as* an oil paintings, still life paintings, a collection of paintings, an exquisite piece of painting.

Syn. canvas, *e.g.* An oil-painting caught and held him ... he forgot his awkward walk and came closer to the painting, very close. The beauty faded out of the canvas.

3. colour *n* 1) *as* bright (dark, rich, cool, warm, dull, faded) colours, *e. g.* The dancers wore tight-fitting dresses of richly glowing colours.

colour scheme combination of colours, *e. g.* Gainsborough's pictures are painted in clear and transparent tone, in a colour scheme where blue and green predominate.

2) materials used by painters, *e. g.* Turner constantly used water-colour for immediate studies from nature.

to paint smth. in (dark) bright colours to describe smth. (un)favourably, *e. g.* The headmaster painted the school's future in bright colours.

3) the red or pink in the cheeks, *e. g.* She has very little colour today.

off colour not feeling well; in low spirits, *e. g.* He's been feeling rather off colour lately.

colour *v* [T, I] 1) to become coloured, *e. g.* The leaves have begun to colour.

2) *figurative* to change in some way, to make a description more exciting, *e. g.* News is often coloured in newspapers.

coloured *adj* having colour, *as* cream-coloured; flesh-coloured; a coloured print; a multicoloured handkerchief, *e. g.* I'll make myself one white and one coloured

dress for the summer. When they were wet the pebbles were multicoloured and beautiful.

colourless *adj* without colour; pale; *figurative* without interest or character, *as* a colourless story (person);

Ant. colourful.

colouring *n* style in which the thing is coloured, *as* gaudy (subtle) colouring, *e. g.* His drawing is good but his colouring is poor.

colourist *n* an artist whose works are characterized by beauty of colour, *e. g.* As a colourist Gainsborough had few rivals among English painters.

4. select *v* [T] to pick out, *esp.* for its superior qualities, *as* to select a gift (a suitable person, the best singers, the most typical cases, the best samples, etc.). *e.g.* They selected a site for the monument.

Syn. choose, pick, *e. g.* The small girl chose the biggest apple in the dish. I picked this way because it was the shortest.

selection *n* choice; a collection of specially chosen examples, *as* natural (artificial) selection; selections from Shakespeare (Ukrainian composers, etc.); poetry, prose selections; a good selection of paintings (goods, etc.). *e.g.* This department store has a good selection of hats.

5. cross *adj* [usually before noun] *especially BrE* angry or annoyed, *as* cross words, cross answer, **to be/get cross with smb/about smth**, *e.g.* Sometimes she gets very cross with the children. He was cross at being interrupted.

to make smb cross, *e.g.* His behavior made her cross again.

as cross as two sticks very angry, annoyed or irritated, *e.g.* Jacob was “as cross as two sticks,” if we are to believe Mrs. Bland, his housekeeper.

as cross as a bear grumpy, ill-humored, annoyed, *e.g.* He resented it so sharply, that when Ralph, who went down stairs before him, was asked how he was, he replied, “I guess he isn’t very sick, but he’s as cross as a bear.”

crossly *adv*, *e.g.* Jerry Tope hung up and shook his head crossly.

6. execute *v* [T] 1) to kill someone, especially legally as a punishment, *as* **execute smb for smth**, *e.g.* Thousands have been executed for political crimes.

2) *formal* to produce a painting, book, film etc, *e.g.* The artist executed Mercury in marble.

3) *formal* to do something that has been carefully planned, *e.g.* The job involves drawing up and executing a plan of nursing care.

Syn. implement

4) *formal* to perform a difficult action or movement, *as* beautifully/skillfully/poorly executed, *e.g.* The skaters’ routine was perfectly executed.

execution *n* 1) [C, U] when someone is killed, especially as a legal punishment, *e.g.* He was granted a stay of execution.

2) [U] *formal* the process of producing something such as a painting, book, film etc, or the way it is produced, *e.g.* Tom was staring at the sculpture that was unusual in design and execution.

3) [U] *formal* a process in which you do something that has been carefully planned, *e.g.* His intention and execution are not very near each other.

Syn. implementation

4) [U] *formal* the performance of a difficult action or movement, *e.g.* It's a firework piece of music, in which execution takes the place of melody.

7. amuse *v* 1) to make someone laugh or smile, *e.g.* He made funny faces to amuse the children. It amused me to think back to my life in London.

2) to make time pass in an enjoyable way, so that you do not get bored, *e.g.* The kids amused themselves playing hide-and-seek. Doing jigsaws would amuse Amy for hours on end.

Syn. entertain

amusement *n* 1) [U] the feeling you have when you think something is funny: **with/in amusement**, *e.g.* Her eyes sparkled with amusement. She looked at him in amusement.

to smb's amusement in a way that makes someone laugh or smile, *e.g.* They were dancing and singing in the car, much to the amusement of passers-by.

2) **amusements** [plural] **a)** things that entertain you and make time pass in an enjoyable way, *as* childhood amusements **b)** *BrE* special machines or games that intended to entertain people, for example at a fair, *e.g.* The kids can ride on the amusements.

3) [U] the process of getting or providing pleasure and enjoyment, *e.g.* What do you do for amusement in this town?

amusement arcade *n* [C] *BrE* a place where you play games on machines by putting coins into them.

Syn. video arcade *AmE*

amusement park *n* [C] a large park with many special machines that you can ride on, such as roller coasters and merry-go-rounds.

amused *adj* 1) if you are amused by something, you think it is funny and you smile or laugh: [+**at/by**], *e.g.* Ellen seemed amused by the whole situation. Her amused look made me laugh.

2) **keep smb amused** to entertain or interest someone for a long time so that they do not get bored, *e.g.* There were puzzles and games to keep the children amused.

amusing *adj* funny and entertaining, *e.g.* I don't find his jokes at all amusing. She liked that highly amusing film.

8. sketch *n* [C] 1) a simple, quickly-made drawing that does not show much detail, *e.g.* Cantor drew a rough sketch of his apartment on a napkin.

2) a short humorous scene on a television programme, in a theatre etc, that is a part of a larger show, *e.g.* Her TV programme is made up of a series of comic sketches.

3) a short written or spoken description, *e.g.* His new article was a brief sketch of the main weaknesses of the British economy.

sketch *v* 1) [I, T] to draw a sketch of something, *e.g.* I always sketch with pen and paper.

2) also **sketch out** [T] to describe something in a general way, giving the basic ideas, *e.g.* Holford sketched a 10-year programme for rebuilding the city.

to sketch in smth *phr v* to add more information about something, *e.g.* I'd like to sketch in a few details for you.

sketch pad/book *n* [C] a number of sheets of paper fastened together and used for drawing, *e.g.* Jane took her sketch pad and went to the park to draw squirrels.

sketchy *adj* not thorough or complete, and not having enough details to be useful, *e.g.* Details of the accident are still sketchy.

9. subject *n* [C] 1) the thing you are talking about or considering in a conversation, discussion, book, film etc, *e.g.* Paul has strong opinions on most subjects. He couldn't understand the subject of the book.

to change the subject start talking about something different, *e.g.* Stop trying to change the subject!

to get onto a subject start talking about something, *e.g.* How did we get onto the subject of drugs?

to get off a subject stop talking about something, *e.g.* He wanted to change the subject but didn't know how to get off it.

to drop the subject stop talking about something, *e.g.* Can we just drop the subject now, please.

to raise a subject mention a subject and start talking about it, *e.g.* At last Jane raised the subject she wanted to discuss with John so much.

to broach a subject start talking about something that people may be sensitive about, *e.g.* I don't know how to broach the subject of a pay rise with / to my boss.

on the subject of smth talking about something, *e.g.* While we're on the subject of money, do you have the \$10 you owe me?

touchy subject something people are sensitive about, *e.g.* You know money is a touchy subject for me.

2) an area of knowledge that you study at a school or university, *e.g.* My favourite subject is English.

3) the thing or person that you show when you paint a picture, take a photograph etc, *e.g.* Monet loved to use gardens as his subjects.

4) a person or animal that is used in a test or experiment, *e.g.* The subjects of this experiments were all men aged 18-35.

5) *formal* someone who was born in a country that has a king or queen, or someone who has the right to live there, *as* a British subject.

10. put aside *phr v* to save, to move smth. away, *e. g.* Put aside the book. The man put aside some money for a rainy day.

put away *phr v* to set aside, *as* to put away one's things, books, a letter, *e.g.* He put his toys away every night.

put back *phr v* to replace, to move backwards, *e. g.* The clock was 5 minutes fast and he put back the hands. Put the dictionary back on the shelf, please.

put down *phr v* to write down, *e. g.* Put down my address.

put down to *phr v* to explain the cause, *e. g.* The flu was put down to damp weather. I was having difficulty reading, which I put down to the poor light.

put in *phr v* 1) to include; add (something such as in writing), *e.g.* What she could not bring herself to sacrifice was the idea of putting in the neo-Gothic tower of the school in the top left-hand corner, rising into the sky with a fantastic flourish. At the last moment, Tom decided to put in a new character, to make the story seem more likely.

2) to interrupt; add (words) to a conversation, *e.g.* "But wait," Jane put in, "I haven't finished my story".

to put in a (good) word for smb to say positive things about someone. *e.g.* I'm applying for a job in your department, so please put in a good word for me.

put off *phr v* 1) to postpone, *e. g.* Never put off till tomorrow what you can do today. The meeting was put off till Monday (for two days).

2) to discourage; escape doing something. by making excuses, *e. g.* She tried to put me off with a jest (promises, excuses). He has been trying to see her, but her secretary keeps putting him off.

put on *phr v* 1) to assume or to pretend to have a particular feeling, opinion, way of speaking etc especially in order to get attention, *e. g.* Jane's not really that upset; she's just putting it on. His modesty is all put on.

2) to increase, *e. g.* She went on a diet, not to put on weight. We must put on the pace, otherwise we'll be late.

put out *phr v* 1) to cause to stop burning, *e. g.* Put out the candle (the fire, the lamp, the gas).

2) to feel upset or offended, *e. g.* He was very much put out by the unexpected delay.

put through *phr v* to connect someone to someone else on the telephone, *e. g.* Put me through to the manager, please.

put up *phr v* 1) to raise something to a higher position, *e. g.* The boy put up his hand eager to answer the teacher's question.

2) to provide food and lodging or to lodge, *e. g.* We shall put up at an inn for the night. The landlady agreed to put us up if we did not mind to share one room.

put up with *phr v* to accept an unpleasant situation or person without complaining, bear, *e. g.* I can't and won't put up with all this noise. She put up with his violent temper.

READING COMPREHENSION EXERCISES

Exercise 1. a) Consult a dictionary and practice the pronunciation of the following words. Pay attention to the stresses.

absorbed, execution, drawing-room, corduroy, enthroned, eccentric, motif, definitive, withered, supremely, sarcastic, multitudinous, furrows, forehead, counteract, instinct, austere, neo-Gothic, abstractedly, loose, underpainting, subsequently, segment.

b) Listen to your partners' reading of the above exercise. Correct their mistakes if any.

Exercise 2. Complete the following sentences using the speech patterns:

1. What she wanted to be presented 2. ... comes my brother. 3. Don't ask mom to pack the suitcases, we can 4. What they 5. The witness, who police ..., was also a victim of Slack. 6. What he really dreamt about 7. My son dressed ... for the first time today! 8. That painting's wonderful. Did you ? 9. What he forgot 10. If you don't like the way I'm doing it, you ...! 11. ... an old lady with a bunch of flowers. 12. A thief who ... has finally been arrested.

Exercise 3. Combine the three pieces of information into one sentence using a defining or non-defining relative clause. The first sentence is done for you

1. A thief / broke into an office block / was seen by the security guard.
A thief, who broke into an office block, was seen by the security guard.

2. Burj Khalifa / was completed in 2010 / the tallest building in the world. 3. The dog / is sitting at the door/ is mine. 4. A woman / has lost her husband/ is often lonely. 5. Coca-Cola / also called Coke / sold in over 200 countries. 6. They invited me to the village / their parents live / but I refused. 7. When the police entered his flat / was only five minutes from the office block / they found no sign of him. 8. Birds / fly south in winter / cannot stand cold weather. 9. Barack Obama / born in Hawaii / the 44th President of the USA. 10. The moon / has water under its surface / might be a future home for humans.

Exercise 4. Paraphrase the following sentences. Use the speech patterns.

1. She has always dreamt about a Yorkshire terrier. 2. The police opened the door of the fridge and found Mader curled up inside and shivering. The fridge was only a meter high. 3. That's the actor. I saw him in a film last week. 4. He

doesn't need our help to cook a cake. 5. When she cooks, she always cuts her finger. 6. Mader had been in the fridge for two hours. He had a cold and was given a blanket before the police took him away. 7. They saw a great castle directly in front of them. 8. Mike is selfish. 9. Frank's thoughts are important to us. 10. I'm sure she has the same point of view. 11. You talk only about your problems. 12. My neighbor is the person. He called the police. 13. I saw an enormous frog on the grass. 14. Your fence needs painting. 15. They noticed a strange procession coming along the road.

Exercise 5. Translate the following sentences into English using the speech patterns:

1. Навіщо він це сказав, було загадкою для кожного. 2. Коли була написана ця картина, важко сказати. 3. Художник, який був лише початківцем, щойно організував свою власну виставку у художньому музеї. 4. Обережно, не поріжся. Ніж – дуже гострий. 5. Вона не могла змусити себе підійти і подивитися знову на картину. 6. Невже ти сам це намалював? Дуже красиво. 7. Що йому було потрібно для книги – це декілька ілюстрацій, де були б зображені головні герої роману. 8. Зараз був той момент, коли потрібно було діяти. 9. Картина сама по собі була посередня, а ось під верхнім шаром фарби приховувався вкрадений пейзаж І.Левітана. 10. Художнику, який створив це чудове полотно, було лише сім років. 11. Що було потрібно дитині, так це любов і піклування. 12. Набір пензликів і мольберт, які лежали на столі, було подарунком Джона на день народження сину. 13. У дверях стояв сам художник, творець шедевра «Дев'ятий бурун». 14. Не треба мені допомагати, я сам можу все організувати. 15. Перед хлопцем лежав відкритий альбом для малювання, а сам він занурився у розглядання пелюстків троянди.

Exercise 6. Make up five sentences on each speech pattern.

Exercise 7. Make up and act out a dialogue using speech patterns.

Exercise 8. Learn the phrases and word combinations given after the text. Recall the situations from the text, in which they are used.

Exercise 9. Fill in the spaces in the sentences below with a suitable word combination from the text:

1. Let's weigh all the pros and cons before 2. She was ... to accept his helping hand but then decided not to. 3. After a 10-year break he couldn't ... to take up music. 4. I entered the room but he didn't notice me as he ... reading some book. 5. He chose one of the books and asked to return ... to the library. 6. The painter portrayed ... with moving sincerity. 7. Tom felt nervous. He

couldn't wait until the end of his interrogation, ... that was rather old and uncomfortable. 8. I don't want to ... upon your freedom, I just love and worry about you. 9. Even loving her with all his heart, he wasn't ready to ... his freedom to their happy family life. 10. George wasn't going to do Jim a favour but he had to ... his brother's 11. She looked at the portrait. It was 12. When she entered the studio, she saw paints and brushes standing upon the table and the painter himself was 13. She ... having to wait. 14. Suddenly she ... of her father, "Never do things by halves". 15. Mike wasn't sure if his choice was right, so he decided ... hoping that the following day would bring the answer.

Exercise 10. Translate the following sentences into English using the phrases and word combinations from the text:

1. Мені не подобаються картини цього художника із-за його манери жирно накладати фарби на полотно. 2. Вона не збиралася пожертвувати успішною кар'єрою модного портретиста заради шлюбу за розрахунком. 3. Джейн стояла перед полотном, закріпленим на мольберті, і милувалася картиною, де натурщик і пейзаж зливалися в єдине ціле. 4. Вона вирішила відкласти вирішення проблеми до наступного ранку, згадавши вислів батька «Зробив наспіх, як насміх». 5. Я роблю це лише на прохання батька, якого дуже поважаю. 6. Він не міг змусити себе продовжити писати картини після аварії – руки дрижали і не тримали пензлі. 7. Дівчина занурилася у споглядання квітучого садка, розмірковуючи в який манері написати пейзаж. 8. Після дводенних роздумів і оцінювання всіх «за» і «проти», Джун перейшла до реалізації свого плану. 9. Вона ніколи не запізнювалася сама і дратувалася, коли її змушували чекати. 10. Він схилявся до думки запросити дівчину до художньої галереї, але не був впевнений, чи їй до смаку сучасне абстрактне мистецтво. 11. Том явно нервував – він совався на стільці, торкався носа і витирав піт на обличчі. 12. Оскільки ми змушені ділити цю кімнату ще два дні, я буду вдячна, якщо ти не будеш вторгтися на мою територію залишок часу.

Exercise 11. Explain in other words the following phrases from the text:

found herself able to make a number of important decisions about the picture, to put her plan into execution, laid the very garments on the chair, a portrait must have depth, mass and decorative qualities, marked with the repetition of a certain curve, the multitudinous furrows of the forehead presented the same motif, one of the rugs spoke the theme again, was not especially worried at the possibility of depth and space being sacrificed to decoration, was tempted to paint the trees in a stylized and curly manner, shifted restlessly about in his chair, the picture was vaguely sketched in with a small number of thin lines of

paint, did not believe in under-painting, letting the main subject grow out of the background and dominate it and if necessary encroach upon it.

Exercise 12. Find in the text English equivalents of the following Ukrainian words and phrases:

натурщик, змусити себе, соватися на стільці, мазки фарби, реалізувати план, згадати чийсь вислів, зануритися, кольорова палітра, сердитися, залишок, на чиєсь прохання, підозрювати, обурюватися (ображатися, дратуватися), полотно, зливатися в, зображати більш докладно, додаючи деталі, відкласти вирішення чогось до наступного ранку, пожертвувати чимось заради чогось, задній фон картини, закачувати рукава, вторгтися на чужу територію, обрати, додати (включати до складу), одяг, рама, йти на ризик, дивитися прямо в очі глядачеві, усвідомлювати, у верхньому лівому куті, писати.

Exercise 13. Answer the questions and do the assignment:

1. Who are the main characters of the extract? Give them a short character sketch. 2. What is necessary to execute a picture? 3. What difficulties did Rain face while painting a portrait? 4. Describe the picture Rain planned to paint (sitter, composition, background, colour scheme, style/manner). 5. Why did Demoyte feel dissatisfaction while sitting for his portrait? 6. Why did Rain spend so much time on portraying a segment of a rug? Do you share her point of view that 'all the colours belong to each other, so the rug looks different when you are there'. 7. Whose pieces of advice did Rain follow while portraying Demoyte and what were they? 8. What skills and character traits does one need to become a good painter? 9. What is the difference between an amateur and a mature artists? What artist do you think Rain is? 10. Do you think Rain will succeed in executing the portrait of Demoyte and he will like the canvas? Why? 11. Have you ever been painted/ portrayed anybody? Share your experience. 12. Would you like to take up art? Would you like to paint portraits/landscapes/seascapes/ flower pieces/ genre compositions etc? Explain her choice.

Exercise 14. Give a summary of the text dividing it into several logical parts.

Exercise 15. Retell the text a) close to the text; b) as if you were Rain Carter; c) as if you were Demoyte.

Exercise 16. Act out the situations given below. Use the phrases and word combinations from the text.

- a) Demoyte is complaining to his housekeeper about his wasting the whole day sitting for Rain Carter who has painted only a small piece of rug;
- b) Rain Carter and Demoyte are discussing the clothes the sitter is going to wear, the pose of the sitter and the background of the portrait;
- c) Rain Carter is telling her father about the difficulties she faces painting the portrait of Demoyte and asking for his advice.

Exercise 17. Choose one of the following quotes and comment on it. Write 150-200 words expressing your ideas.

- Painting is concerned with all the 10 attributes of sight; which are: Darkness, Light, Solidity and Colour, Form and Position, Distance and Propinquity, Motion and Rest (Leonardo da Vinci)
- Painting is easy when you don't know how, but very difficult when you do. (Edgar Degas)
- Painting from nature is not copying the object; it is realizing one's sensations (Paul Cezanne)
- Painting is a very difficult thing. It absorbs the whole man, body and soul, thus have I passed blindly many things which belong to real and political life (Max Beckmann)
- Painting is a blind man's profession. He paints not what he sees, but what he feels, what he tells himself about what he has seen (Pablo Picasso)

VOCABULARY EXERCISES

Exercise 1. Study the essential vocabulary and translate the illustrative examples into Ukrainian.

A. 1. The figures **in the foreground of the picture** represent a group of Hottentots and Caffers. 2. Once when I went to the cinema I saw **a picture** about a little girl named Mary, whose mother was very ill and whose father was a drunkard. 3. He took **the picture** of the children and put it in his pocket. 4. Wind blew her waist length hair out behind her and she **looked the picture of** an ice maiden standing in her frosty domain. 5. He couldn't **picture himself** in muddy, calf high combat boots, camouflaged green fatigues, and the round, hard helmet. 6. The **story pictures** the adventures of a young, singer, who deserted by her husband, places her child with strangers and then, through her singing in a border cabaret, starts on a career which sails her to grand opera. 7. While Morandi painted from direct observation, Bailey **painted from memory**. 8. She **painted the situation** as a noble fight for her identity in an environment where every attempt was being made to co-opt it. 9. In his "Essays on Painting," Diderot distinguishes the **history painter** from the **genre painter** as two

hierarchically opposed types. 10. My first painting was **an oil painting** on harvesting in Autumn. 11. By now you will, hopefully, have identified **the colour scheme** you want for your home. 12. As a rule he used **water-colour** as transparent pigment. 13. I didn't notice yesterday that she was **off colour**. 14. There were no trees, no birds, no people and no noise and everything **was coloured** in different shades of orange apart from Cleo's house which was brilliant white. 15. The buyer on the Rungis market is looking for **monocoloured** fruits, because the consumers in France willingly buy these, but only reluctantly the brownish, and stained ones. 16. With some ceremony she **selected** a suitable piece and wrapped it round the book like a shawl round a baby. 17. For many years, computer intruders have relied on users' **poor selection** of passwords to help the intruders in their attempts to gain unauthorized access to a system or network. 18. Candystick **was cross with** Tartanbow for drinking all the sherry and falling asleep on the mantelpiece. 19. She **was as cross as two sticks** about having been left to go adrift. 20. His cold made him miserable, and being sent out of the shop **made him cross**.

B. 1. Going to Rome as a student, he **executed a painting** of the Sleep of Endymion, and another of Hippocrates refusing the presents of Artaxerxes. 2. With **poorly executed** planning — you will get lots of activity but little real accomplishment. 3. You will have no obstruction from us in the execution of your duty. 4. She knew hundreds of ways **to amuse** a child. 5. Rob said looking **in amusement** at Ted's socks which were holes held together by material. 6. She wanted to go to **the amusement park**. 7. The servants were ordered not to neglect Miss Ellis; and Miss Ellis received permission to carry to her own apartment, any books from off the piano forte or tables, that might contribute **to her amusement**. 8. Throughout their succulent six-course meal, David **kept her amused** with stories of Medieval England, and the Renaissance period of European history. 9. She started out to write a romantic and **amusing story** about relationships. 10. When the finished pot was dry, an artist **drew a sketch** on it with a sharp tool or a stick of charcoal. 11. Millie opened her **sketchbook** and began drawing the scene before her: two boisterous dogs in a yard full of spring blossoms. 12. In the bottom fourth to third of the paper, the first layer of hills **is sketched in** with pencil. 13. At first **a rough sketch** is drawn and then the detail is painted in later. 14. As it was a small party, the gentlemen soon joined the ladies and the talk **got onto the subject** which was obsessing London — the fate of General Gordon. 15. They suddenly realised they had **got off the subject** they were originally discussing. 16. Hans told her that would be fine and he **dropped the subject** because he could see that she didn't want to discuss the subject any longer. 17. But when he **raised the subject** his brother always laughed. 18. When I **broached the subject** of Kim's education, Montgomerie looked at me with the vague look of a scientist, and said that it was certainly important, but didn't I think it could wait until we had all the samples properly labelled and organized. 19. The last paper read **was on the subject of** "Blood

Pressure," by Dr. H. Jerard, which proved to be a very scientific paper. 20. Religion is a very **touchy subject** to a lot of people.

C. 1. During this period, he **put aside** his central work and took on tasks he either hadn't considered before or had considered and rejected. 2. He **put away** the idea of being rich, and he **put away** the idea of having a fast chariot with beautiful horses, and everything else that people wanted in his lifetime. 3. She **put back** the key where she had found it. 4. She **put down** his phone number and promised to call. 5. Her head ached and she had an awful sense of foreboding which she **put down to** her experiences of the previous night. 6. So they will **put in** a protagonist or point of view character who is like the presumed audience, and therefore "relatable". 7. She **put in a word of praise for** her junior to the boss. 8. Sometimes he **put off** his clients upon pretence of taking more serious consideration. 9. He **put off** his return to New York, seeing her every day, each time in a fresh aspect of beauty, in a new mood of fascination. 10. He **put on** a brave face though he was sick at heart. 11. Of course, some people have a faster metabolic rate and tend not to **put on weight**. 12. **Put out** all fires before leaving the camping ground. 13. She never **gets put out** even by the most difficult matters. 14. Can you **put me through** to this number? 15. We can **put up at** the hotel, or with friends. 16. I can't **put up with** it any longer.

Exercise 2. Study the essential vocabulary and fill in the omitted prepositions.

1. Jack painted their future ... bright colours and Jane believed him. 2. He was executed ... terrorism. 3. Don't get cross ... me ... my being late. 4. The child opened her mouth ... amusement. 5. He looked the picture ... misery. 6. She was ... colour yesterday but nobody knew the reason. 7. Her cold in the head was put ... the allergy to ambrosia. 8. Henry decided to change the unpleasant subject but didn't know how to get ... it. 9. Never put ... till tomorrow what you can do today. 10. He promised to do me a favour and put ... a good word ... me ... his boss. 11. There was something bright ... the foreground ... the picture. 12. I don't quite understand; can you sketch ... a few details of what you're suggesting? 13. When I entered the room they were ... the subject ... having a picnic on Sunday. 14. Her cheerfulness is all put 15. He liked painting ... nature. 16. Mary couldn't put ... bad habits of her husband. 17. He felt uneasy and didn't know how to get ... a subject. 18. I put my name ... for the course. 19. Much ... my amusement, everyone believed her story. 20. The new buildings have only been sketched ... so far.

Exercise 3. Paraphrase the following sentences using the essential vocabulary:

1. The concert has had to be postponed to next week. 2. I can't even imagine you as a ballet dancer. 3. The combination of colours of this picture is really amazing. 4. Why are you so angry today? 5. Don't discuss heart affairs with him, he's sensitive about it. 6. She liked Jim, he was funny and could make her laugh. 7. The child was looking forward to Sunday. His parents promised to take him to a park with lots of merry-go-rounds and rides. 8. Though it was a quickly-made drawing, it was clear the young artist was a genius. 9. He didn't know what present to pick out for Ann. 10. I would never have thought that the process of producing a portrait could be so long. 11. The girl seemed to faint any moment, she looked pale and unhealthy. 12. This movie was not entertaining and we didn't get any pleasure. 13. They were discussing a marriage contract rather energetically but when Tony entered the room they started talking about something different. 14. Mark was very thankful to Tom for saying positive things about him to the boss. 15. This artist likes to paint nature at dawn.

Exercise 4. Study the essential vocabulary and complete the sentences:

1. I need this job badly. Can you ...? 2. He was so astonished that he opened his mouth 3. I can't ... you have fallen for a scam. You don't seem gullible. 4. Jim wanted to borrow some money from his uncle without paying interest but didn't know how to 5. Her ... was full of drawings of the sea. 6. The picture was ... in clear and transparent tone, in ... where blue and violet predominate. 7. John was ... but nobody knew what or who had irritated him so much. 8. Why do you always ... your future? The devil is not so black as he is 9. When she wanted to buy a present she always went to this department store as it had the best ... of goods. 10. She loved nature and wanted to live in a ... countryside. 11. Are you OK today? – No, I feel 12. He ... the story briefly, telling the facts just as they had happened. 13. How much time do you need to ... their family portrait? 14. When ... is restored, it will be exhibited in the new art gallery. 15. Many poets adore the autumn when leaves begin

Exercise 5. Fill in the correct form of the phrasal verb.

1. That's the kind of behaviour that I just will not 2. "But you are a feminist", John 3. My watch was fast so I ... it ... three minutes. 4. It was the first time he called me son in years. "If you want, I'd be happy to ... you at Christie's. I'm a pretty good customer over there". 5. They couldn't ... him ... as the line was busy. 6. I was the only tenant but at times I had ... least three friends – two on the floor, two on the bed. 7. ... every word she says. 8. Mrs. Hutchins ... the fire on his shirt, and he in a few moments fell down on the floor. 9. I'm sure she isn't cross, she's just 10. He decided that the lack of response could be ... the fact that his target audience were not reading the advertisements. 11. It's time to ... those foolish ideas and become serious. 12. When in the country he opened up and ... speed, but it was an exciting ride, for

the least motion of the wheel sent the carriage into a gutter, and in getting back into the road he went on the opposite side of the street. 13. Father was ... when Jane spilled grape juice on his new suit. 14. It was therefore agreed between the two, that the resolution should be ... till the 1st of July; and that a committee should be immediately appointed to draw a Declaration of Independence. 15. She was reading a book, but ... it ... when the telephone rang.

Exercise 6. Say what you would do or how you would feel if:

1. Your friend were telling you about his/her blind date and you wanted to hear more details. 2. Somebody bothered, annoyed and vexed you every time you concentrated on your work. 3. Your friend told you a funny story and you laughed. 4. You didn't like what you were talking about with your new acquaintance. 5. Your friend decided to sit for your picture. 6. You didn't like somebody smoke in your room and you wanted to express your attitude to this situation. 7. Your friend bought a newspaper with ads to start looking for a job but then decided to do it the next day. 8. You had a picnic and admired the place very much. 9. Your friend were in low spirits and you wanted to know why. 10. Your friend wanted to buy a new pair of shoes (jeans etc) and you suggested going to the central department store.

Exercise 7. Give the English equivalents for:

картина А. Куїнджі, мати гарний вигляд на малюнку, він – уособлення здоров'я, робити фото, ходити в кіно, чорно-біле зображення, бути у курсі справ, зобразити щось на стелі, уявляти собі, неможна уявити його одруженням, живописна сцена, будинок як на малюнку, книга з малюнками;

фарбувати паркан, розписати стіну, написати портрет масляними фарбами, малювати з уяви, змалювувати щось у рожевому світлі, загнати самого себе у глухий кут, набір фарб, фламандський живопис, розфарбування, картина, написана маслом, портретист, художник;

основні кольори, яскраві фарби, кольорова палітра, усі кольори веселки, знебарвлений (вицвілий), рум'янець, збліднути, блідий, змінитися в обличчі, змалювати ситуацію у темних кольорах, мати хворобливий вигляд, фарбувати, листя почало жовтіти, дівчинка почервоніла, мати поганий настрій, прикрашати ситуацію, перекручувати факти, зафарбований, дальтонізм, багатокольоровий, нецікава особистість, захоплюючий період в історії, яскрава мова, художник-кольорист, відчуття кольору у художника;

ретельно відбирати, вибирати навмання, вибрати новорічний подарунок, бути обраним для просування по службі, широкий вибір, зробити власний вибір, мати гарний асортимент товарів, збірник творів В. Шекспіра;

сердита відповідь, злі слова, сердитися на когось, розізлити когось, не в гуморі, злий як чорт, не на жарт розлючений, сердито відповісти;

виконати роботу, реалізувати план, виконати роль Гамлета, виконаний масляними фарбами, страчувати злочинців, виконання службових обов'язків, виконання музичного твору, здійснити щось, смертна кара, людина справи, чудово виконаний, здійснити задум, виконувати (комерційну) угоду;

бавити, розважати когось жартами, парк розваг, сміятися над анекдотом, бути приємно враженим, виглядати здивованим, ігротека, розваги (забавки), отримувати велике задоволення від читання, робити щось заради власного задоволення, зі здивуванням, до загального здивування, викликати загальні веселощі (розсмішити), зайнятися чимось, щоб вбити час, основне заняття;

ескіз аквареллю, автобіографічний нарис, коротко щось змалювати, скетч, малювати ескізи, робити ескіз чиєїсь голови, виїжджати на натуру, описувати в загальних рисах, у декількох словах змалювати положення, зобразити більш детально, етюдник, схематичний, поспідати на ходу;

предмет, тема розмови, цікаве питання, говорити на серйозні теми, змінити тему розмови, почати обговорення теми, торкаючись чогось, заговорити про гроші, відволіктися від теми розмови, делікатна тема, об'єкт дослідження, обов'язкові предмети, британський підданий, сюжет п'єси;

відкласти книгу убік, назбирати гарну суму грошей, перевести назад стрілки годинника, відмовитися від думки стати юристом, прибрати одяг, записати номер телефона, приписувати чомусь, пояснити проблеми з тиском зміною погоди, раптово втрутитися у розмову, ввести новий персонаж у роман, замовити слівце за когось, відкласти поїздку на Кіпр, відстрочити платіж, збутися набридлого відвідувача, прикидатися, бадьоритися, прийняти невинний вигляд, погладшати, збільшити швидкість, гасити пожежу, сердитися (ображатися) на когось, з'єднати по телефону, підняти вітрила, зупинитися у п'ятизірковому готелі, поставити чийось машину у свій гараж, терпляче витримувати нещастя, терпіти чийсь поганий настрій, готовий з усім зміритися, ставити намет, нічого не може вивести його з себе, не відкладай на завтра те, що можна зробити сьогодні.

Exercise 8. Review the essential vocabulary and translate the following sentences into English:

1. Джейн сердито відклала книгу убік, не знаючи, як позбутися нав'язливого перехожого. 2. Слідчий розглядав фото юнака, на якому той був уособленням здоров'я, зовсім не схожим на хворобливого на вигляд підозрюваного. 3. Ескіз аквареллю був чудовий, художник дійсно мав відчуття кольору. 4. Я не можу уявити тебе перед мольбертом з палітрою в руці, від цієї думки мені стає смішно. 5. Навіть після п'яти років подружнього життя вона не могла зміритися з його звичкою палити на

кухні, яка її не на жарт сердила. 6. Дитина отримала велику насолоду від парку розваг, а матуся зробила багато фото, щоб закарбувати приємні моменти. 7. Торговець витворами мистецтва ретельно відбирав пейзажі серед полотен, виконаних художником для виставки. 8. «Замов за мене слівце перед своєю начальницею», – раптово втрутився у розмову Джек. – «Я готовий виконувати будь-яку роботу». 9. На превеликий подив усіх присутніх Майкл професійно виконав роль Гамлета на репетиції, і виставу непотрібно було переносити. 10. Він мав звичку перекирчувати факти, а свої невдачі списувати на людську заздрість. 11. Вони зупинилися у п'ятизірковому готелі і були приємно вражені обслуговуванням і вибором страв. 12. Він відмовився від думки зробити з колориста детектива і ввів новий персонаж у роман. 13. Тільки багато років потому художник зізнався, що все життя страждав від дальтонізму, а усі свої полотна написав, заради власної втіхи. 14. Дівчинка почервоніла від задоволення, коли їй подарували книжку з малюнками, етюдник, набір фарб і мольберт. 15. Здавалося, що нічого не може вивести його з себе чи розсердити, він завжди був уособленням спокою і стриманості, поки одного разу не зачепили болючу для нього тему.

Exercise 9. a) Give Ukrainian equivalents of the following:

The devil is not so black as he is painted.
Art is long, life is short.
Truth has but one color, a lie has many.
Blind men can judge no colours.
The tongue can paint what the eye can't see.

b) Write a story of 250-300 words illustrating one of these proverbs.

IDIOMS

Study the following idioms and pay attention to their use:

1. Down in the dumps means dejected; gloomy; sad or discouraged, e.g. After their team lost the game, both the players and the fans were down in the dumps. The bad news had a negative effect on her and she became more down in the dumps as the day passed.

Down in the mouth means dejected; discouraged, e.g. He was down in the mouth when he learnt of his failure in the examination.

2. A horse of another (a different) colour means something completely separate and different, e.g. Nearly everyone likes to eat ice cream but to eat a

gallon at one time is a horse of a different colour. You mean that pretty girl came with her brother, not her fiancé? Then, that's a horse of another colour.

3. A hard act to follow means excellent performance, one difficult to surpass in quality, e.g. My predecessor at my new job was excellent. He'll be a hard act to follow. Anne is a hard act to follow, she's an excellent speaker.

4. A hard (tough) row to hoe means a difficult life to live or difficult job to do, e.g. As a widow with five children to support, Mrs. Black really has a hard row to hoe. Since he has no one to help him, Ted's job is certainly a tough row to hoe.

Hard (rough, tough) sledding means difficulty in being successful or making progress, e.g. I tried hard, but it was pretty hard sledding after the war. Joan wasn't the only one in the family experiencing rough sledding in the theater.

A hard (tough) nut to crack means a) something difficult to do or understand, e.g. Learning to read and write a language like Japanese or Chinese is a tough nut to crack; b) a person difficult to deal with or influence, e.g. The boy refused to go to the Chairman for a recommendation because he was known to be a hard nut to crack and would not help anyone.

5. To get through one's head means a) to understand or believe, e.g. He couldn't get it through his head that the war was over. She couldn't get it through her head that every order had to be sent to the main office. **To catch on** means to understand, e.g. Penny dismounted from her high horse as soon as she caught on that he was teasing her; b) to make someone understand or believe, e.g. My brother spent four hours helping me get the concept of electricity through my head. The teacher's detailed explanation finally got the theme of the poem through my head. **To get across** means to explain clearly, e.g. I failed to get my joke across to the crowd.

Exercise 1. Translate into Ukrainian providing equivalents of the English idioms:

down in the dumps

1. Her imagination would do things like that, especially when she was *down in the dumps*.

2. A few hours later, he was *down in the dumps* and thought it was pointless to try to do anything.

3. Gill was feeling down in the dumps after Sam left and was almost to the point of tears and George Rule, the man they had hired when they first opened for business, came into the office and saw Gill was *down in the dumps*.

4. Tears of separation were about to start flowing. I had friends I would not see for six months or more, friends I had leaned on when I was *down in the dumps*.

5. He tells stories that makes everybody laugh, and he seems very chipper and happy, but they do say that he has melancholy spells, and is all *down in the mouth* at times.

a horse of another (a different) colour

1. She said she knew whole families who could do a thing of that kind, but Bill Ridley was *a horse of another colour*.
2. The third of the men was *a horse of another colour*; making a good deal of money from his activities beyond the law.
3. Entangling alliances, however, are *a horse of another colour*; these are as dangerous and objectionable now as ever they were.
4. Municipal aerodromes are *a horse of another colour*. They call for a fairly considerable outlay of capital.
5. I never forget a face, but names are *a horse of a different colour*, you know? I'm more a details man, if you catch my meaning.

a hard act to follow

1. <...> as we can see, in the opinion of prominent people in Britain and abroad, British royalty is *a hard act to follow* and an excellent act to follow.
2. That's *a hard act to follow*. You just do what you can, and that's it.
3. You had *a hard act to follow*, Tracy, and I'm sure Owen is very proud of the job you're doing.
4. She was *a hard act to follow*, but Bessie and I performed an adequate rendition of Brahms' Hungarian Dance.
5. Michael's sister was *a hard act to follow* because she was not only really smart, a good student, and did well in math, but also a big athlete and sports star at school.

a hard (tough) row to hoe

1. Of course, they were happy; however, her husband commented that raising four children was *a hard row to hoe*.
2. It was *a hard row to hoe*; the language barrier and cultural divide saw to that.
3. "It looks like the new settlers have found life here is *a hard row to hoe*," Jane observed.
4. It will be *a hard row to hoe* but I'm sure will cope.
5. Getting the contract signed is going to be *a tough row to hoe*.

hard (rough, tough) sledding

1. The money he had made when things went well didn't last very long and toward the end it was *hard sledding*.
2. He tried to pick up his building business again, but with his political connections at loose ends it was *hard sledding*.

3. The teacher before me, Tom Skidmore, had made wonderful progress in that school, and it was *hard sledding* for a young woman just out of boarding school to keep the standard.

4. During my discussion with the Dean of Students regarding my test results, I was informed that I was going to have a rough time academically. I really aced that entrance exam! The start was *rough sledding* – I didn't know how to study or apply myself.

5. It was *tough sledding* that first year and beyond, emotionally and financially.

a hard (tough) nut to crack

1. That neighbor of theirs was *tough nut to crack*, metaphorically speaking.

2. I said he would have to admit that the writer of the letter was *a hard nut to crack* and that Gandhi had failed to convert him.

3. Process and Reality, the book that grew out of Mr. Whitehead's Gifford Lectures, was *a hard nut to crack* for those readers who had been attracted to him by his Science in the Modern World.

4. Overcoming local trade barriers is going to be *a hard nut to crack*.

5. Two dollars and fifty cents would not be *a hard nut to crack* if I ran enough errands for some neighbors.

to get through one's head

1. What Bob couldn't *get through his head* was that I had a lot more in common with Angel Nicole than I did with some overstuffed suburbanite on a cruise ship.

2. I'm trying to *get through his head* what'll happen to him if he dares do it, that's all I'm trying to do.

3. She could not *get through her head* that this was the last day before her son moved out to go to college.

4. That's what I'm trying to *get through your head*. You're an easy target for a punk like that to show off.

5. There's one thing you need to *get through your head*, Tanaya. You shouldn't be groveling for their forgiveness. They should be groveling for yours.

to get across

1. We tried to do our best but couldn't *get our point across*.

2. Can you use simple words to *get your ideas across*? I'm not a chemist.

3. He had been speaking for an hour citing famous people but couldn't *get across* what he wanted from her.

4. I can't seem to *get my message across*.

5. I hope I'm *getting this across* to you in a way you can understand it.

Exercise 2. Complete the following sentences with the idioms using them with the verbs in the correct voice and tense forms.

A.

1. The General was such an extraordinary person and had so high a standing in the investment community and with entrepreneurs that the board may have thought he was
2. If you are a tenant, you just occupy the property rented forever, but if you are a landlord, it is
3. A coded message is
4. He still couldn't ... his ... that she was interested in him.
5. She said to the class, "This is going to be ... for her, so please be friends and helpers."
6. Every time Mike met Lisa he began stammering and couldn't ... his thoughts.
7. He was trying to ... her ... that he loved her with all his heart.
8. A few hours later, he was ... and thought it was pointless to try to do anything.
9. Regarding classes, let me say that from kindergarten onward it was ... at first.

B.

1. It was ... for several months, but this story has a happy ending.
2. If my father was ..., we never knew it. He was not a complaining man.
3. He had some difficulty with ... his feelings ..., he couldn't find proper words. So, he painted what he felt.
4. He looked up – trying to ... his ... the simple notion of being at 'war'.
5. What should I do to ... my words ... your ...?
6. He knew that this would be ..., but he'd do it, even if it killed him.
7. He proved to be ... and difficult to deal with.
8. For a woman it was '...', as her father liked to put it. A man was applauded for his affairs, some of her father's friends actually kept score.
9. The Roman Empire, one of the great assemblages of power in world history – comparable, at the time, only to the Han empire in China – was

C.

1. I know from speaking with elite rowers here in the U.S. that getting sponsorship is There are many sports with much more sophisticated and

developed marketing schemes than rowing and that makes rowers less desirable to potential sponsors.

2. The tutor spent two hours helping John ... the relativity theory
3. "It was ... for a while," Sophie finally admitted. "But I bounced back, a hundred percent. Even the doctor says so".
4. Buxton Forman's "A Shelley Library", however, was ...: no mere hand-list but a fully annotated and richly informative study of Shelley's original editions.
5. Rachel was ... when she got a D on her report.
6. The secret of his success was his ability to ... his ideas ... to everyone, no matter who he was speaking to.
7. I realized that I honestly didn't have any friends and that was hard for me to
8. When Bernard was appointed to succeed him, Trevor's former manager said to him, "You might find that Trevor is"
9. The problem turned out to be a very ... but he hoped to succeed.

Exercise 3. Paraphrase the sentences using the idioms.

1. I like abstract painting. But the mere thought of a portrait of mine painted by an abstract artist makes me feel sick.
2. The art dealer spent two hours examining the picture but couldn't understand where the top and the bottom were.
3. Kathy is in low spirits, John's made a laughing-stock of her.
4. Jack did everything possible to get on the right side of his future mother-in-law. She was an unpredictable woman who was difficult to deal with.
5. He'll never be promoted from manager to department chief as he can't explain his ideas clearly.
6. Jane's a real fountain of ideas. I know nobody who is more creative than she.
7. Having to work alone, Mike had a difficult job.
8. Alette took up art. At first, she had difficulty in making progress but then one of her still lives was awarded the first prize.
9. As Richard missed his classes and was bad at Chemistry, his parents had to find a tutor who could help him understand valency of elements.
10. She lived a difficult life with her lush of a husband and three kids on her hands.

Exercise 4. Translate into English using the idioms.

1. Одна справа писати етюди у вільний час, а інша – копіювати роботи відомих художників на продаж.
2. Говорять, що цей художник раніше був модним портретистом, але після смерті дружини він припинив писати і постійно перебував у пригніченому стані.
3. Чого Джон ніяк не міг зрозуміти – це те, як можна заплатити триста тисяч доларів за таку мазанину.
4. Цього пейзажиста-самоучку багато хто намагався наслідувати і перевершити, але всі спроби були марні. Він задав занадто високу планку.
5. Лорд-канцлер завжди був твердим горішком, але молодому художнику вдалося передати особистість натурщика в усій його багатогранності.
6. Можливо початок його кар'єри як мариніста був не дуже вдалий, але його ноктюрни користувалися великим попитом, коли він став зрілим художником.
7. Перед відкриттям експозиції лектор коротко розказав про основні концепції імпресіонізму, щоб глядачі чітко усвідомили, яку роль відіграє гра світла і тіні в роботах митців цього напрямку.
8. Йому прийдеться важко, якщо він відмовиться від спадщини і титулу заради досягнення мрії стати художником, в кінці кінців він помре всіма забутий і без копійки у кишені.
9. Джек розглядав картину вже дві години, намагаючись розгадати зашифроване послання: завдання виявилось не таким вже і простим.
10. Коли Вел поглянула на портрет, у неї перехопило подих, вона не знала, як чітко пояснити іншим все те, що вона відчувала.

Exercise 5. Make up and practise dialogues using the idioms discussing a) whether to visit the new exhibition of modern art; b) the life of famous painters who died penniless; c) how painters convey their mood, impressions and emotions on the canvas.

Exercise 6. Discuss the reasons

- why a lot of world-known artists had to have a hard row to hoe, die penniless and become famous only after their death;
- why Leonardo da Vinci's Mona Lisa can serve as a proof that the artist is a hard act to follow;
- why it's sometimes difficult to get through one's head what the artist wanted to express in his/her picture;

- why lots of people are recommended to refer to art therapy when they are in the dumps;
- why lots of people like the idea of having their own realistic portraits but being a sitter for a caricature is a horse of another colour.

Part I. Painting in Great Britain

Topical Vocabulary

1. Painters and their craft: a fashionable/self-taught/mature/sought-after artist, a portrait/landscape painter, a pictorial satirist, to be the father of the portrait school, to paint from nature/memory/imagination, to paint mythological/historical subjects, to specialize in portraiture/still life, to portray people/emotions with moving sincerity/with restraint, to execute portraits/group pictures, to depict a person/a scene of common life/the mood of..., to render/interpret the personality of..., to reveal the person's nature, to capture the sitter's vitality/transient expression, to develop one's own style of painting; to conform to the taste of the period, to break with the tradition, to be in advance of one's time, to expose the dark sides of life, to become famous overnight, to die forgotten and penniless, to create the impressive formal type of portrait, to bring smb fame and position.

2. Paintings. Genres: an oil painting, a canvas, a work of art, a water-colour/pastel picture; a sketch/study; a family group/ceremonial/intimate portrait, a self-portrait, a shoulder/length/half-length/knee-length/full-length portrait; a landscape, a seascape, a genre/historical painting, a still life, a battle piece, a flower piece, a masterpiece; pictorial art.

3. Composition and drawing: (to be kept) in the foreground/background, in the top/bottom/left-hand corner; to arrange symmetrically/asymmetrically/in a pyramid/in a vertical format; to divide the picture space diagonally, to define the nearer figures more sharply, to emphasize contours purposely, to be scarcely discernible, to convey a sense of space, to place the figures against the landscape background, to merge into a single entity, to blend with the landscape, to be fused in a single whole, to indicate the sitter's profession, to be represented standing .../sitting... /talking ..., to be posed/ silhouetted against an open sky/a classic pillar/the snow; to accentuate smth.; to express the sitter's individuality; to make quick sketches; to enliven the series of satires.

4. Colouring. Light and shade effects: subtle/gaudy colouring, to combine form and colour into harmonious unity; brilliant/lowkeyed colour scheme, the colour scheme where ... predominate; muted in colour; the colours may be cool and restful/hot and agitated/soft and delicate/dull, oppressive, harsh; the delicacy of tones may be lost in a reproduction; in clear and transparent tone.

5. Impression. Judgement: the picture may be moving, lyrical, romantic, original, poetic in tone and atmosphere, an exquisite piece of painting, an unsurpassed masterpiece, distinguished by a marvellous sense of colour and

composition. The picture may be dull, crude, chaotic, a colourless daub of paint, obscure and unintelligible, gaudy, depressing, disappointing, cheap and vulgar.

Exercise 1. As you read the text a) look for the answers to the questions after the text.

Early Painting in Great Britain

The earliest decorative art appeared in Ireland. It was probably first planted there by missionaries from Italy, and it reached its height in the seventh century. In the ninth and tenth centuries missal illumination of a Byzantine cast, with local modifications, began to show. This lasted, in a feeble way, until the fifteenth century, when work of a Flemish and French nature took its place.

The history of British painting is intimately linked with the broader traditions of European painting. Kings and queens commissioned portraits from German, Dutch, and Flemish artists. Holbein, Antonio More, Rubens, Van Dyck, and other eminent foreign portraitists were almost English painters during a longer or shorter period of their lives. They imparted an aura of perfection even to the most insipid of their sitters. Some of the greatest foreign masters were attracted to England loaded with honours and even in some sort received into the nation by the titles of nobility conferred upon them. **Sir Anthony van Dyck** (1599-1641) is considered to be the father of the English portrait school and set before it an aristocratic ideal. Intensely ambitious and hugely productive he re-invented portrait-painting in Britain, retaining his pre-eminence until his premature death at his house in Blackfriars in 1641, at the age of 42. The Flemish Baroque painter Anthony van Dyck first came to Britain in 1620 at the behest of King James. When James died in 1625, his successor, Charles I, recognized van Dyck's skill in capturing the royal image. After a sojourn in Italy, the painter returned to England in 1632, was almost immediately knighted and provided with property and a pension, and became the chief painter of the court. Imbued with an understated authority and relaxed elegance, van Dyck's portraits of the royal family were an instant success. Charles I was depicted as both a powerful sovereign and 'nature's gentleman.' His iconic portraits of King Charles I as well as many of the main protagonists of the period have shaped our view of the Stuart monarchy while the compositions he used were to influence subsequent generations of British painters. Among his best works are "The Family Portrait", "Holy Family with Mary Magdalene", "William II, Prince of Orange, and His Bride, Mary Stuart", "Portrait of Frederick Henry, Prince of Orange", "Henrietta Maria and the dwarf, Sir Jeffrey Hudson", "The Cheeke Sisters", "Self-Portrait With a Sunflower", "Self-Portrait". Though he trained a few English pupils, his principal imitators and successors were like himself foreigners settled in London. Not until William Hogarth do we find a painter truly English.

During the 18th century a truly national school of painting was created in England. **William Hogarth** (1697-1764) was the first great English painter and pictorial satirist who raised British pictorial art to a high level of importance. He was a printer's son, uneducated but a curious observer of men and manners who gave with his strong rough hands the decisive impetus to the national temperament. He was more of an illustrator, a moralist, a satirist, than a painter. To point a moral upon canvas by depicting the vices of his time seems to have been more of an aim with him than the portrayal of beauty. He wasn't a success as a portrait painter but his pictures of social life which he called "modern moral subjects" brought him fame and position. Hogarth's actors are the citizens and tradesmen, soldiers and politicians, beggars and thieves, idle rich of the 18th century London. Hogarth hated symmetry and put his faith in the "beauty of a composed intricacy of form" that leads the eye along a serpentine line through three dimensions of his famous S-line and especially it enlivens his series of pictorial satires. The first successful series "The Harlot's Progress", of which only the engravings now exist, was immediately followed by the tremendous verve of "The Pake's Progress". The masterpiece of the story series "The Marriage-a-la-Mode" followed after an interval of 12 years. In portraiture W. Hogarth displays a great variety and originality. The charm of childhood, ability to compose a vivid group and a delightful delicacy of colour appear in "The Graham Children" (1742). The quality of W. Hogarth as an artist is seen to advantage in his sketches and one sketch in particular, the famous "Shrimp Girl" quickly executed with a limited range of colour, stands alone in his work, taking its place among the masterpieces of the world in its harmony of form and content, its freshness and vitality.

1. What do you know about British art in the 9th – 10th centuries? 2. What influenced the development of British art in the 15th century? 3. Why is Anthony van Dyck considered to be the father of the English portrait school? 4. Who were his sitters? Why? 5. What are the characteristic features of van Dyck's style of painting? 6. Give the example of an Dyck's portraits. 7. What are the characteristic features of William Hogarth's style of painting? 8. How can you explain the fact that W. Hogarth wasn't popular as a portraitist? 9. What kinds of pictures did he execute? 10. Give the example of W. Hogarth's pictures.

b) Fill in the chart using the information from the text.

British Art in the 17th – the First Part of the 18th Centuries

Painter	Anthony van Dyck	William Hogarth
Characteristic features of the style of painting		
Sitters		
Kinds of pictures executed		

Example of pictures executed		
Contribution to the development of British art		

c) Tell your partner about Anthony Van Dyck and William Hogarth. Use the chart.

Exercise 2. Watch the video clip about William Hogarth and be ready with the tasks given below. You can find it at

<https://pl.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/reformation-counter-reformation/v/william-hogarth-s-marriage-a-la-mode-c-1743>.

Pre-Watching

1. What are the characteristic features of W. Hogarth's painting?
2. What do you know about W. Hogarth's series "The Marriage-a-la-Mode"?

Helping words and phrases

Lord Squanderfield

Counsellor Silvertongue

An arranged marriage – a marriage of convenience

Business transaction – an instance of buying or selling something

To look inconsolable – to look so sad that it's impossible for anyone to comfort you

To trespass the norms of behavior – to do something or act in a way that is not morally acceptable

To become a commodity (about art) – to turn into a product that is bought and sold

A place of disrepute – a place that is held in low esteem by the public

To squander one's fortune – to carelessly waste a large amount of money

Lineage – genealogy

A knick-knack – a small object used as a decoration

Tawdry/gaudy things – garish, flashy things

To accrue to smb – to accumulate or receive (payments or benefits) over time

Lewd is dissolute, lax in morals

Watching

Watch the video attentively.

Post-Watching

A. Answer the questions:

1. What economic and social changes took place in the 18th century in Britain and how did they influence the art?
2. Why is W. Hogarth best known for making prints not paintings?
3. Where is his series “The Marriage-a-la-Mode” exhibited?
4. What pictures does the series “The Marriage-a-la-Mode” consist of?
5. Who are sitters of the series “The Marriage-a-la-Mode”?
6. What social vices did he depict in his series “The Marriage-a-la-Mode”?
7. Is it possible to trace W. Hogarth’s famous S-line in the paintings shown? Prove your answer.

B. Fill in the chart.

W. Hogarth’s Series “The Marriage-a-la-Mode”

#	Picture	Sitters	Foreground	Background	Colour Scheme
1.	The Marriage Settlement				
2.					
3.					
4.					
5.					
6.					

C. Describe the pictures using the table.

Exercise 3. a) Read the text about British art in the second half of the 18th century and explain the meaning of the underlined phrases.

British Art in the Second Half of the 18th Century

In Reynolds’ days society portraiture had become a monotonous repetition of the same theme with the limited number of variations. The sitter was to be posed centrally against the background (a curtain, a pillar, perhaps a hint of landscape). Normally the head was done by the master and the body – by a pupil or drapery assistant who might serve several painters. Pose and expression, even the features themselves, tended to be regulated to a standard of polite and inexpressive elegance; the portraits told little about their subjects. It was Joshua Reynolds (1723-1792) who insisted in his practice that a portrait should be a full, complex work of art on many levels and each sitter was not just a physical fact to be recorded, but rather a story to be told. His sitters are no longer static, but caught between one moment and the next. The artist considered, “A mere copier of nature can never produce anything great”. J. Reynolds was the first president of the Royal Academy of Arts in 1768, developed his own style known as the “grand manner”, executed portraits, group pictures and historical themes. Among his best canvases are the family portrait “Lady Elizabeth Delme and her

Children", portraits "Lucy, Lady Strange", "The Age of Innocence", "Lord Keppel", "Lord Heathfield".

"Lady Elizabeth Delme and Her Children" by J. Reynolds is a typical family group portrait in the Grand Style of English portrait painting. Lady Delme was the wife of a member of Parliament and belonged to the privileged class of the landed nobility. Here, with an air of apparently casual informality, she is shown on the terrace before her country-house, while behind stretch the broad acres of her family estate. J. Reynolds has taken care that the gestures, facial expressions, and poses of his subjects are appropriate to their age, character, and social status. So, in this portrait, Lady Delme is dignified and gracious, secure in the knowledge of her beauty and wealth. Her son John, aged five, as if sensing the responsibilities of manhood, gazes sternly toward the distant horizon. Her other son, Emelias Henry, in unmasculine skirts as befits his three years, is coy and winsome. The fourth member of the group, the unkempt Skye terrier, is the embodiment of loyal affection. Note the simplicity of the pyramidal design and the low-keyed colour scheme. These features were for J. Reynolds symbols of dignity and good taste.

Thomas Gainsborough (1727-1788) evinced a marked inclination for drawing in his childhood and in 1740 his father sent him to London to study art. He stayed in London for eight years, working under the rococo portrait-engraver Gravelot; he also became familiar with the Flemish tradition of painting, which was highly prized by London art dealers at that time. "Road through Wood, with Boy Resting and Dog" (1747) is a typical "genre painting", obviously influenced by Ruisdael.

In 1750 T. Gainsborough moved to Ipswich where his professional career began in earnest. He executed a great many small-sized portraits as well as landscapes of a decorative nature. In 1759 T. Gainsborough moved to Bath where he became a much sought-after and fashionable artist, portraying the aristocracy, wealthy merchants, artists and men of letters. He no longer produced small paintings but, in the manner of van Dyck, turned to full-length, life-sized portraits. Living in London from 1774 to 1788, he divided his time between portraits and pictorial compositions, which Reynolds defined as "fancy pictures" ("The Wood Gatherers" (1787)). As a self-taught artist, he did not make the traditional grand tour or the ritual journey to Italy, but relied on his own remarkable instinct in painting.

T. Gainsborough is famous for the elegance of his portraits and his pictures of women in particular have an extreme delicacy and refinement, for example "Mrs. Sarah Siddons" (1783-1785). His best works have those delicate brush strokes which are found in Rubens and Renoir. They are painted in clear and transparent tone, in a colour scheme where blue and green predominate.

The particular discovery of T. Gainsborough was the creation of a form of art in which the sitters and the background merge into a single entity. The landscape is not kept in the background, but in most cases man and nature are fused in a single whole through the atmospheric harmony of mood; he

emphasized that the natural background for his characters neither was, nor ought to be, the drawing-room or a reconstruction of historical events, but the changeable and harmonious manifestations of nature as revealed both in the fleeting moment and in the slowly evolving seasons. In the portrait of “Robert Andrews and Mary, His Wife” (1750), for example, the beauty of the green English summer is communicated to the viewer through the sense of well-being and delight which the atmosphere visibly creates in the sitters. T. Gainsborough shows the pleasure of resting on a rustic bench in the cool shade of an oak tree, while all around the ripe harvest throbs in a hot atmosphere enveloped by a golden light.

Emphasis is nearly always placed on the season in both the landscapes and the portraits, from the time of T. Gainsborough’s early works until the years of his late maturity. It is because his art does not easily fall within a well-defined theoretical system that it became a forerunner of the romantic movement, with its feeling for nature and the uncertainty and anxiety experienced by sensitive men when confronted with nature: “Mary, Countess Howe” (1765), “The Blue Boy” (1770), “Elizabeth and Mary Linley” (1772). The marriage portrait “The Morning Walk” (1785) represents the perfection of his later style and goes beyond portraiture to an ideal conception of dignity and grace in the harmony of landscape and figures.

T. Gainsborough neither had not desired pupils, but his art – ideologically and technically entirely different from that of his rival J. Reynolds – had a considerable influence on the artists of the English school who followed him. The landscapes, especially those of his late manner, anticipate J. Constable, the marine paintings, W. Turner. His output includes about eight hundred portraits and more than two hundred landscapes.

b) Read the text one more time and complete the sentences.

1. In Reynolds’ days there was an artistic tradition to
2. J. Reynolds departed from the existing artistic tradition being sure that
3. J. Reynolds sitters were
4. J. Reynolds painted
5. Among J. Reynolds best pictures are
6. When the Royal Academy was founded in 1768, J. Reynolds
7. T. Gainsborough evinced
8. Working in London, T. Gainsborough
9. In Ipswich T. Gainsborough
10. In Bath T. Gainsborough
11. As a self-taught artist, he did not make ..., but
12. T. Gainsborough is known for
13. T. Gainsborough’s particular discovery was
14. T. Gainsborough is considered to be a forerunner
15. Though T. Gainsborough did not have pupils, his art

16. Among T. Gainsborough's best pictures are
17. T. Gainsborough's manner of painting differs
18. T. Gainsborough's landscapes

c) Fill in the chart.

**British Art in the Second Half of the 18th Century:
J. Reynolds and T. Gainsborough**

Painter	J.Reynolds	T.Gainsborough
Genres of pictures		
Sitters		
Style of painting		
Colour scheme		
Contribution		
Popularity and pupils		
Names of pictures		

d) Tell your partner about J. Reynolds / T. Gainsborough using the table.

Exercise 4. a) Read the text about British art in the 19th - 20th centuries.

British Art in the 19th - 20th Centuries

By the end of the 18th century a school of landscape painting was firmly established in Great Britain. It reached its culmination in the early 19th century in the works of John Constable and Joseph Turner. It is difficult to find painters as different as the two contemporaries, J. Constable and J. Turner were.

John Constable (1776-1836) was the first English landscape painter to ask no lessons from the Dutch. Initially, J. Constable worked in the manner of T. Gainsborough but gradually developed his own unique style of painting humble subjects and nature without pretention or what he was fond of calling "fal-de-lal" or "fiddle-de-dee". Although this gained him little recognition in England, the French were impressed with his work and his reputation grew rapidly in the Paris salons. Indeed, one of his most famous paintings, "The Hay Wain" (1821), had an enormous influence on the modern school of landscape painters and he was admired by Delacroix and Bonington among others. In spite of this, J. Constable never ventured abroad, producing his finest works in the places he knew best.

Being a home-keeping artist, he enjoyed clouds, sunshine, trees and fields for their own sake. The peace and quietness of nature attracted his attention becoming the main subject of his pictures. The painter believed, "Painting is a

science and should be pursued as an inquiry into the laws of nature. Why, then, may not a landscape be considered as a branch of natural philosophy, of which pictures are but experiments?" The most interesting thing about his technique was making quick sketches setting down his first spontaneous emotional reaction to natural beauties. These sketches are even more valued than his finished works. Besides, J. Constable was the first who introduced green into painting, the natural green of lush meadows. He also used broken touches of colour in his canvases. He is famous for his "The Cornfield", "The Hay Wain", "Dedham Lock and Mill".

J. Constable never travelled outside England. He was slow to develop as an artist, and slow to become famous. In all these things he was the very opposite of J. Turner. If he was Wordsworthian in his attitude to nature, J. Turner was Byronic. The elements which seem so domesticated in J. Constable's pictures are at their most extreme and battling in J. Turner's grandest pictures.

Unlike realist J. Constable, Joseph Turner (1775-1851) was a romanticist and liked to travel. He dissolved the forms of his landscape altogether in the play of light and shade. John Constable admired Turner's works, "...Turner has outdone himself; he seems to paint with tinted steam, so evanescent and so airy". More than anything else in nature J. Turner loved the sea to which he devoted many of his canvases. He painted waves and storms. Elements in his works were at the most extreme and battling. Among his famous pictures are "Snow Storm at Sea", "Fire at Sea", "The Shipwreck", "The Fighting Temeraire", "Rain, Steam, Speed". The large "Fire at Sea" depicts man's hopeless fight amid storm and disaster. Human beings are literal flotsam in a raging sea. J. Turner himself actually experienced the "Snowstorm: Steamboat off a Harbour Mouth" in which wind and snow and spray sport with the unfortunate steamboat until it is barely visible except for a straining mast. There is a tremendous exhilarating terror in this moment when all nature's forces are unleashed. Something of the same drama is in "Rain, Steam, and Speed", where the glowing train forces its way over the high viaduct through the driving mist and rain – and here man is winning through, thanks to the newly invented steam engine. But J. Turner's intense receptivity to nature's moods made him able to capture also moments of utter tranquility. In the "Evening Star" there is nothing but the merging of sea and sky, day and night, as evening slowly sucks the colour from things; and only the diamond point of the single star shines out, caught tremblingly on the dark water. The same poignancy hovers about "The Fighting Temeraire" in which between dusk and day an old ship is tugged to its last berth. The ghostly hulk floats over the calm glassy sea, and the sun sinks like a bonfire in the west, seeming a symbol of the life that is ended, stirring us to a quite irrational sadness for days gone by. J. Turner became more and more absorbed in problems of light and atmosphere as French Impressionists. In this he was far in advance of his time.

In the second half of the 19th century there existed a number of trends in European continental painting – impressionism, expressionism, fauvism which later in the 20th century gave way to cubism, futurism and surrealism, and eventually to abstractionism. The New English Art Club founded in 1885 became the centre of English impressionism. Instead of trying to represent nature in its entirety the impressionists selected one element – light to be treated as an independent and organic element of style. The leading representatives of the school were Sickert, John, and younger English artists Gore and Gilman.

During World War II when all contacts with continental Europe were severed, there was a notable increase in artistic vitality in Britain. “Modern” artists were accepted as they had never been before. Sutherland, Nash, Moore all did outstanding paintings and drawings and achieved through their absorption of modern means of expression a dramatic vividness of imagery. Since the war the development of painting in Britain has been diverse and therefore difficult for definition. Some British painters like Pasmore and Nicolson turned to abstractionism.

b) Fill in the chart.

**British art in the 19th century:
John Constable and Joseph Turner**

Painter	John Constable	Joseph Turner
Genres of pictures		
Sitters		
Style of painting		
Colour scheme		
Contribution		
Popularity and pupils		
Names of pictures		

c) Compare J. Constable’s and J. Turner’s styles of painting.

d) Reread the text and answer the questions.

1. What school of painting was firmly established in Great Britain by the end of the 18th century? Who were its leading exponents? 2. What are the characteristic features of J. Constable’s style of painting? 3. Why are J. Constable’s sketches more valued than his finished works? 4. What did you get to know about J. Turner’s style of painting? 5. Was J. Turner’s style of painting close to realists’ or impressionists’ one? Provide the examples from the text. 6. What changes took place in the British artistic life in the second half of the 19th? 7. What is the name of the English art school of impressionism and who are its leading representatives? 8. What contributed to artistic vitality in Britain during

World War II? 9. Why does one meet serious difficulty defining the development of painting in Britain since World War II? 10. What does the sentence “If J. Constable was Wordsworthian in his attitude to nature, J. Turner was Byronic” mean?

Exercise 5. a) Do the matching work. Match A and B:

A	B
1. canvas	a. a picture showing an area of countryside or land
2. masterpiece	b. a painting, drawing, or photograph of a person
3. landscape	c. a picture of the flower/flowers
4. seascape	d. a picture of an arrangement of objects, e.g. flower or fruit
5. flower piece	e. a painting done with oil paints, or the piece of cloth it is painted on
6. still life	f. a simple, quickly-made drawing not showing much detail
7. self-portrait	g. a picture depicting a scene of common life
8. portrait	h. a work of art, a piece of writing or music etc that is of very high quality or that is the best that a particular artist, writer etc has produced
9. genre painting	i. a drawing, painting, or description that you do of yourself
10. sketch	j. a picture of the sea

b) Give the example of these types of pictures mentioning the names of the British painters who executed them.

Exercise 6. Give the definitions of trends in art using the tips.

Cubism is a style in art in which objects are represented	without elaborate detail.
Realism is showing of real life, facts, etc. in a true way omitting nothing	which was developed in the early 20 th century
Expressionism is subordination of realism	so that they appear to be largely of geometrical shapes.
Impressionism is a method of painting so as to give the general effect	so that a painting may depict a number of unrelated objects as seen in a dream.
Futurism is a movement in art (early 20 th century) marked by	to the expression of inner experience.
Surrealism is a 20 th century movement in art that aims at expressing what there is in	that do not look like real things

the subconscious mind	
Fauvism is a style of painting that uses pure bright colours,	that is ugly or painful, and idealizing nothing.
Abstractionism is a style of painting that uses shapes and patterns	violent departure from tradition.

Exercise 7. Put the following words/phrases from the box into its correct place in the passage below. Each word/phrase is to be used only once.

British Art in the Twentieth Century

macabre fantasy	experimental	employed	nudes
short-lived group	bodily decay	contemporary	
abstractions			
20th-century painters	commercial	painters	images

England played a minor part in initiating ____ and intellectual movements in art and architecture during the 20th c. but was profoundly affected by them. In 1933, 11 painters, sculptors, and architects formed a ____ known as Unit One, which aimed at furthering the contemporary spirit in the arts. Among those who attained international fame were the sculptors Henry Moore and Dame Barbara Hepworth and the ____ Ben Nicholson and Paul Nash. A touch of ____ can be seen in the works of three noted ____, Sir Stanley Spencer, Graham Sutherland, and Francis Bacon.

In 1954 the pop art movement originated in England in response to ____ culture. Well-known contemporary painters include Lucian Freud, David Hockney, Michael Andrews, Bridget Riley, and Christopher Wood.

British art in the last two decades of the 20th c., often called neoconceptual, has been quite eclectic and ____ a variety of often mixed and sometimes surprising media. Much of the art deals with life's big questions, has a certain shock value, and shares a preoccupation with mortality and _____. Probably the best known of post-Thatcher artists is Damien Hirst, whose images have included dot paintings, cabinets of pharmaceuticals, and, most famously, animals, sliced or whole, pickled in formaldehyde and displayed in glass vitrines. A wide range of other ____ English works and artists include Chris Ofili's sparkling semiabstract paintings; Richard Billingham's photographic ____; Jenny Savile's fleshy and disturbing ____; Gary Hume's cool and brilliantly colored abstracts; Fiona Rae's jazzed-up _____.

Exercise 8. a) Examine two portraits of Mrs. Sarah Siddons, a famous British actress (Supplement) executed by J. Reynolds and T. Gainsborough.

Read the description of her portrait given below and match with the picture.

The “Mrs. Sarah Siddons” by _____ has the distinction of being not only a remarkable work of art, but a unique interpretation of a unique personality. It is not only one of the artist’s finest portraits, but also one of the best of the many likenesses of the great tragic actress, who sat to most of the celebrated masters of her day. It was painted in 1783-1785, when the queen of the tragic drama was in her twenty-ninth year and at the zenith of her fame.

An enthusiastic admirer who saw it in the Manchester exhibition of 1857 wrote as follows: “The great tragic actress, who interpreted the passions with such energy and such feeling, and who felt them so strongly herself, is better portrayed in this simple half-length in her day dress, than in allegorical portraits as the Tragic Muse or in character parts. This portrait is so original, so individual, as a poetic expression of character, as a deliberate selection of pose, as bold colour and free handling, that it is like the work of no other painter”.

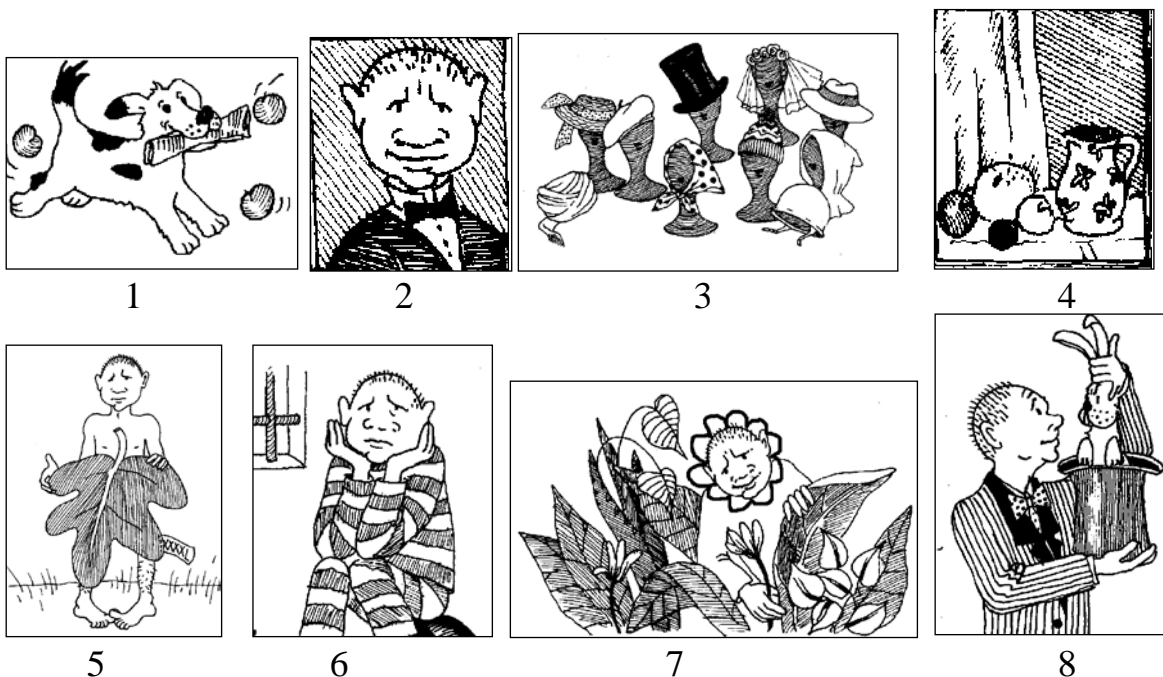
b) Express your opinion on the styles of two masters and whose variant of Sarah Siddons’s portrait appeals to you the most.

9. Choose the vocabulary related to the indicated subject:

- a. the way of painting;**
- b. composition;**
- c. colouring;**
- d. impression.**

A poetic in tone and atmosphere picture; a colourless daub of paint; to paint from nature/memory/imagination; an oil painting; subtle/gaudy colouring; to paint mythological/historical subjects; a water-colour/pastel picture; to arrange symmetrically/asymmetrically/in a pyramid/in a vertical format; to divide the picture space diagonally; distinguished by a marvelous sense of colour and composition; the colour scheme where ... predominate; to place the figures against the landscape background; in the foreground/background; brilliant/low-keyed colour scheme; a dull/depressing/chaotic picture; to reveal the person’s nature; to capture the sitter’s vitality/transient expression; to be represented standing/sitting; cool and restful/hot and agitated colours; to break with the tradition; to be posed against a classic pillar; in the top/bottom/left-hand corner.

Exercise 10. Match the following terms with a picture: a shoulder-length portrait, a half-length portrait, a knee-length portrait, a full-length portrait, a life-sized portrait, a flower piece, a still life, an animal piece, a family group portrait. There is one extra term.



Exercise 11. Using the words and phrases from the Topical Vocabulary, Exercises 9 and 10, describe any picture executed by the English painter you like. Follow the outline:

1. Title of the picture, its creator and genre.
2. The way of painting.
3. Composition: foreground, background, manner of representing the sitter.
4. Colouring.
5. Impression and judgement.

Exercise 12. Do the multiple-choice task. Choose the best answer.

The National Gallery and the Tate Gallery

In 1838 the National Gallery was built ¹_____ the collection of Old Masters Paintings (38 paintings) offered to the nation by an English private ²_____, Sir George Beaumont. Today the picture galleries of the National Gallery of Art ³_____ works of all the European schools of ⁴_____ which existed between the 13th and 19th centuries. The most famous works among them are “Venus and Cupid” by Velazquez, “A Woman Bathing” by Rembrandt, “Lord Heathfield” by Reynolds, “Mrs. Siddons” by ⁵_____ and many others.

In 1897 the Tate Gallery ⁶_____ to house the more modern British paintings. Most of the National Gallery ⁷_____ of British paintings were ⁸_____ to the Tate, and only a small collection of a few ⁹_____ is now exhibited at Trafalgar Square. The collection of Turner’s paintings at the Tate includes about 300 oils and 19,000 ¹⁰_____ and drawings. The Modern collection ¹¹_____ the paintings of Matisse and Picasso, Chagall and Dali, Bacon and Sutherland, Blake and Hamilton, the chief pioneers of pop art in Great Britain. The famous British sculptor Henri Moore’s works are exhibited here too. Thus, the Tate Gallery

exhibits ¹² _____ interesting collections of British and foreign modern painting, modern sculpture.

- | | | |
|-------------------------|------------------|-------------------|
| 1. a) to exhibit | b) to keep | c) to house |
| 2. a) collector | b) art critic | c) selector |
| 3. a) demonstrate | b) expose | c) exhibit |
| 4. a) drawing | b) art | c) painting |
| 5. a) Reynolds | b) Gainsborough | c) Hogarth |
| 6. a) was opened | b) was founded | c) was organized |
| 7. a) collection | b) selection | c) a number of |
| 8. a) moved | b) taken | c) transferred |
| 9. a) pictures | b) masterpieces | c) work of art |
| 10. a) watercolor works | b) water-colours | c) water-coloured |
| 11. a) consists | b) embraces | c) includes |
| 12. a) a number of | b) the number of | c) many |

Exercise 13. Render the article about the Tate Collection. Use the phrases (Supplement).

Modern British Art: The Tate Collection

This chronological display from the Tate Collection charts a century of British art. Substantially revitalized with new works and different areas of emphasis for the year 2001, the display presents key masterpieces alongside lesser-known works and new acquisitions to create a full and varied story. Acting as a semi-permanent collection display, Modern British Art is rich in ideas and issues to be discovered by general visitors and students alike. Organized by theme and in a loose chronology, the display enables visitors to witness the common ideas held by artists throughout the century.

Modern British Art begins with Free Time, a section exploring the relationship between art and leisure before the First World War. For many young artists, modern life with its cafes, dancing, music halls and spectator sports, suited the advanced techniques which they had just learnt from their contemporaries in Paris. Important works by Duncan Grant, David Bomberg and Walter Richard Sickert are displayed together to expose the vigor and variety of British painting and sculpture at this time.

After the shock of the war, all goes quiet in British art. Innocence and Experience explores the urge amongst artists during the 1920s to retreat to the countryside, to return to traditional subjects such as stilllife and to adopt a faux-naïf style. Key works by Frances Hodgkins, self-taught artist Alfred Wallis, and Ben and Winifred Nicholson reveal the tentative nature of British art during this uncertain period.

Following this, *Dreams and Visions* examines the ways in which Surrealism affected British art during the 1930s. Works by artists such as Roland Penrose, Eileen Agar, Edward Wadsworth and Paul Nash are hung alongside each other in this room to reveal a range of ways in which the irrational and the fantastical revitalized British art.

The next theme explores Post-war Britain's atmosphere of regeneration and renewal. Regeneration reveals the many ways in which artists responded to this environment. The so-called Kitchen Sink School of artists made gestural paintings depicting scenes of working class labor. Some artists, preferring to work with rather than comment upon society, chose to work on commissions for new public squares or buildings. Others such as Anthony Caro, used the techniques and materials of industry to create a new approach to sculpture.

The 1960s witnessed a more liberated society, full of dynamic new fashion, pop music and cinema, and partly fueled by a love of American popular culture. This hedonism in Britain influenced a number of young artists at the time who came to be known as Pop artists. Examples of their brightly colored and exuberant works are here displayed in *Swinging Sixties*. Well known favorites by David Hockney and Peter Blake are shown alongside lesser-known works such as a new acquisition by Pauline Boty.

Moving along, *Thinking of England?* charts the rise in conceptual and issue-based work in England during the 1970s and 1980s. Many artists during this period made work, which critically examined the very structures of British society in the hope of bringing about positive change. Rita Donagh's work explores the tensions in Northern Ireland, whereas Gilbert & George examine the British class structure with a large dose of irony. This section also includes 1980s New British Sculpture by David Mach and Bill Woodrow, often made from urban scraps to comment on the wastefulness of society.

Bringing the display to a close, *Flesh and Blood* examines the importance of the human form, either figured or suggested, in British art of the 1990s. The work of John Coplans and Helen Chadwick is here included alongside a younger generation of artists, all of whom have placed the human figure centrally within their work.

As an adjunct to the display, the Focus Room enables visitors to explore key moments of British art in greater depth by presenting two small monographic or group shows each year. The Focus Room program commences with paintings by Vanessa Bell, followed with a display of Tate's holdings of work by Alfred Wallis.

<http://www.absolutearts.com/artsnews/2001/02/21/28127.html>

Exercise 14. Watch the video clip “Tate Modern is 10!” (part 1) and be ready with the tasks given below. You can find the clip at <https://vimeo.com/13135119>.

Pre-Watching

1. What do you know about the Tate Gallery and Tate Modern?
2. Where do you think Tate Modern is housed:
 - a) in the former national bank building;
 - b) in the former Power Station;
 - c) in the former building of a supermarket?

Helping words and phrases

Matthew Collings – an art critic

Sir Nicholas Serote – the Tate director

Test Site, 2006 – the installation by Carsten Höller

The Weather Project, 2003 – the project by Olafur Eliasson

How It is, 2009 – the project by Miraslaw Balka

“No Ghost just a shell”, 2000– a collective of artists Pierre Hugyne and Philippe Parreno

Equivalent VIII, 1966 – a brick sculpture by Carl Andre

Rabbit, 1986 – a sculpture by Jeff Koons

Happenings – performance art that emerged from the theatrical elements of dada and surrealism

To fling oneself down giant slides – to throw oneself down a large structure for children to play on which has a slope for them to slide down and usually a set of steps leading up to the slope

To elevate one’s mind – to improve one’s mind

Baffling – bewildering

Watching

Watch the video attentively.

Post-Watching

A. Say what of these statements are true about Tate Modern.

1. It is housed in the former Bankside Power Station.
2. It was built 10 years ago.
3. It’s so small that can be placed in a big box.
4. It holds the nation’s collection of modern art from 1900 to the present day.
5. With 5.7 million visitors it is in the top ten most visited museums and galleries in the world.
6. The collection holds masterpieces of international and British modern art.
7. In contrast to most galleries and museums they displays are arranged according to themes and not chronology.
8. The “No ghost just a shell” collective shows cartoons to kids.

9. Here you can feel what it might be like to spin down Alice's rabbit hole and be infantilised into a rumped, red-faced, giggling tomfool.
10. Here you can be taken right into the heart of darkness in a canyon empty of everything, yet filled with the total absence of light.

B. Answer the questions:

1. What is the difference between Tate Modern in London and the one in Berlin?
2. What are the main attractions of Tate Modern? Describe them in detail.
3. Where could people see modern art years ago?
4. How many people visit Tate Modern annually?
5. What did you get to know about Tate Modern from the interview with its director Sir Nicholas Serota?
6. What fact about Tate Modern impressed you the most?
7. Do you believe that only art lovers visit Tate Modern? Would you like to visit it? Why?

Exercise 15. Act out the situations:

- You are working on a project concerning the influence of foreign painters on the British art development. You are taking an interview with an art critic who specializes in the painting of the Flemish painter Anthony Van Dyck. Use these tips: *to create the impressive formal type of portrait; to use the brilliant colour scheme; to conform to the taste of the period; to be posed against a classic pillar/a curtain/a hint of landscape, subtle colours.*
- You are working on a project concerning the contribution of Joshua Reynolds to the British art. You are taking an interview with an art critic who specializes in his painting. Use these tips: *to be posed against a classic pillar/a curtain/a hint of landscape; to indicate the sitter's profession; to develop one's own style of painting; to execute portraits, group pictures and historical themes.*
- You are working on a project concerning the British landscape painting. You are taking an interview with an art critic who specializes in this genre. Use these tips: *to introduce green into the painting; to break with the tradition; to blend with the landscape; a naturalistic outlook on nature; to render the living, moving quality of nature; to anticipate the practice of the Impressionists.*
- You are working on a project concerning the development of portraiture in Great Britain. You are taking an interview with an art critic who specializes in this genre. Use these tips: *to reveal the person's nature; to conform to the taste of the period; to merge into a single entity; to develop one's own style of painting; to arrange symmetrically/asymmetrically/in a pyramid; life-sized portraits; to execute miniatures; to capture the sitter's transient expression.*

- You are working on a project concerning the modern painting in Great Britain. You are taking an interview with an art critic who specializes in modern art trends. Use these tips: *to break with the tradition; obscure and unintelligible pictures; gaudy colours; to paint from imagination/memory; to convey the impression got; to achieve a dramatic vividness of imagery; to turn to cubism, futurism and surrealism, and eventually to abstractionism.*

Exercise 16. You are a guide at the National Gallery/the Tate Gallery or any other British art gallery/museum. Tell the visitors about the history of the gallery, its displays and famous artists whose pictures are exhibited in the gallery's halls.

Exercise 17. You are a participant of the conference “Art is a Way of Seeing”. Make a PowerPoint presentation on:

- a. the development of British art in the 17th–19th centuries;
- b. impressionism as a faith in light;
- c. modern trends in the English art of the 20th century;
- d. portraiture and genre painting as a reflection of people's lives;
- e. British art in the 21st century.

Exercise 18. Review the Topical Vocabulary and

a) complete the sentences given below:

A.

1. Van Dyck was the father of the portrait school, he
2. This artist is famous for hot and agitated colours, he uses
3. The picture hasn't been finished yet, I've just
4. He had a lot of customers because he
5. Hogarth is considered ... who created some story series.
6. She adores pictures where the sitters and the background
7. If you sit in the middle of the room, it doesn't mean that you'll ... in the picture taken by Mark. He has some problems with perspective.
8. Sometimes he takes his easel and goes to ... scenes of common life.
9. Dali's ... were in requisition at the last auction and were quickly sold out.
10. The landscape is executed ..., it seems I can see the fish in the clear water.

B.

1. I think critics didn't understand his paintings because he
2. She preferred cheerful flower pieces to pessimistic genre paintings where painters
3. Jane couldn't believe her eyes, coming across her ... in the Internet. How did David dare to do it?
4. All eyes were fixed on the portrait of a toddler with a teddy bear that was
5. The painter ... , separating wild nature from human activity.
6. She dislike bright neon colours, preferring

7. Your pictures lack expressiveness. You shouldn't ..., let your feelings out.
8. How do artists paint their self-portraits? Do they copy their reflections in the mirror or do they ... ?
9. I'm sure your idea to ... and make those in the background scarcely discernable is brilliant.
10. Mary couldn't suppress her cry when she suddenly saw Mike in the dark room. Then she understood that it was his ... ordered by his sister as a birthday present.

b) paraphrase the following sentences:

A.

1. The picture "Trees Dressed in White" couldn't make him famous.
2. Why haven't you painted the knight on the horse in the foreground?
3. He never painted beautiful views of the river, kitchen utensils and fruit on the kitchen table attracted him more.
4. Her sketch-book is full of drawings which she made travelling by bus.
5. Turner is said to be a predecessor of Impressionists, his style differed from those of his contemporaries.
6. He decided that his actor would be painted in the centre of the canvas, with the rising sun being the background.
7. Van Dyck executed a number of portraits of aristocracy in robes.
8. Hogarth's S-line composition added vitality to the artist's satirical pictures.
9. She preferred cool and restful colours, blue being her favourite.
10. His pictures as well as his canvases could tell a lot about his sitters.

B.

1. After painting the portrait of the Duchess, he became a fashionable portraitist at once, but died a poor man.
2. One can see even the smallest detail of the colonel's court-dress coat but the figures behind him are just faceless silhouettes.
3. Though he didn't take drawing classes, he managed to become more popular than his friends who'd done.
4. One look at the sitter was enough for him to depict a quick smile on the lips or a stealthy glance.
5. He hated European symmetry and all objects in his still-lives seemed to appear from nowhere in the light of a torch.
6. At first she copied the works by Degas and Renoir to understand all the nicety of their styles, later she created her unique manner of depicting people.
7. I must give credit to this artist – the composition and the colour scheme of this picture are brilliant.
8. He got publicity when he was no longer young and had developed his skill of an artist to a high level.
9. Her keen interest in Greek myths explains why Hercules, Perseus and Odysseus are regular sitters in her pictures.

10. Looking at these pictures, one can easily say what all those men and women are.

c) translate the following using the topical vocabulary:

A.

1. Я мушу визнати, що всі картини цього художника – неперевершені шедеври.
2. Яскрава палітра відомого художника-колориста точно передає мальовничий пейзаж.
3. Ця картина відрізняється надзвичайним почуттям кольору та композиції.
4. На відвідувачів виставки особливе враження справили м'які та ніжні кольори репродукцій.
5. Незважаючи на використання стриманої кольорової палітри, художнику вдалося передати відчуття простору.
6. Їй подобалося блукати залами виставки і роздивлятися ліричні та зворушливі композиції модного та дуже перспективного молодого художника.
7. Мені не подобається ця картина, вона тьмяна і незрозуміла.
8. Портрети Т. Гейнсборо ніби-то зливаються з пейзажами, на фоні яких вони намальовані.
9. У 18 ст. серед аристократів було модно замовляти свої скульптурні портрети у досвідчених митців.
10. Мені подобаються пейзажі та натюрморти, намальовані олією.

B.

1. Все, що я знаю про цього художника, – це те, що він зламав канони академізму, закладав основи критичного реалізму, зображуючи темні сторони життя, і ніхто з його сучасників не міг його перевершити.
2. Британський митець Тернер завжди випереджав час, підкреслюючи подібно до імпресіоністів гру світлотіні, а його картина «Горіння Будинку парламенту» спочатку була названа критиками мазаниною.
3. Хоча ці полотна є аматорським, а сам художник – самоучка і малює з уяви, він зображує людей зі зворушливою щирістю.
4. У відомій картині Рейнольдса «Леді Елізабет Делм та її діти» натурщики, зображені сидячи, створюють піраміду, а собака у лівому куті додає сімейному портрету відчуття неформальності.
5. Не розумію, чому ця картина вважається неперевершеним шедевром, що відзначається чудовим відчуттям кольору та композиції. Як на мене – палітра тут занадто тьмяна.

6. Дивна річ – доля. Цей баталіст проснувся відомим, а вмер всіма забутий та й без копійки за душею, а дивні і незрозумілі картини того абстракціоніста принести йому славу і великі гроші.
7. Як не дивно, але всі картини цього портретиста, написані олією, зображують жінок у повний ріст на фоні мармурової колони у якійсь садибі.
8. На жаль, неповторна ніжність кольорів цього портрету втрачена у репродукціях, що продавалися біля входу до музею.
9. Він намагався по пам'яті намалювати портрет дівчини, яку побачив під веселковою парасолькою того дня, але кожного разу йому не вдавалося схопити швидкоплинний вираз щирої здивування на її обличчі.
10. Пітер твердо вирішив, що на передньому плані він намалює Марту, яка грає у фрізбі з дітьми, а на задньому фоні – віллу своєї мрії.

Exercise 19. a) Read the following definition of art. Do you think that it is a complete one.

Art is a diverse range of human activities in creating visual, auditory or performing artifacts (artworks), expressing the author's imaginative or technical skill, intended to be appreciated for their beauty or emotional power.

b) Answer the questions:

- 1) Do you think that only humans can paint and become famous artists?
- 2) Do people appreciate deeply only beautiful pieces of art? Expand on your answer.
- 3) What pieces of art are considered to be beautiful? Make up a list of features characterising a beautiful piece of art.
- 4) What spheres of human activity is art applied?

c) Read the text “Art Therapy” and express your ideas on healing power of art.

Art Therapy

Art therapy is a form of expressive therapy that uses the creative process of making art to improve a person's physical, mental, and emotional well-being. The creative process involved in expressing one's self artistically can help people to resolve issues as well as develop and manage their behaviors and feelings, reduce stress, and improve self-esteem and awareness.

You don't need to be talented or an artist to receive the benefits, and there are professionals that can work with you to dive into the underlying messages communicated through your art, which will aid in the healing process.

Art therapy can achieve different things for different people. It can be used for counseling by therapists, healing, treatment, rehabilitation, psychotherapy,

and in the broad sense of the term, it can be used to massage one's inner-self in a way that may provide the individual with a deeper understanding of him or herself.

Exercise 20. Write an essay on one of the following topics:

- a) Abstract Painting: Do People Need it?
- b) Human History through Painting.
- c) The Role of Painting in People's Life.

Part II. Painting in the USA

Topical Vocabulary

1. Painters and their craft: a folk artist, an untrained/provincial limner, a versatile and gifted painter, a traveling artist, a colonial artist, to absorb and assimilate many different influences, to create directly out of reality/ out of local and specific content, to give smth a strong native flavor, to come to a full flower, to raise one's art to the European level breaking through provincial limitations, a strong realistic tradition, to produce history paintings, to paint battle/revolutionary war scenes, to paint from life, to use the Parisian technique to personal themes, to develop one's own style based on impressionism, to work in the manner of the Regionalists, to be influenced by the Mexican muralist painters/Native American sand paintings, to attempt at the grand style, to cast the lot with the Old World, to break down academic idealism, to stage an exhibition.

2. Paintings. Genres. Schools: imitative art, colonial painting, a history painting, the Ash Can, the Hudson River School, a school of landscape painting, "action" paintings influenced by Surrealist ideas of "psychic automatism", the "drip and splash" style, the All-over style of painting.

3. Techniques and drawing: to paint pictures of people dressed in robes/in their own clothes, the magnified forms of flowers/draftwood/animals' skulls, the free flow of rhythmic shapes against the massive diagonals moves, to trim the canvas to suit the image, to manipulate the paint with sticks, trowels or knives, to affix the canvas to the floor/wall, to drip the paint from a can; to develop one's personal style; a style allied to Impressionism, to show a strong influence of Japanese prints, to apply the Parisian technique to smth

4. Colouring. Light and shade effects: to use bright hues; to work in dark/bright palette; to place the sitter in side view against an even-toned background.

5. Impression. Judgement: to be ranked with smb., to avoid unpleasant or tragic sides of life, to abandon the traditional idea of composition, to make a lasting mark, leading exponents, to draw the acclaim; to be completely free from sentimentality.

Exercise 1. As you read the text a) look for the answers to the questions after the text.

American Art in the XVIII century: Historical Outlook

Early American art was generally in the form of simple, elegant furniture, colorful quilts, and portraits. American culture has not been isolated from world culture. The American art in its development absorbed and assimilated many different influences. But American art in its best examples is not imitative. It is characterized by bright national peculiarities. It is American in subject matter, in emotional and intellectual content, and in style. It is much younger than the art of the Old World. It was roughly a hundred years after the death of Raphael that the first permanent English settlement appeared in America.

The earliest American painting that has come down to us dates from about the middle of the 17th century when Velasquez in Spain and Rembrandt in the Netherlands were creating their masterpieces.

It is a strong realist tradition which constitutes a distinct feature of American painting. Most folk art was created directly out of reality, out of local and specific content, which gave it a strong native flavor. This native flavor appeared early in the untrained limners who painted portraits in the colonies from the middle 17th century on. Many of them were traveling artists who went from town to town. They seldom bothered to sign their works. So most of them have remained anonymous.

The first important artist in the history of American painting is considered to be Benjamin West (1738-1820), however, he never had a drawing lesson. One of his friends sent him to Europe where his pictures attracted much attention. All artists before Benjamin West had painted pictures of people dressed in robes. Benjamin was the first to paint pictures of people dressed in their own clothes. This attracted a great deal of attention wherever his pictures were exhibited. He worked hard and did so well as an artist that the King of England made him a knight. In London, in Benjamin West's studio the first Americans attempted at the grand style originated in West's own innovation. One of his most famous pictures is "Penn's Treaty with the Indians" that is believed to be caused by the artist's friendship with Indians.

It was in the work of John Copley (1738-1815) that colonial painting came

to full flower. Copley raised his art to the European level breaking through provincial limitations. The greatest colonial artist, Copley, came out of the same native portrait tradition. His early style was basically that of the provincial limners, raised to a higher level. Dissatisfied with provincial Boston, Copley's thought turned constantly to the great world of Europe. In 1774, a year before the outbreak of the American Revolution, he left his native land, eventually settling in London and becoming a pupil of Benjamin West. Thus America lost one of the greatest artists, to add another good painter to the British school.

Copley's American style was provincial by London standards, but in short time he made himself over into a fashionable English painter and a good one. As a portraitist he would have to be ranked with Reynolds, Gainsborough, and Romney.

Copley has left a gallery of memorable portraits of colonial Americans, that is not only an incomparable record of American life and character but also a remarkable artistic achievement.

The first American artist to produce history paintings was John Trumbull (1756-1843). Many of his paintings were begun under the guidance of Benjamin West. Trumbull served in the Continental army from 1775 to 1777. His pictures deal with contemporary American events. He painted mostly battle scenes, revolutionary war scenes. In Trumbull's "The Declaration of Independence" 36 figures (of the forty-eight) were painted from life. You can see there John Hancock, John Adams, Roger Sherman, Thomas Jefferson, Benjamin Franklin and others. In 1818, Trumbull began to paint a series of Revolutionary War scenes for the Capitol rotunda in Washington.

Genre painting came into prominence during the Jacksonian Era as an expression of popular taste. Most of it was entertaining. Genre painters avoided unpleasant or tragic sides of life. Poverty, prison, toil and sweat, sickness or death, danger or brutality were taboo. Genre has developed very rapidly and spread widely much due to the phenomenal growth of publication and illustration.

1. What did you get to know about early American art? 2. What is American art characterized by? 3. Were the colonial artists professional ones? 4. How was most folk art created? 5. Why did the names of many American artists remain unknown? 6. What are the characteristic features of Copley's painting? 7. What is B. West's contribution to the American art development? 8. Who produced history paintings in the USA? 9. What were the particular features of American genre painting? 10. What is the main difference between American and European art of the same period?

b) Match the painter and the picture executed.

Benjamin West	John Copley	John Trumbull

Portrait of the Copley family; The Declaration of Independence; The Death of General Montgomery in the Attack on Quebec; Penn's Treaty with the Indians; King Lear and Cordeli; Portrait of a Lady; The Surrender of Cornwallis at Yorktown; Judge Martin Howard; The Death of General Wolfe; Welsh moral philosopher Richard Price; Mars, Venus and Vulcan; Portrait of George Washington.

c) Fill in the chart using the information from the text.

American Art in the 18th Century

Painter	Benjamin West	John Copley	John Trumbull
Characteristic features of the style of painting			
Kinds of pictures executed			
Example of pictures executed			
Contribution to the development of American art			

d) Tell your partner about Benjamin West, John Copley and John Trumbull. You may use the chart.

Exercise 2. Do the matching work. Match A and B:

A

1. palette
2. easel
3. brush

B

- a. an object that you use for cleaning, painting etc, made with a lot of hairs
- b. a knife that bends easily and is not sharp, used for spreading a substance, for example in cooking or painting
- c. a stick of a coloured wax or chalk that children use to draw pictures

- | | |
|------------------|--|
| 4. sketch pad | d. a thin, curved board that an artist uses to mix paints, holding it by putting his/her thumb through a hole at the edge |
| 5. pastel | e. a type of paint in which the colour is mixed with a thick liquid |
| 6. palette knife | f. a number of sheets of paper fastened together and used for drawing |
| 7. crayon | g. a small coloured stick for drawing pictures with, made of a substance like chalk |
| 8. tempera | h. a small tool with a flat blade, used for spreading cement on bricks etc. |
| 9. trowel | i. a wooden frame that you put a painting on while you paint it |

Exercise 3. a) Read the text about two national schools of American painting and explain the meaning of the underlined phrases.

Two National Schools of American Painting

The first definite school of landscape painting appeared in the 1820s. Its emergence was linked with the growth of national consciousness after the end of the war with England (1812-1816). It was the first consciously national school of American painting. Later it was termed the Hudson River School because the artists first painted views of the Hudson Valley, and the places near which they lived. The number of artists who show an affinity with the Hudson River School amounted to fifty, with T. Cole, A.B. Durand, F.E. Church and A. Bierstadt as leading exponents. The artistic value of their work is very uneven. The tastes in art of the Jacksonian era ear-mark most of the Hudson River School landscapes. With all individual differences they have certain common features. They are large in size and panoramic in scope. The typical Hudson River School scene consists of a portion of virgin landscape, extending into the distant background, often with tiny figures against it. Sometimes, as with T. Cole, there is also a blasted tree prominent in the foreground, to suggest to the viewer the desolation of the place. The Hudson River School landscapes were romantic but their romanticism was literal: instead of expressing romantic ideas and emotions in artistic terms they literally represented romantic subjects. Many of their compositions were theatrical showpieces calculated to impress the viewer. Their gigantic size is combined with naturalistic literalness of detail. Such landscapes drew the greatest acclaim and commanded the highest prices, even outstripping

portraiture in popularity. At the same time credit should be given to the Hudson River School painters for being the first to turn to their native American scene.

In 1908 a group of young artists staged an exhibition of their paintings which had been rejected by the National Academy. Of the eight painters (R. Henri, G. Luks, J.F. Sloan, W. Glackens, E. Shinn, A.B. Davis, E. Lawson, M. Prendergast) who took part in the exhibition five (R. Henri, G. Luks, J.F. Sloan, W. Glackens, E. Shinn) were realists. Shocked by the raw candour of their work, reactionary critics called them the “black revolutionary gang” and the Ash Can School. The impact of the Eight was enormous. They broke down academic idealism and fostered a keen interest in contemporary American life. They achieved for American art what Theodore Dreiser, Frank Norris and later Sinclair Lewis and Sherwood Anderson did for the literary world: they turned attention away from the niceties of the genteel tradition toward the common people and their daily lives. Rebelling against academic idealism, the painters of the Ash Can School turned to life around them, which meant the life of the city (at first Philadelphia, then New York, where all settled). They loved the city as the nineteenth-century genre painters had the country. In their paintings, the American city found artistic expression for the first time outside of popular illustration. They liked its night life, theatres, dance halls, saloons, prize fights, its excitement and glamour, its inexhaustible variety of human types and happenings. Preferring character to ideal beauty, they relished low as well as high life, the masses as much as the upper classes, the slums as much as Fifth Avenue (G. Luks and J.F. Sloan favouring the former, W. Glackens and E. Shinn the latter). They painted the urban scene with frankness and humour, and their humor was good-natured. Their style was based on direct observation. All were lively draftsmen: W. Glackens in his early illustrations and J.F. Sloan in his etchings produces some of the best graphic art of the period.

“The Eight” were by no means an isolated phenomenon. The social realism of R. Henri, G. Luks and J.F. Sloan was maintained and developed further by the younger generation of artists who were R. Henri’s pupils – G. Bellows, E. Hopper and R. Kent.

b) Provide the characteristic features of both schools and fill in the chart.

The Hudson River School vs the Ash Can School

Name of school	The Hudson River School	the Ash Can School
Genre of pictures		

Subject matter		
Sitters		
Style and techniques		
Colour scheme		

c) Match the picture with the school.

The Hudson River School	the Ash Can School

The Beeches; Solitude; Street Scene with Snow; Snow in New York; Looking West from Olana; Cliff Dwellers; Waterfall in Yosemite; Yellowstone Man; Both Members of This Club; Italo-American Celebration.

d) Look at the pictures painted by both schools (Supplement) and say what canvases appeal to you most. Explain your choice.

e) You are going to interview a famous art critic to write an art column about the Hudson River School/ the Ash Can School. Write 5 questions with introduction to be used at the interview.

Exercise 4. Watch the video clip about the Hudson River School and be ready with the tasks given below. You can find it at <https://www.youtube.com/watch?v=VYJRdlyRWB0>.

The Hudson River School

Pre-Watching

1. What do you know about the Hudson River School?

Helping words and phrases

John Kensett

“The Sea of Ice” by Caspar David Friedrich

Luminism – an American landscape painting style of the 1850s – 1870s, characterized by effects of light in landscapes, through using aerial perspective, and concealing visible brushstrokes. Luminist landscapes emphasize tranquility, and often depict calm, reflective water and a soft, hazy sky.

To come to grips with smth – to begin to or make an effort to understand, accept, and deal with a difficult or problematic person, thing, or situation

Vast tracts of unspoiled wilderness – immense lots of virgin nature

“Sturm und Drang” – a German term for emotional dramatic means of expression

Watching

Watch the video attentively.

Post-Watching

A. Answer the questions:

1. What events forewent the appearance of the Hudson River School?
2. Who represented the first and the second generations of the Hudson River School?
3. What did idealized wild and unspoiled wilderness symbolize in the Hudson River School landscapes?
4. What European art movement did the paintings of the Hudson River School have much in common with?
5. What are the main ideas of Romanticism?
6. What was the main difference between romantic landscapes executed by European and American artists?
7. What was the political content of the Hudson River School landscapes?
8. How did Hudson River landscapers try to protect wild America from disappearing?

B. Describe the picture “The Sea of Ice” executed by Caspar David Friedrich mentioning genre, composition, colour scheme, impression produced. Do you feel the same emotions when you look at landscapes of the Hudson River School?

Exercise 5. Do the multiple-choice task. Choose the best answer.

1. John was always interested in the new ... of art.
a) tendencies b) kinds c) directions d) trends
2. Jackson Pollock was essentially an ... person.
a) artistic b) artificial c) art d) artist
3. His drawing is good but his ... is poor.
a) colour b) colours c) colouring d) colour scheme
4. I like this picture painted in clear and transparent tone where blue and grey
a) predominate b) prevail c) dominate d) command
5. Why do you use water-colours for immediate ... from nature?
a) paintings b) studies c) drawings d) pictures
6. Ann was looking at the still life and couldn't understand what was ... there.
a) portrayed b) pictured c) drawn d) represented
7. John sometimes used a ... to apply the paint instead of a brush.
a) scoop b) palette c) palette knife d) broom

8. Every detail in the picture plays its part in the
a) composition b) arrangement c) construction d) formation
9. The headmaster ... the school's future in bright colours.
a) represented b) painted c) portrayed d) pictured
10. Rockwell Kent tried to portray the ... of the ocean.
a) spirit b) sentiment c) mood d) feeling
11. "I don't want a life-sized ... of myself," answered the lad, swinging round on the music-stool.
a) painting b) picture c) sketch d) portrait
12. "Every portrait that is painted with feeling is a portrait of the ..., not of the sitter," said Basil Hallward.
a) imagination b) artist c) soul d) model

Exercise 6. a) Read the text about the influence of French impressionism on American art and examine the pictures executed by these painters (Supplement).

**The Influence of French Impressionism on American Art:
James McNeill Whistler and Mary Cassatt**

As an artist James McNeill Whistler (1834-1903) has usually been regarded as an isolated phenomenon running counter to the trends of his day and having little relationship to any of his contemporaries. At this period the American scene had little to offer Whistler and his artistic career began only when he arrived in Paris in 1855.

As a true realist Whistler found his themes in the world around him. An important early painting was "Wapping" of 1861 which he painted in London, showing the boats in the Thames and in the foreground three figures. Whistler's affinity with modern French painting was brought out in the remarkable "Thames in Ice" (1862). During the 1860s Whistler's interest in realism was as keen as ever, but growing concern with a tasteful arrangement of his subject matter, evident almost from the start, was confirmed in one of his most important early pictures "The Music Room".

Whistler's love of Japanese art is central to any understanding of his personality and his art, and his basic conception of harmony was an oriental one. His considerable experiments as an etcher may have been partly influenced by the Japanese ideals. In his canvas "Nocturne in Blue and Green: Chelsea" (1871) as well as in "Nocturnes" (1872), Whistler implemented that conception of painting, believing that the same colour ought to appear in the picture continually here and there to form a harmony.

Whistler's experiments with the "Nocturnes", his prints, his decorative

enterprises did not prevent him from devoting serious attention to the problems of portrait painting. From the 1870s onwards, it became one of his chief preoccupations. In a sense, he had much to overcome, for he had to find a style within the self-imposed limitations of his colour-range, and with the portrait, as with his other pictures, he mainly used low-toned colours. He had painted a number of portraits in his youth, but his first major venture, however, was the famous portrait of his mother – “Arrangement in Grey and Black, No. 1”.

Mary Cassatt (1844-1926) was the most distinguished woman painter of America. She spent most of her life in France. Essentially self-taught, she joined the impressionist group on the invitation of Degas, who became her lifelong friend and adviser. Despite the fact that she borrowed liberally from Degas and there was about her work something of Manet or Renoir, with it all she remained herself: she imitated none of them. She developed a personal style which shows a strong influence of Japanese prints apart from Degas. Her individual style had about it a freshness and directness free from affectation, which was peculiarly American. Her favourite theme is womanhood. About one third of her works are devoted to the woman-and-child-theme. Her treatment of it is characterized by a certain tenderness, yet it is objective and original and completely free from sentimentality.

The picture “The Boating Party” was painted in the bright sunlight of the Mediterranean Antibes, on the French Riviera. Its subject, a variation on the artist’s favourite theme of motherhood, is the boating excursion of a woman and her little boy. The artist shows less interest in the sentiment, however, than in the design of the painting. Like Whistler she minimizes the roundness of forms, treats them more like flat shapes. It is the man’s silhouette that she emphasizes, the crisp outline of the mother and child, and the swelling profile of the boat, repeated in the curved edge of the sail. Like Whistler again, she follows Japanese influence in composing the scene as if viewed from above. But her choice of colours is very different from that of her older contemporary. She uses the bright hues that her friends the impressionists had introduced. The colours seem all the more vivid because shadows do not dull them and because strong lines separate one colour from another.

b) Are these statements true or false? If they are false, correct them.

1. James McNeill Whistler was a true realist and followed the traditions of the Ash Can School.
2. His basic conception of harmony was an oriental one that can be explained by his love of Chinese art.

3. James McNeill Whistler's paintings of night scenes are the example of his perception of colour and harmony.
4. James McNeill Whistler experimented as an engraver, too.
5. Being a true realist, James McNeill Whistler considered French academic traditions to be ideal for his paintings.
6. Unlike James McNeill Whistler, Mary Cassatt was deeply under the influence of French impressionism and used the bright hues that her friends the impressionists had introduced.
7. The art of both artists shows a strong influence of Japanese prints.
8. Mary Cassatt's favourite theme is motherhood and her picture "The Boating Party" is a good example of it.
9. One can see the imitation of Manet, Renoir and Degas in Mary Cassatt's pictures.
10. What proves the American peculiarity of her individual style is freshness, brightness and boldness free from affectation.

c) Determine the characteristic features of James McNeill Whistler's and Mary Cassatt's art and fill in the chart.

The Peculiarities of James McNeill Whistler's and Mary Cassatt's Art

Name of an artist	James McNeill Whistler	Mary Cassatt's
Genre of pictures		
Subject matter		
Sitters		
Style and techniques		
Colour scheme		

d) Look at your chart and the canvases painted by James McNeill Whistler and Mary Cassatt and say what similar features can be traced in their styles.

e) Read the description of James McNeill Whistler's portrait "Arrangement in Grey and Black, No. 1" (Appendix p.) and match it with one of 4 pictures given after it.

f) Watch the video "Degas, Cassatt at the National Gallery of Art". You can find it at https://www.youtube.com/watch?v=CX4NouJz6_E.

Pre-Watching

1. Say what you know about M. Cassatt as an artist.
2. Say what you know about Degas's style of painting.

Helping words and expressions

Earl A. Powell III – Director of the National Gallery of Art
To give rise to rumours – to cause, provoke lots of gossip
To collaborate – to cooperate
To form a bond – to have a close connection

Watching

Watch the video attentively. Make a list of art expressions.

Post-Watching

a) Share the list of art expressions in your group.

b) Answer the questions:

1. What did you get to know about E. Degas's influence on M. Cassatt's style of painting?
2. What are the main features of her individual style?
3. What new facts about M. Cassatt's artistic life did you get to know from the video.

Exercise 7. a) Read the text about American art in the 20th century and determine the main trends.

American Art in the 20th Century

At the beginning of the twentieth century, when the seeds of modernism were germinating in Europe, American Art remained provincial, as it had been throughout most of its history despite the original ideas of a few gifted artists. The most vigorous American movement of the early twentieth century, the Ash Can was a group of neorealists indebted largely to Courbet and the early Manet. But in these same years, several American artists were absorbing European modernism during trips to France and Germany, and they returned to develop their newly acquired ideas in the United States, chiefly in New York. There, in 1908, two photographers began to show at the Photo-Secession Gallery, later renamed 291, works by Cezanne, Matisse, and Picasso, American art, the art of children, and new American paintings and sculptures, including works by John Marin, Marsden Hartly, and Georgia O'Keeffe.

Georgia O'Keeffe (1887-1986) was a totally original American painter, unconnected with any European movement. Throughout her long creative life, O'Keeffe's imagery was derived from an infinite variety of objects surrounding her, from the magnified forms of flowers to driftwood and animals' skulls. Her *Blue and Green Music*, of 1919, is a complete invention. The free flow of rhythmic shapes against the massive diagonals moves, as the title suggests, with

the quality of visual music. This kind of melodic flow is never absent from her work.

A number of gifted American artists turned after World War I to new forms of realism, focusing on, even glorifying the dreariness and banality of much of American urban and rural life. One of the best of these so-called American scene painters was Edward Hopper (1882-1967). The American scene appeared in a different guise in the paintings of the '30s by Stuart Davis (1894-1964). Later his style moved into an abstract manner in which the bits and pieces of industrial society were reduced to brilliant ornaments as in *Owh! In San Pao* of 1951.

A representative of the new American painting which matured in the late 1940s and early 1950s, the commanding figure of the Abstract Expressionist movement was Jackson Pollock (1912-56). He studied painting in 1929 at the Art Students' League, New York, under the Regionalist painter Thomas Hart Benton. During the 1930s Pollock worked in the manner of the Regionalists, being influenced also by the Mexican muralist painters such as Rivera and Siqueiros. By the mid 1940s he was painting in a completely abstract manner, and the "drip and splash" style for which he is best known emerged. It has been suggested that Pollock was also influenced by Native American sand paintings, made by trickling thin lines of colored sand onto a horizontal surface.

But it was not until 1947 that Pollock began his "action" paintings, influenced by Surrealist ideas of "psychic automatism". Instead of using the traditional easel Pollock affixed his canvas to the floor or the wall and poured and dripped his paint from a can; instead of using brushes he manipulated it with "sticks, trowels or knives", sometimes obtaining a heavy impasto by an admixture of "sand, broken glass or other foreign matter".

Pollock's name is also associated with the introduction of the All-over style of painting which abandons the traditional idea of composition. The design of his painting had no relation to the shape or size of the canvas - in the finished work the canvas was trimmed to suit the image. By the 1960s he was generally recognized as the most important figure in the most important movement of this century in American painting. Pollock's unhappy personal life and his premature death in a car crash contributed to his legendary status.

American artists took other new directions in the 1950's. *Op art* (optical art) described those paintings that produced optical illusions for the viewer. Op artists created pictures that seemed to move. For example, in Bridget Riley's "Blaze I", the sense of movement was created by a series of jagged lines. *Pop art* (popular art) used familiar objects to focus attention on the concerns of American life. It represented an attempt to make art meaningful to the majority of people. To do this, pop art incorporated such things as popular images from

movies, comic strips, and items from supermarket shelves. Andy Warhol, one of the best known pop artists, painted exact replicas of soup cans and huge portraits of popular people. His silk-screen portrait of the movie actress Marilyn Monroe probably is his best-known work. American artists tend not to restrict themselves to schools, styles, or a single medium. A work of art might be a performance on stage or a hand-written manifesto; it might be a massive design cut into a Western desert or a severe arrangement of marble panels inscribed with the names of American soldiers who died in Vietnam etc.

b) Make a list of words and expressions characterizing the artistic style of G. O’Keeffe and J. Pollock. Share it with your partner’s.

c) Speak about painters G. O’Keeffe and J. Pollock using the list of words and expressions you’ve compiled.

d) Prepare a five-minute PowerPoint Presentation about American op/pop art exponents or American postmodern art and present it in the classroom.

Exercise 8. Watch the video about Edward Hopper and do the tasks given. The tasks were developed by Olga Pryimak and Larysa Pashis.

Edward Hopper

Pre-Watching

A. Practice the pronunciation of the following words and expressions:

Surrealist /sə'riəlɪst/	to evoke /ɪ'vʊk/
precision /pri'sɪʒ(ə)n/	unassuming /,ʌnə'sju:mɪŋ/
Degas /'degɑ:/	Cezanne /'sezɑ:n/
Picasso /pɪ'kɑ:sɔ/	Manet /'mænei/
the Hudson River /'hʌds(ə)n/	Jazz Age /dʒæz/
Gloucester /'glɒstə/	spontaneous /spɒn'teɪniəs/
aura /'ɔ:rə/	exteriors /ek'stɪəriəs/
interiors /ɪn'tɪəriəs/	vertical /'vɜ:tɪk(ə)l/
horizontal /,hɒrɪ'zɒnt(ə)l/	Cape Cod /'keɪp'kɒd/
fused /fju:zd/	avant-garde /,ævɒŋ'gɑ:d/, /,ævɑ:ŋ'gɑ:d/
automat /'ɔ:təmæt/	nighthawk /'naɪθɔ:k/
mansard /'mænsɑ:d, – sɑd/	saloon /sə'lu:n/
tranquility /træŋ'kwɪləti/	fluorescent /flɔ:'res(ə)nt/, /flʊə'res(ə)nt/
urn /ɜ: n/	clientele /,kli:ən'tel/
ambivalence /æm' bɪvələns/	usherette /,ʌʃə'ret/
escort /'eskɔ:t/	inaccessible /,ɪnæk'sesəbl/
anonymous /ə'nɒnɪməs/	rectangular /rek'tæŋgjʊlə/
Truro / 'trʊərəʊ/	to float /fləʊt/

B. Explain the meaning of the following expressions:

- A consummate outsider
- To lack dynamism and verve
- To find smb a little daunting
- To be deliberate about one's paintings
- Gestation in the mind
- To translate dramas into smth timeless and universal
- To engage one's imagination
- Fascination with geometric precision
- To depict city's gritty side
- To launch modern art
- To catch the limelight
- To make etchings
- To be praised for the vitality and directness
- To admire one's deft handling of watercolor
- Layers of colour
- To keep ledgers
- To endow smd with emotional life
- To be caught in the same blighted social transactions
- To have detractors
- To point to one's clumsy handling of human figures
- To be immune to fads and foreign styles
- Intersection of strong verticals and diagonals
- To combine reverence for architecture with tranquility
- A pensive woman
- To enhance a reputation
- With an aura of estrangement
- To lack the trappings of modernity
- To be fueled by cinema
- Suggestion of enigmatic narratives

Watching

Watch the video attentively after reading post-watching tasks.

Post-Watching

A. Choose the right answer:

Multiple choice test

1. Edward Hopper was

- a) a realist
 - b) an abstractionist
 - c) a surrealist
2. His pictures are made of facts certainly but also of ...
- a) memory and imagination
 - b) memory and improvisation
 - c) improvisation and imagination
3. Art critics compared E. Hopper to ...
- a) Manet and Degas
 - b) Cezanne and Picasso
 - c) Thomas Eakins and Winslow Homer
4. E. Hopper was a great painter of images that ...
- a) evoke rather than narrate
 - b) narrate rather than evoke
 - c) evoke rather than engage
5. E. Hopper's fascination with the ... led to dreams of a life as a maritime architect
- a) play of light on water
 - b) strong verticals and horizontals
 - c) geometric precision
6. Encouraged by his teachers, E. Hopper sought out the works of Whose unassuming everyday subjects had a lasting impact on him
- a) Marcel Duchamp and Vasily Kandinsky
 - b) Cezanne and Picasso
 - c) Manet and Degas
7. Paris influenced E. Hopper's style. Impressionism brought... into his canvases
- a) light
 - b) sunlight
 - c) strong verticals
8. Unlike his contemporaries, E. Hopper had no interest in ...
- a) the principal pictorial motifs of Jazz Age
 - b) the urban motifs of Jazz Age
 - c) the principal illustrations of Jazz Age
9. E. Hopper began to make etchings, drawing his subject matter from ...
- a) the Hudson River
 - b) the city
 - c) Gloucester

10. E. Hopper hated illustrator work, as he said, all he wanted to do was to paint ...
- a) subways and elevated trains
 - b) sunlight on the side of the house
 - c) boat yards that dotted the Hudson River shore
11. At the urging of J. Nivision, another New York painter working in Gloucester, E. Hopper began to work in watercolors. His watercolors were ...
- a) freely flowing and spontaneous
 - b) spontaneously created
 - c) carefully controlled
12. The detractors pointed to the ... in the women E. Hopper painted
- a) lack of sensuality
 - b) lack the trappings of modernity
 - c) lack of an aura of estrangement
13. The city by day allowed Hopper the opportunity to express his talent and affection for ...
- a) American architecture and industrial forms
 - b) American urban life
 - c) American automats and popular fast food restaurants
14. Art critics admit that E. Hopper was able to portray at the same time
- a) architectural exteriors and human interiors
 - b) crowded cities and empty rooms
 - c) strong verticals and horizontals
15. His work on Cape Cod began to be a combination of observation, imagination and memory; the pictures became much more ...
- a) fused with light
 - b) ironic
 - c) complex
16. Andre Breton states that E. Hopper was the only American ...
- a) avant-garde painter
 - b) surrealist
 - c) abstractionist
17. E. Hopper was the greatest painter. He invented and developed a lot of ways of ...
- a) picturing the American experience
 - b) portraying American life
 - c) explaining the drama of American life
18. E. Hopper's work engaged our imagination by drawing ...

- a) tragic in the American experience
- b) enigmatic in the American experience
- c) universal in the American experience

B. Match the painting with its description:

- | | |
|---------------------------------|---|
| 1. Automat (1927), | 5. Cape Cod Evening, |
| 2. Chop Suey (1929), | 6. New York Movie, |
| 3. Early Sunday Morning (1930), | 7. Nighthawks (1942), |
| 4. The Mansard Roof (1923), | 8. The Saloon in New York Corner (1913) |

- A) The painting which combines his reverence for the architecture of the previous century with a tranquility rarely shown in paintings of New York.
- B) The play lights and shadow on the street exterior, the harsh fluorescent light inside the diner, the coffee urns and countertops, the uneasy loneliness of the diner's clientele and their ambivalence to each other, the night and the viewer.
- C) In the picture Hopper depicts the theatre as a dream space. Hopper's usherette is an escort into the fantasy but she stands apart and looks neither at the viewer, nor at the screen, inaccessible and absorbed in her own day dreams.
- D) The painting bought by the Brooklyn Museum of Art at the show. E. Hopper was immediately praised for the vitality and directness of his works.
- E) In the picture the figures are as anonymous as the restaurant – less characters than expressions of the essential facts of urban existence.
- F) The sidewalk curves run gracefully through the rectangular red brick city. The smokestacks belching in the distance, the lamp post in the foreground.
- G) The painting composed of sketches and memorized impressions of different locations around the town of Truro. And it adds another dimension: people and their messy concerns.
- H) The painting focuses on a pensive woman alone in a spare, impersonal structure. The overhead lights reflected in the window seem to float above her in an endless sequence.

C. Answer the questions using the active vocabulary and facts from the film:

1. How does E. Hopper describe the process of creating a picture? What are the specific features of the images he created at the beginning of his career?
2. What were Hopper's watercolors praised for?
3. How are Hopper's women images characterized?
4. Comment on the following: "Hopper's art fueled by cinema in turn began to inspire filmmakers".
5. Why was E. Hopper considered a true genius?
6. Prove that Hopper's reputation never declined among the artists.

D. Write an article to a newspaper comparing and contrasting E. Hopper to his contemporaries and followers.

Exercise 9. Put each of the following words/phrases from the box into its correct place in the passage below. Each word/phrase is to be used only once.

The Technique of Action Painting in Jackson Pollock Paintings

central image	performance art	paintbrush	action
technique	splattered	frantically	imprint
action painting	recognizable	characterizes	unveiled

In the December 1952 issue of ARTnews, Harold Rosenberg coined the term "action painting". The term ____ artists who first and foremost see the canvas as a space for action. Jackson Pollock is the artist who best illustrates the techniques of ____ . The bold colors, movement and individuality of Jackson Pollock paintings are ____ worldwide. His ____ of "dripping" paint onto a canvas created a number of famous works that earned him considerable acclaim. Pollock's ____ would dance above the canvas and express his emotions and feelings without having to touch the canvas.

Action painting refers to a style that resembles ____, whereby the artist freely lets go and unleashes emotion. It is in the performance of action painting that a plot is created by the artist. However, there is no central motif. Action painting tells a story without the use of a ____, merely through action. The painting Lavender Mist, ____ by Pollock in 1950, is one of the most famous Jackson Pollock paintings. The canvas which is 10 feet wide displays paint that has been dripped and ____ over every inch. Lines of color move in every direction, and the ____ of Pollock's hands which have been dipped in paint

appear at the top right corner of the canvas. The eye ____ attempts to take in the sheer magnitude of the painting and is unable to rest. Because his paintings were created through ____, the process of viewing them must also involve an active process.

Exercise 10. a) Before reading the text “The Art Museums of New York”, look at the scale and try to estimate how often you/your friends/modern people go to art galleries and museums of modern art. Motivate your answer.



b) Read the text about museums of art in New York and say what museum you would like to visit and why.

The Art Museums of New York

The **Metropolitan Museum of Art**, often referred to simply as **The Met**, is one of the world's largest and most important art museums, located on the eastern edge of Central Park in Manhattan, New York. It also comprises a building complex known as “The Cloisters” in Fort Tryon Park at the north end of Manhattan Island overlooking the Hudson River which features medieval art.

The museum opened on February 20, 1872. John Taylor Johnston, a railroad executive whose own collection seeded the museum, served as its first President. Its massive collection ranges from treasures of Classical Antiquity like its Greek galleries and Cypriot galleries to nearly all the European masters, as well as an extensive collection of American art. It also possesses extensive holdings in Egyptian — including the Temple of Dendur — African, Asian, Oceanic, Middle Eastern, Byzantine and Islamic art. The museum also contains recreations of notable interiors, including one by famous American architect Frank Lloyd Wright. The Department of Arms and Armor displays a collection of antique weapons and armor from around the world, primarily Europe, but also Japan, the United States, and the Middle East, with extensive holdings from other cultures and periods in the study collection.

On the passing of banker Robert Lehman in 1969, his Foundation donated close to 3,000 works of art to the museum. Housed in the “Robert Lehman Wing”, the museum refers to the collection as one of the most extraordinary private art collections ever assembled in the United States. One of The Met's latest purchases and the most expensive piece of art is Duccio’s *Madonna and Child*, costing the museum more than 45 million dollars. The painting is only 8 x 11 inches.

The **Museum of Modern Art**, institution founded in 1929 in New York City to “help people enjoy, understand, and use the visual arts of our time” by

the American philanthropists Lillie P. Bliss (1864-1931), Mary Quinn Sullivan (1879-1939), and Abby Aldrich Rockefeller (1874-1948). It is believed to be one of the finest museums of modern art in the world, with widely diverse collections emphasizing developments in art since the postimpressionism of the late 19th century. Over the years the museum's collection has grown to include more than 100,000 paintings, sculptures, drawings, prints, photographs, architectural models and plans, and utilitarian objects judged to be aesthetically pleasing. It also includes some 10,000 films and a library containing more than 80,000 books and periodicals.

From the opening exhibition, "Cezanne, Gauguin, Seurat, van Gogh", held in 1929 in several rented rooms, the museum has attempted to reach a wide public. In 1932-33 it mounted the first exhibitions of photography, architecture, and furniture and the decorative arts. In 1935 it organized the Film Library (now the Department of Film), the first such program in any museum. It has periodically mounted retrospective exhibitions of significant artists and art movements, incorporating objects from its own holdings with those borrowed from other museums worldwide, and it has sponsored many traveling exhibitions.

In 1939 the museum moved into permanent headquarters, designed by the American architects Philip L. Goodwin (1885-1958) and Edward Durell Stone, on West 53d St. Since 1939 much additional property and several wings have been added, for example, the Grace Rainey Rogers Annex (1951) and the Abby Aldrich Rockefeller Sculpture Garden (1953, expanded 1964), both designed by the American architect Philip Johnson. In its most recent expansion, designed by the Argentinian-American architect Cesar Pelli (1926-) and completed in 1984, the museum added a second theater and doubled its gallery space for the 1.5 million visitors each year.

In the museum's vast collections are paintings and sculpture that give a complete overview of the major figures and trends in art from the 1880s to the present; photographs from the pioneers of the mid-19th century to the recent masters; and, in the design collection, even an automobile and a helicopter. The sculpture garden is a favorite oasis for many visitors because of its pleasing combination of fountains, trees, reflecting pools, and sculpture.

c) You are the owner of one of these museums. Write an ad to attract more visitors to your museum. If necessary, use some additional or imaginary information.

d) Do on-line research and make a list of the most attended art museums and galleries in New York. Compare your list with your partner's.

Exercise 11. a) You live in Washington/New York/ San Francisco. Your friend, who is a great lover of art, is going to spend one day in your city on his/her way home. He/she wants to see you and visit some art museum(s). Prepare a one-day itinerary for him/her and persuade him/her to follow it. Use the information (Supplement).

b) Using the information from Supplement and ex. 10, say where one can:

- enjoy family activities the whole year round and shouldn't pay for them;
- see the works by some of the most significant artists of the second half of the twentieth century;
- see the famous piece of art "Madonna and Child" by Duccio;
- experience lectures by artists and critics;
- enjoy the resources of the Film Library;
- find key examples of Modernism as well as more recent works that reflect a variety of artistic developments occurring regionally, nationally, and around the world;
- satisfy his interest in antique weapons and armor from around the world;
- admire works of modern and contemporary sculpture in an outdoor garden;
- see the remains of the Temple of Dendur;
- to get a complete overview of the major figures and trends in art from the 1880s to the present;
- admire the Hudson River School's landscapes;
- see the works of American woman-painters;
- have classes for teens and adults;
- see photographs and design objects;
- trace the entire history of non-indigenous American art.

Exercise 12. Sum up the main features of American art and discuss them with your partner.

Exercise 13. Act out the situations:

- You are fond of landscape painting and admire the works of the Hudson River School artists. Your friend considers landscape painting to be of no use and prefers portraits. You are trying to convince him/her that landscapes are not useless. Use these tips: *to prefer portraits to landscapes; a school of landscape painting; to use bright hues; to convey a sense of space; to combine form and colour into harmonious unity; to raise one's spirits; moving and lyrical pictures; full-length, life-sized portraits; to reveal the*

person's nature.

- You've visited the exhibition of the Ash Can School works. On your way home, you meet your friend who happens to have visited this exhibition the day before. You are sharing your impressions. Use these tips: *to work in dark/bright palette; to expose the dark sides of life; to break with the tradition; to depict a scene of common life; genre compositions; depressing and disappointing pictures; original and poetic in tone and atmosphere; to paint from life/nature.*
- You've ordered an amateur artist to paint your portrait. The result is shocking. You can't recognize yourself at all as the picture resembles an ill-made puzzle. Besides, the colour-scheme is gaudy. The painter explains that he/she has painted you in the cubistic manner. Use these tips: *to be scarcely discernible; to develop one's personal style; a half-length portrait; to sit for one's portrait for hours; gaudy colouring; obscure and unintelligent portrait; to arrange in a pyramid; in the top/left-hand corner; not to have the slightest resemblance to smb.*
- You are working on a project concerning the influence of foreign art on the American art development. You are taking an interview with an art critic who specializes in the history of American art. Use these tips: *to apply the Parisian technique to smth; a style allied to Impressionism; to develop one's personal style; Japanese prints; Oriental art; to use the colour scheme where one basic colour predominates; the same colour appears in the picture continually here and there in the same way that a thread appears in an embroidery.*
- You've visited the exhibition of the Modern Art together with your friend and seen how the technique of Jackson Pollock is applied on practice. You both are full of impressions. On your way home, you are sharing your impressions. Use these tips: *action painting; to drip and splat paint over every inch of the canvas; there is no central motif; a style that resembles performance art; to freely express the emotions; to place a canvas directly on the floor; to create a painting through action; to break many conventions.*

Exercise 14. You are an art dealer who persuades a client to buy a piece of modern art that resembles a god of salad dressing thrown violently up against the side of a house. Describe this picture to make it attractive for the client to buy.

Exercise 15. Review the Topical Vocabulary on painting in the USA and complete the sentences given below.

- A.** 1. M. Cassatt and J. Whistler were among those American artists who
 2. Buy any picture executed by this In a year his pictures will cost a fortune.
 3. The Ash Can School is said
 4. Why do you ...? Your pictures look rather dull and oppressive.
 5. A.B. Durand, F.E. Church and A. Bierstadt are the leading exponents of
 6. His pictures are different. It's because he
 7. He is the Ash Can School devotee, that's why he uses every chance to buy pictures executed by its
 8. Mike's parents were people with artistic taste. Since his childhood they took him to visit every
 9. B. West's studio in London was that very place where the first Americans
 10. Enough of your false modesty! You're a very talented artist, you should ... of your own.

- B.** 1. The analysis of J. Trumbull's paintings shows that he
 2. In comparison with Europe early America had a much larger proportion of
 3. The main characteristic feature of B. West's painting is
 4. J. Pollock could apply his paint and view his art from all directions which facilitated his
 5. Poverty, prison, toil and sweat, sickness or death, danger or brutality were taboo for American
 6. In Colonial New England, it was fashionable for wealthy families to hire painters, who were ..., to create portraits of their family often and extensively.
 7. The late Renaissance madrigal ... in the music of: Claudio Monteverdi.
 8. Thus, the American art, science and literature have ... in their development.
 9. As he worked, Pollock moved around (and sometimes through) his paintings, creating a novel All-over style that avoided any points of emphasis and ... in terms of relation among parts.
 10. He ... while walking and moving about, rather than standing with a brush in his hand in front of an easel.

Exercise 16. Paraphrase the following sentences using Topical Vocabulary.

- A.** 1. Why do you think his style resembles the one of Impressionists? They are different like heaven and earth.
 2. John's colour scheme is very cheerful.
 3. He had some difficulty with naming the main Ash Can School representatives.
 4. He dreamt to have his own show and win the art critics' recognition all his life.
 5. The artists of the Hudson River School painted nature in all its beauty.

6. Art critics called R. Kent a diversified and talented painter of marines.
7. His art didn't conform to the tastes of the period. He hated academic idealism.
8. M. Cassatt's talent was appreciated and highly estimated by her contemporaries.
9. Being an American-born artist, J. Whistler spent most of his time in Europe.
10. Mike was never satisfied with himself. He was looking for the new ways of conveying the play of light and shade.

B. 1. Unlike American genre painters of the XIXth, the Ash School painted Fifth Avenue as well as the slums.

2. B. West didn't demand from his sitters dressy look garment and wearing mantels.

3. J. Pollock is famous for his original style of painting in which paint is spontaneously dribbled, splashed or smeared onto the canvas, rather than being carefully applied.

4. To the utter astonishment of art-dealers, the painter began cutting off big pieces from his canvas till it was the size of a saucer and then produced the result.

5. Soon he was a popular American artist compared with J. Reynolds and T. Gainsborough.

6. He never painted from imagination, he preferred real people to imaginary.

7. James moved to Paris and worked hard to be good at the capital techniques and never to be called again a village portraitist.

8. They obtained a rich collection of the first American school of landscape painting and "The Eight".

9. Lots of names of American artists are unknown as they travelled a lot and just painted what they saw on their way.

10. Before starting painting, he always checked if his canvas was firmly attached to the easel, and only then he created his flower pieces where flowers were enlarged as if you were looking at them through a magnifying glass.

Exercise 17. Execute a picture of your own and present it in the classroom, explaining what motivated you to paint it, what ideas you tried to convey etc.

Exercise 18. Guess the crossword using the definitions and the number of letters in the words given in brackets if the last letter of one word is the first one in the next word.

Snail Crossword

1. combination of colors (12)
2. engraving (7)
3. a person who creates engravings (6)
4. a color which is not hot and agitated (7)
5. a portrait that has the size of a sitter (9)

6. a loud raucous splash (4)
7. a painting depicting wars (11)
8. quality of a piece of painting made with great skill (9)
9. what a person feels admiring a picture (7)
10. the subject of the Hudson River School (6)
11. the size of romantic canvases of the Hudson River School (8)
12. the name of S. Davis's picture if it starts "Owh! In ..."
13. to become famous ... (9)
14. the name of Gainsborough (6)
15. a picture depicting fruit and vegetables (9)

Exercise 19. You are a participant of the conference "American Art: A Look through Centuries". Make a PowerPoint Presentation on:

- a. the development of American landscape painting;
- b. the influence of Impressionism on American art;
- c. the influence of Oriental art on American art;
- d. the Ash Can School as a new look on things around;
- e. the favourite themes of American art;
- f. modern trends in American art.

Exercise 20. Write a letter to your pen-friend in which you describe your visit to the art gallery/museum in the USA last week. Use the outline given below.

1. Introduction.
2. Body:
 - a) when and who you went to the art gallery with;
 - b) general expositions and collections;
 - c) the collection/exposition you liked the most;
 - d) detailed description of the canvas that attracted your attention and moved you greatly.
3. Conclusion.

Part III. Painting in Ukraine

Topical Vocabulary

1. Painters and their craft: to come to a halt; to be tempered by personal interpretations; to be in the vanguard; to be consistent with time; to embody a popular ideal; to lose rigidity; to introduce secular themes; to draw a flower

piece/still life; to be strongly influenced by the icon tradition; to pursue one's career at the Academy of Arts; to be opposed to the classicist traditions; to experiment with abstraction; to have a solo exhibition; to affirm critical realism; to come forth as a predecessor of; never feel content with oneself; a thirst for novel imagery and plastic means.

2. Trends. Genres: folk (decorative) art; a Galician school of icon painting; adherence to Byzantine iconography; fresco painting; impressionism; avant-garde movement; futurism; suprematism; cubism; a self-portrait; an intimate portrait; a genre composition ; official portrayals of nobles/Cossack hetmans; the Peredvizhniki society; realistic genre pictures; a cubo-futurist painting; social realism.

3. Subject. Composition and drawing: to be executed with charcoal/self-made vegetable paints; to depict smth against the backdrop of; pastoral settings of rural scenery; to be limited to thematic canvases of the Bolshevik revolution and its champions; to discourage still-life compositions; diverse themes; fanciful composition; to fuse the achievements of the Renaissance masters, vivid décor of Ukrainian icons and lucidity of Impressionists.

4. Colouring. Light and shade effects: light and shade smoothly water into each other; an artist's subtle sense of colour; a soft gamut of colours; pure colours; the painting of colour and form.

5. Impression. Judgement: to occupy a place of note; a significant landmark; faithful depiction of; deep penetration into man's inner world; (about pictures) to attract by the maturity of realistic mastery; to stress the felling of loneliness; harmony of colours; (about pictures) to be distinguished for the freshness and verve.

Exercise 1. As you read the text a) look for the answers to the questions after the text:

The Development of Ukrainian Painting in the 15th – 19th Centuries

In the 15th and 16th centuries there emerged a Galician school of icon painting, in which adherence to Byzantine iconography was tempered by personal interpretations, individual variations, and Western influences. During the Renaissance icons gradually lost their rigidity and became more realistic. In the 17th century Byzantine traditions began giving way to the baroque, which introduced secular themes, three-dimensional forms and movement in icons.

In Ukraine portrait painting as a separate genre emerged during the Renaissance (the 16th century) and was strongly influenced by the icon tradition. The first portraits were those of benefactors which were hung in churches. Portraits which were not used for religious purposes did not emerge until the 17th century. They included official portrayals of nobles and Cossack hetmans and officers, as well as more intimate portraits of nobles and townspeople.

Many Ukrainian painters were attracted to the newly established Academy

of Arts in St. Petersburg (1757), which cultivated the classicist style of painting then popular in Europe. Better-known Ukrainian artists who pursued their careers at the Academy and contributed significantly to the development of art in Russia were A. Losenko, K. Holovachevsky, I. Sablukov, D. Levitsky and V. Borovykovsky.

The emigration of the Ukrainian artists to St. Petersburg deprived Ukrainian painting of its most creative talents. The exception was T. Shevchenko, who devoted most of his painting (like his writing) to Ukrainian interests and has been considered the father of modern Ukrainian painting. Shevchenko painted numerous portraits, self-portraits, and landscapes which recorded the architectural monuments of Ukraine. During the 19th century landscape painting appeared as a separate genre, and not only in the work of T. Shevchenko. Inspired by romanticism, I. Soshenko recorded the pastoral settings of rural scenery, and A. Kuindzhi, I. Aivazovsky, S. Vasylkivsky, I. Pokhytonov and S. Svitoslavsky devoted their efforts to depicting rural scenery at its most beautiful.

In the last few decades of the 19th century Ukrainian painters studying art in Russia were influenced by the Peredvizhniki society, formed in 1870 in St. Petersburg by artists who were opposed to the classicist traditions of the Academy of Arts. I. Kramskoi, N. Ge and 13 other artists had left the Academy of Arts in protest against its rigid neoclassical dicta. In order to reach the widest audience possible, the society organized regular traveling exhibitions throughout the Russian Empire, including Kyiv, Kharkiv, and Odesa in their tours. Over the years the society attracted artists from various parts of Russia, Belarus, and Ukraine. Artists of Ukrainian origin who became active in the society were I. Repin, N. Ge, I. Kramskoi, A. Kuindzhi, M. Pymonenko, and S. Svitoslavsky. Many other artists were influenced by its ideas to paint realistic genre pictures.

An important movement in painting that arose in France in the late 1860s and is linked with artists such as Claude Monet, Camille Pissarro, August Renoir, and Alfred Sisley, impressionism had a strong influence on Ukrainian painting. The first Ukrainian impressionists appeared at the end of the 19th century and were graduates of the Cracow Academy of Fine Arts. Impressionism remained a major trend in Ukrainian painting until the early 1930s and it gave rise to Neo-impressionism, which attempted to base painting on scientific theory; Postimpressionism, which cultivated the esthetics of color; and Pointillism, which broke down colors into their elementary hues and distributed them in mosaic-like patterns. Impressionism made itself felt in the work of several Kyiv artists who had worked in Paris, including P. Levchenko, A. Manevich, M. Burachek, O. Murashko, and the exceptionally versatile V. Krychevsky.

1. What was the first school of painting in Ukraine? 2. What are the characteristic features of a Galician school of icon painting? 3. What changes did icons undergo during the Renaissance/baroque? 4. When did portrait painting as a separate genre appear in Ukraine? 5. Why did portrait painting emerge after icon painting and follow its tradition? 6. Trace the evolution of Ukrainian portrait painting in the 16th - 17th centuries. What changes took place? 7. Did the Academy of Arts in St. Petersburg contribute much to the development of Ukrainian art? Provide examples. 8. When did landscape painting as a separate genre appear in Ukraine? Name prominent landscapers of that time. 9. What is the Peredvizhniki society? Why is it called so? What were its goals? 10. Was the Ukrainian painting of the late 19th century an isolated phenomenon or did it follow European art tradition? Provide the examples.

b) Determine the main periods of Ukrainian art development in the 15th – 19th centuries. Fill in the chart using the information from the text.

Development of Ukrainian Art in the 15th – 19th c.

Period	Genre	Characteristic features	Representatives

c) Tell your partner about the development of Ukrainian art in the 15th – 19th centuries. Use the chart.

Exercise 2. Watch the video clip about Taras Shevchenko and be ready with the tasks given below. You can find it at https://www.youtube.com/watch?v=h9Z0nd_z3Qk.

Pre-Watching

Before watching the video “Taras Shevchenko: Poet, Artist, Icon (1814-1861)”, read the text “T. Shevchenko’s Creative Work” (Appendix, pp.) and do the following tasks.

A. Say what of these statements about T. Shevchenko are true.

1. T. Shevchenko developed as an artist on the foundation of the progressive ideas of Ukrainian art.
2. T. Shevchenko’s composition “The Death of Bohdan Khmelnytsky” as well his etching “Gifts in Chygyryn in 1644” proved the artist’s interest in Ukraine’s historical past.
3. Some of T. Shevchenko’s paintings are cast by his own poems.

4. The themes of T. Shevchenko's works are rather limited.
5. Portrait painting was the leading genre in T. Shevchenko's work as an artist.
6. The works of the exile period can be divided up into 3 groups: portraits, self-portraits and genre compositions.
7. During 1848-1849 T. Shevchenko explored the shores of the Aral Sea and served as the expedition's artist.
8. T. Shevchenko's landscapes of the Aral Sea, the Kara-Tau Hills and views from the Novopetrovsky Fortress proved his maturity as a realist painter.

B. Determine the genre of pictures T. Shevchenko executed. Fill in the chart.

Genre	Particular features	Example	Period

Helping words and phrases

To mold collective identity – to form the national character

A prophet – a soothsayer

To give impetus – to give / provide a stimulus

Pavel V. Engellhardt

To be an apprentice to smb – to be someone who has agreed to work for a skilled person for a particular period of time and often for low payment, in order to learn that person's skills

Under smb's tutelage – being instructed by smb; under a guardian or tutor

To surpass – to become better, greater, or stronger than; exceed

To violate the terms of one's penal service – to break the rules prescribed to offenders under the legal system

Aquatint – a print resembling a watercolor, produced from a copper plate etched with nitric acid; the technique or process of making pictures in such a way

Sepia – a brownish-gray to dark olive-brown color

Watching

Watch the video attentively.

Post-Watching

A. Answer the questions:

1. When did T. Shevchenko show a desire to receive artistic instruction?
2. Whose tutelage was T. Shevchenko under in St. Petersburg and what genre did he work in?
3. What St. Petersburg's influential artists, writers and luminaries did T. Shevchenko become acquainted with and did they change his life?

4. When did T. Shevchenko get a permission to travel to Ukraine? What did he do in Ukraine?
5. What was the goal of the project “Picturesque Ukraine”? Did T. Shevchenko achieve his aim?
6. Why was T. Shevchenko arrested in 1847 and exiled to military service with the Orenburg corps? Was he permitted to draw and write?
7. Why was T. Shevchenko transferred to the prison in the Orsk fortress, Novopetrovsk?
8. What are characteristic features of T. Shevchenko’s painting in 1850-1857? What pictures did he paint?
9. Why are 1857-1860 considered to be creative years for the poet and artist? What did he do in St. Petersburg?
10. Is T. Shevchenko a portraitist, a genre painter or a landscaper? Who were his sitters?
11. Why did T. Shevchenko create a number of self-portraits?

B. Match the date with the event that was important for T. Shevchenko as an artist and add some details to describe it.

- | | |
|-----------|--|
| 1833 | the purchase of freedom |
| 1838 | executing the series “The Parable of the Prodigal Son” |
| 1844 | the year of starting painting original works (portraits of his patrons and friends) |
| 1848 | working under the supervision of the Academy of Arts professor on the technique of aquatint |
| 1856-1857 | official recognition of the artist as an academic engraver and granting him membership status in the Academy of Arts of St. Petersburg |
| 1858 | an official portraitist for the local military and civil service establishment in the Orenburg province |
| 1860 | publication of a volume titled “Picturesque Ukraine” |

C. Look through the list of pictures painted by T. Shevchenko. Put a tick (✓) if a picture is one of eight sepia paintings of the series “The Parable of the Prodigal Son”.

#	Name of the picture	✓
1.	A Kyrgyz Child	
2.	Last Stake Lost	
3.	Trio	
4.	In a Tavern	
5.	In a Pigsty	
6.	The Successful Hunter	
7.	At the Cemetery	
8.	Among Robbers	

9.	Chained and Gagged	
10.	Kazakh Boy Napping by the Stove	
11.	Running the Gauntlet	
12.	In Prison	

Exercise 3. Do the matching work. Match A and B:

A	B
1. iconography	a. any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface.
2. fresco	b. a late 19th-century movement in French painting that sought to improve on Impressionism through a systematic approach to form and color, particularly using pointillist technique. The movement's leading figures included Georges Seurat, Paul Signac, and Camille Pissarro.
3. mural	c. a technique of neo-Impressionist painting using tiny dots of various pure colors, which become blended in the viewer's eye. It was developed by Seurat with the aim of producing a greater degree of luminosity and brilliance of color
4. charcoal	d. an abstract art movement developed by Kazimir Malevich in 1915, characterized by simple geometric shapes and associated with ideas of spiritual purity
5. folk art	e. the painting of icons in the Byzantine and Orthodox Christian tradition
6. neo-impressionism	f. the theory of art, literature, and music officially sanctioned by the state in some communist countries (esp. in the Soviet Union under Stalin), by which artistic work was supposed to reflect and promote the ideals of a socialist society
7. postimpressionism	g. art produced from an indigenous culture or by peasants or other laboring tradespeople
8. pointillism	h. any of several related mural painting types, done on plaster on walls or ceilings.
9. socialist realism	i. the work or style of a varied group of late 19th-century and early 20th-century artists including Van Gogh, Gauguin, and Cézanne. They reacted against the naturalism of the Impressionists to explore color, line, and form, and the emotional response of the artist, a concern that led to the development of expressionism
10. suprematism	j. dark grey residue consisting of carbon and any remaining ash

Exercise 4. a) Read the text about the development of Ukrainian painting in the 20th century and explain the meaning of the underlined phrases.

The Development of Ukrainian Painting in the XXth Century

The early 20th century avant-garde movement had a direct impact on Ukrainian painting. Artists born in Ukraine, as well as those who considered themselves Ukrainian by nationality, were in its vanguard. The most prominent of them were K. Malevich, V. Tatlin, O. Ekster who introduced suprematism, futurism and cubism into Ukrainian painting and helped bring avant-garde exhibitions to Ukraine. During the brief period of Ukrainian independence the Ukrainian State Academy of Arts (1917-22) was established in Kyiv. It and its successor, the Kyiv State Art Institute, made it possible for Ukrainian painters to pursue advanced art training in their homeland.

V. Krychevsky was the first rector of the Ukrainian State Academy of Arts. As a painter he was deeply influenced by French impressionism. The pure and harmonious colors of his south-Ukrainian landscapes and Kyiv cityscapes (done in oils and watercolors) convey a lyrical atmosphere. One of the most influential teachers was M. Boichuk, who revived fresco painting and aspired to develop an art for the masses based on a combination of Ukrainian traditions and Western models instead of the Peredvizhniki.

During the relatively liberal period of the 1920s in Soviet Ukraine, a variety of styles flourished. Cubo-futurist paintings were produced by V. Yermilov in Kharkiv and O. Bohomazov, V. Pavlov and A. Petrytsky in Kyiv, V. Meller and K. Sikorsky experimented with abstraction.

In the 1930s all avant-garde activities in Soviet Ukraine came to a halt with the introduction of socialist realism as the only literary and artistic method permitted by the communist regime. Painting was limited to thematic canvases of the Bolshevik revolution and its champions, glorification of the Soviet state and its leaders, portraits and genre scenes of happy workers and peasants, and romanticized depictions of war and its heroes. Landscapes and still-life compositions were discouraged.

The narrow confines of socialist realism were widened during N. Khrushchev's cultural thaw. Artists such as R. Selsky, M. Selsky, T. Yablonska turned to Ukrainian folk themes.

After the failure of the Ukrainian revolution in 1919-20 and after the Second World War a good number of Ukrainian painters became emigres and settled in the West. Many of them gained international prominence.

Changes brought about by the recent changes in the society resulted in greater creative freedom and a proliferation of styles and manners of depiction.

Artists whose work had been suppressed had solo exhibitions. Many painters showed great inventiveness, including H. Romanyshyn from Lviv, R. Popov from Kharkiv, O. Tkachenko from Dnipropetrovsk and R. Tetianych, V. Budnykov, H. Heiko and O. Babak from Kyiv. After decades of restraint and isolation artists in Ukraine are now free to continue the development of various artistic traditions and have prospects of rejoining the international artistic mainstream.

b) Read the text one more time and complete the sentences.

1. The early 20th c. avant-garde movement had
2. Among the painters who were in the vanguard were
3. The Ukrainian State Academy of Arts established in Kyiv in 1917
4. The first rector V. Krychevsky
5. The 1920s were the period
6. In the 1930s
7. Socialist realism was
8. Thematic canvases painted in socialist realism tradition
9. Government discouraged
10. Khrushchev's cultural thaw
11. A lot of Ukrainian artists had to emigrate
12. Nowadays Ukrainian artists

c) Prepare a five-minute report about a Ukrainian modern art exponent and present it in the classroom.

Exercise 5. Watch the video clip “Ukraine artist creates amazing calligraphy through painting.” You can find it at <https://www.youtube.com/watch?v=fG0fkXNX8PE>.

Pre-Watching

1. What modern art trends do you know?
2. What modern Ukrainian painters do you know?

Helping words and phrases

Oleksandr Zynoviev

Arabic stitching – description of Arabic writing

To keep smb's artistic spark alive – to support all the creative attempts of an artist

Watching

Watch the video attentively.

Post-Watching

1. What are characteristic features of Oleksandr Zynoviev's paintings?
2. Where does he find quotes for his paintings?
3. Do you share his point of view that design is often stolen?
4. Where can one see his canvases?
5. Does he execute oil paintings or water-colours?
6. What are his plans for the future?
7. Do you consider his paintings worth seeing? Why?

Exercise 6. Do the multiple-choice task. Choose the best answer.

1. Mr. Cheater made a living ... works by famous painters.
a) devising b) faking c) pretending d) shamming
2. The ... of Rembrandt's paintings finishes next week.
a) demonstration b) exhibition c) show d) spectacle
3. They thought the painting was genuine but it turned out to be
a) a facsimile b) an imitation c) a replica d) a reproduction
4. There was no ... difference between the original and the copy.
a) discernable b) discoverable c) knowable d) understandable
5. Mr. Bell has taken ... painting since he retired.
a) down b) in c) over d) up
6. A young art student acted as our ... when we visited the museum.
a) coach b) conductor c) guide d) lead
7. Mr. Vernix is the greatest ... expert on techniques of painting.
a) alive b) live c) living d) nowadays
8. Children and pensioners are admitted to the museum at ... prices.
a) decreased b) less c) reduced d) undercharged
9. In the ... right-hand corner of the portrait there is a flower.
a) front b) high c) top d) up
10. On examination by experts, the picture turned out to be a ...
a) fabrication b) fake c) fraud d) sham
11. He is sometimes considered to be an outstanding artist, but I consider his work to be quite
a) common b) intermediate c) mediocre d) moderate
12. He made some ... sketches which would serve as guides when he painted the actual landscape.
a) elementary b) introductory c) preliminary d) primary

Exercise 7. Read the text about two world-known Ukrainian women-painters of the 20th century and do the tasks given below.

World-Known Ukrainian Women-Painters of the 20th Century

Kateryna Bilokur (1900-1961) is a highly original Ukrainian folk artist. Her beautiful pictures of the colourful Ukrainian nature are a significant landmark in the history of Ukrainian folk art. The first works of Bilokur (1920s – nearly 1930s) were amateurish. They were the portraits of her relations and villagers executed with charcoal and self-made vegetable paints.

The second half of the 1930s was an important period in her creativity. Then she took to drawing still-lives. Ingenuity of selection of subject matter, vitality, fanciful composition and harmony of colours characteristic of these pictures became the main features of all the works of the artist.

Bilokur's paintings were first displayed at the Poltava Regional Exhibition in 1940 and then at the national exhibition in Kiev. They were highly appreciated by art critics. Unfortunately, all the works displayed at the Poltava exhibition in 1940 perished during the Second World War.

The 1950s were the most productive years in Bilokur's artistic career. She made such original and bright still-lives as "Flowers, Apples, Tomatoes" (1950), "Watermelon, Carrots and Flowers" (1951), "In Shramkivka District of Cherkassy Region" (1955-1956), Flowers and Grapes (1953-1959) which are distinguished for their freshness and verve. Through the artist's fantasy the flowers, vegetables and utensils limned in these pictures turn into a canto glorifying nature, man and his deeds, into symbols of beauty.

Being scrupulously and faithfully depicted, each detail in Bilokur's pictures is perceived as a really existing one. Their realistic representation is to no lesser degree sustained by the artist's subtle sense of colour. Light and shade smoothly watering into each other and a soft gamut of colours are typical of all her works. The main effect is produced by the use of pure colours which is characteristic of folk decorative art on the whole.

In the 1950s Bilokur made her first attempts in water-colour painting. Her best works of the period – "Bohdanivka Village in September", "Beyond the Village" (1956), "Early Spring" (1958), "Autumn" (1960) are noted for their extraordinarily emotional expressiveness. During the last years of her life, which were dimmed by serious illness, Katerina Bilokur created a number of notable pictures such as "Dahlias" (1958), "Peonies" (1958), "Bohdanivka Apples" (1950), "Bunch of Flowers" (1960) and others.

The famous Ukrainian painter Tetyana Yablonska (1917-2005) entered the art scene in the 1940s and soon established herself as an original and outstanding artist. When still young, she was awarded two USSR State prizes and other high honours and awards, but never felt content with herself.

She became the leader of many young Ukrainian artists in pursuit of new

styles and it is this thirst for novel imagery and plastic means which always makes her work fresh and consistent with the time. Like any phenomenon of genuine art, Yablonska's creativity goes beyond the confines of the Procrustean bed of established notions and conceptions. "The phenomenon of innovation" which accompanies Yablonska's creative career never failed to impress her public including art historians and critics.

In 1935 to 1941 Yablonska was a pupil in Fedir Krichevsky's art studio at Kyiv Art Institute where she developed her idea of painting – the painting of colour and form, the two being principal components of the artist's plastic thinking. Yablonska's first attempts ("Man' Portrait" (1938) and "An Elderly Woman in a Winter Coat" (1937-1938)) clearly demonstrate the forceful manner of her famous teacher, his ability to fuse the achievements of the Renaissance masters, vivid decor of Ukrainian icons and lucidity of Impressionists. Yablonska's artistic manner was evident even in the sketches done during the summer such as "Woman with a Yoke" and "Milkmaid" (both 1938) as well as in the unfinished canvas "Wedding On the Collective Farm" and sketches for her diploma painting "Coming Back From Hay-Making" which concluded Yablonska's pre-war period full of hopes and expectations.

In 1945, at the Eighth Republican Art Exhibition she displayed the canvas "Enemy is Approaching" which is noted for its deep insight into the war theme and for its exposure of the anti-humanistic nature of war.

The year 1949 saw the appearance of Yablonska's renowned canvas "Grain" which made her famous as a first-grade painter and proved a milestone in the Soviet visual art. "Grain", along with other paintings of the period ("Before the Start", "In the Park") marked a new stage in her creative career. The topics of her works embrace various subjects: peace and work, the happiness of motherhood and youth, the wisdom of old people, Man with his sorrows and joys.

Yablonska was awarded the honorary title "Peoples' Artists of the USSR" in 1982, "Artist of Year" (UNESCO) in 1997, "Woman of Year" (International Biography Centre, Cambridge) in 2000. She was the winner of the USSR State Prize (Stalin prize: 1949, 1951 and State Prize: 1979), and winner of the Shevchenko state prize of Ukraine (1998).

a) Say what of these words and phrases can be attributed to Kateryna Bilokur / Tetyana Yablonska:

An original artist, mixture of different styles, a folk artist, to limn bright still-lives, to paint flower pieces, the painting of colour and form, pursuit of new styles, portraits of villagers, the phenomenon of innovation, genre compositions,

fanciful composition and harmony of colour, a self-taught artist, the happiness of motherhood and youth, numerous awards, the use of pure colours, professional education, to execute with charcoal and self-made vegetable paints, plastic thinking, light and shade smoothly watering into each other, a soft gamut of colours.

b) You are going to interview a famous art critic to write an art column about Kateryna Bilokur / Tetyana Yablonska. Write 5 questions with introduction that you are going to ask. Make up this interview with your partner.

c) Fill in the table.

**Ukrainian Women-Painters of the 20th century:
Kateryna Bilokur and Tetyana Yablonska**

Painter	Katerina Bilokur	Tetyana Yablonska
Trend		
Genres of pictures		
Theme		
Sitters		
Personal style of painting		
Contribution		
Names of pictures		

d) Tell your partner about K. Bilokur / T. Yablonska using the table.

e) Compare Kateryna Bilokur's and Tetyana Yablonska's painting with that of Georgia O'Keeffe and Mary Cassatt. What do they have in common?

f) Give examples of modern Ukrainian women-painters that are very popular nowadays. What are their themes and why do their pictures appeal to people?

Exercise 8. Put each of the following words/phrases from the box into its correct place in the passage below. Each word/phrase is to be used only once.

Colors of Southern Ukraine by Bukovyna Artist

book illustrations	symbolic	representative	influenced
black-and-white	resemble	<i>Mother's Portrait</i>	constructive
multifaceted	followers	collections	portraits

As an artist, Larysa Demianyshyna is ¹ _____ not so much in terms of images and genres but in techniques and types of art. No matter what technique she chooses, be it ² _____ graphics, oils, watercolors, or acrylics, she always attains a high level of lightness and creative execution. In 2007 this ³ _____ of the Odesa painting school manifested herself in a new way by creating the design for the memorial complex to victims of the Holodomor and political repressions in Ukraine (village Kominternivske, Odesa oblast).

A prominent place in her works belongs to ⁴ _____. She has developed her own linear artistic manner, which merges spontaneity and emotionality with picturesqueness and multiple meanings. Demianyshyna's graphic works include illustrations to ⁵ _____ and single works by O. Riznykiv, H. Mohylnytska, V. Berezinsky, S. Mudryk. Art critics justly say that her graphic works were ⁶ _____ by the "whimsical" Henri Matisse, but somehow French light-minded subjectivism was transformed via the prism of Ukrainian substantiality to yield more clear-cut linear forms in Demianyshyna's work.

Some of her graphic works, created under the influence of Boichuk's ⁷ _____ may be brought together into a separate group of "portraits." Among them ⁸ _____ is by far the best. But these works only ⁹ _____ the genre of portrait, because the degree of generalization and figurativeness does not allow one to perceive them as ¹⁰ _____. Apparently, the ¹¹ _____ element in the painter's works has the potential for expansion. Demianyshyna's penchant for a monumental and ¹² _____ way of thinking under certain conditions may yield artistic samples that are no yet in demand.

Exercise 9. Complete the sentences given below using the topical vocabulary.

1. The art of iconography spans over a thousand years in Ukraine and during the Renaissance icons gradually
2. ... to Byzantine iconography is observed in Ukrainian iconography as it was influenced by a host of different cultural influences.
3. A rather different art developed out of northern realist traditions in the 17th century playing a crucial part in introducing
4. A new style featured intense emotions, release from restraint, and ... into man's inner world.
5. The later Baroque style gradually gave way to a more decorative Rococo, though it occupies a ... in the world of art.
6. ... depict aspects of everyday life by portraying ordinary people engaged in common activities.
7. With introduction of social realism avant-garde movement

8. Vincent van Gogh's "Sunflowers" paintings are some of the best known 19th century ... paintings..
9. The exhibition features nearly 200 examples including many self-portraits as well as ... of the artists' families and friends.
10. With the rise of the Galicia-Volynia Principality of in the 13th century, there emerged
11. The amateurish works of Kateryna Bilokur ... and self-made vegetable paints.
12. With unsurpassed craftsmanship and hand-painted ornaments his works are a significant ... in the history of Ukrainian folk art.

Exercise 10. Paraphrase the following sentences using the topical vocabulary.

1. In England, William Hogarth conveyed social criticism and moral lessons through pictorial representations depicting scenes or events from everyday life of ordinary people.
2. Van Gogh uses mostly tones of yellow and rather flat rendering to make a work of art depicting mostly inanimate subject matter, typically commonplace objects.
3. This exhibition explores a fascinating but relatively unknown type of portraiture that flourished in Britain between the 1730s and 1830s, those were the portraits that served a more intimate role and were often worn as jewellery to keep a loved one close.
4. Adherence to Byzantine iconography was restrained by personal interpretations, individual variations, and Western influences.
5. The dark grey residue consisting of carbon and any remaining ash is used in art for drawing, making rough sketches in painting.
6. His works proved a milestone in the Soviet visual art.
7. The painting of icons in the Byzantine and Orthodox Christian tradition was rather popular in Ukraine especially in the 13th century.
8. The outstanding painter and draftsman used to depict peasants against the natural background.
9. T. Shevchenko's water colour portraits are characterized by profound insight into man's inner world.
10. Art produced from an indigenous culture or by peasants is characterized by a naive style, in which traditional rules of proportion and perspective are not employed.
11. The pictures of a rookie artist manifest the ideal of a working man.
12. A 20th century avant-garde art movement, pioneered by P. Picasso and G. Braque was introduced into Ukrainian painting by K. Malevich, A. Ekster, V. Tatlin.

Exercise 11. Translate the following sentences using the topical vocabulary.

1. Велику групу робіт у мистецькій спадщині Т. Шевченка становлять його портрети, реалістичні жанрові зарисовки та пейзажі, виконані художником в Україні.
2. Пейзаж на задньому фоні лише підкреслює відчуття самотності, яке переживає людина, зображена на картині.
3. Галицька школа іконопису не наслідувала сліпо традиції візантійської іконографії, а пропонувала власні інтерпретації та індивідуальні варіації знайомих тем і образів.
4. Майстер народного декоративного живопису, представниця «наївного мистецтва» Катерина Білокур, не маючи коштів на фарби й пензлі, писала саморобними фарбами з рослин та робила пензлики для кожної фарби з волосин котячого хвоста.
5. У 1940 році у Полтавському будинку народної творчості відкрилася персональна виставка художниці-самоучки з Богданівки, яка на той час складалася лише з 11 картин.
6. Свою творчу діяльність Тетяна Яблонська починала як послідовниця соціалістичного реалізму, переважно в сюжетних композиціях. Її картина «Хліб» зберігається в Третьяковській галереї (Москва) як зразковий твір цього мистецького напрямку.
7. У 30-х роках ХХ століття соцреалізм витіснив авангардні напрями в живописі, змусивши митців обмежуватися тематичними полотнами з зображенням жанрових сцен щасливих робітників та селян.
8. Ганні сподобалася ніжна гама кольорів на картині з зображенням квітів, тож вона вирішила придбати на аукціоні цю аматорську роботу.
9. Його картини ніколи не вирізнялися тематичним різноманіттям – на всіх зображено пасторальні сцени сільського пейзажу.
10. Вона була впевнена, що колись роботи її чоловіка гідно оцінять, і він стане відомим, адже його полотна вирізняються свіжістю, оригінальністю та силою зображення.

Exercise 12. Make a chart of the main stages of art development in Ukraine. Discuss your chart with your partner's.

Exercise 13. Act out the situations:

- You are working on an article about T. Shevchenko's contribution to the development of Ukrainian art. You are interviewing an art critic who specializes in the painting of T. Shevchenko. Use these tips: *to affirm critical realism as a new, progressive trend in fine arts; a pupil of the indoor painter Vasyl Shyryayev; to reproduce the images of the Ukrainian heroic past; to be awarded a silver medal by the Council of the Academy of Arts; portrait painting as a leading genre; deep penetration into man's inner world.*
- You are a promising Art School student and fond of painting flower pieces. Your friend considers that you won't become a fashionable and sought-after

artist if you continue painting flowers. You disagree with your friend giving the examples from life (hint: K. Bilokur). Use these tips: *to develop one's own style of painting; to devote life to painting flower pieces; to be distinguished for the freshness and verve; the use of pure colours; to die forgotten and penniless; poetic in tone and atmosphere; an unsurpassed masterpiece.*

- You are discussing the role of social realism in the development of Ukrainian art with your friend. You consider that social realism deprived Ukrainian art of many discoveries in art. Your friend disagrees with you. Use these tips: *to come to a halt; the introduction of social realism; to introduce futurism to Kyiv; to pursue advanced art training in the homeland; to limit painting to thematic canvases of the Bolshevik revolution and its champions; romanticized depiction of war; to discourage landscapes and still life compositions.*
- You are discussing with your friend the fate of an artist. Your friend considers that the main thing for an artist is to be fashionable and sought-after that's why he must conform to the taste of the period. You think that the artist should develop his own style and change the society for better even if he dies penniless. Use these tips: *to conform to the taste of the period; to break with the tradition; to be in advance of one's time; to be a fashionable and sought-after artist; to be ideologically and technically entirely different from smth; to have pupils and followers; to become a forerunner of smth; to die forgotten.*

Exercise 14. a) Match the name of the world's famous art museum/gallery with the country where it is located.

- | | |
|--------------------------------|------------------|
| 1. The Louvre | a. Great Britain |
| 2. The State Tretyakov Gallery | b. Ukraine |
| 3. The Nu Art Gallery | c. Spain |
| 4. The IMMA | d. Japan |
| 5. The Air Art Gallery | e. Russia |
| 6. The Whitechapel Gallery | f. Germany |
| 7. The A&V Art Gallery | g. Italy |
| 8. The Fujita Museum | h. Ireland |
| 9. The Gemäldegalerie | i. France |
| 10. The Picasso Museum | j. Belarus |

b) Name the other world's famous art museums and galleries and say where they are situated.

Exercise 15. a) Make a list of art galleries and museums in Ukraine. Say what of them are in Kyiv.

b) Render the article about the Mystetskyi Arsenal, the famous art hub in Kyiv. Use the phrases (Supplement).

The Art Arsenal: Ukraine's Stunning Contemporary Art Hub

The Mystetskyi Arsenal (art gallery) is steeped in a dark, unknown history. Once a top-secret military base, the former ex-Soviet arsenal was transformed in 2010 into the largest art gallery in the Ukraine. We find out more about this contemporary artistic hub and discover exactly why the world's artistic elite find themselves unable to stay away. Three centuries ago, Lieutenant General and architect Ivan Meller was ordered to design an arsenal to aid the war efforts. Despite following explicit instructions, it would appear that he had always hoped that his arsenal would one day become a space that everyone could enjoy. Centuries after his death, his wish finally came true.

Meller was recorded as saying: "the day will come and you will see that I had the common folk – and not a fortress – in mind." Whether in line with Meller's intention or not, the colossal building somehow escaped the privatisation of Soviet institutions that occurred after the fall of the USSR and went on to become a public art gallery, granted National Historic Monument status.

For hundreds of years, the arsenal was a no-go area for Ukrainians: the doors were heavily locked and the walls topped with swirls of razor wiring, ensuring there was no risk of exposing the apparently top-secret contents of the vast complex. Of course, rumours spread across the city of Kiev relating to the gruesome, dark events that were believed to have taken place inside. In reality however, nobody could ever be certain of what the arsenal was used for.

In stark contrast, the space now represents a country moving towards a greater understanding of social division and a hope for future peace. Since opening as a gallery, it has been used to enable and encourage cultural enjoyment and to bring people together.

A three-storey expanse of red brick, the building encompasses a beautiful garden courtyard with the dimensions of a football pitch, acting as the focal point for the rest of the gallery. The eight-metre-high ceilings and vaulted arches add to the overwhelming sense of space throughout the gallery, leading to a sense of personal awe in comparison to the powerful structure that houses so many artistic masterpieces.

Since the arsenal reopened in its new capacity in 2010, more than two million visitors have passed through its doors, seeking a glimpse of the large scale exhibitions and installations that the building boasts. With more than 60,000 square metres of floor space, the Mystetskyi Arsenal has hosted a number of prestigious charity balls, concerts and performances as well as the hugely successful biennales in the past four years.

The gallery's objective is to create a space where Ukrainian cultural achievements and initiatives can be combined and visitors can learn about the country's historical and architectural heritage. The sheer capacity offered by the building ensures that it immediately became one of the world's leading cultural institutions, continuing to celebrate post-Soviet contemporary art in each of its exhibits.

As part of the gallery's desire to put forth a new vision of Ukraine and to firmly place the country on the global cultural map, its latest exhibition *A New Ukrainian Dream* has been extended. Displaying works by more than 40 artists including Arsen Savadov, Oleksiy Sai and Myroslav Vajda, the theme of the exhibition is the expression of Ukraine's hopes for its future, whilst also reflecting on the changes it has recently encountered.

Like *A New Ukrainian Dream*, many of the exhibitions hosted at the arsenal focus on life in Ukraine, its history and its future. Despite this ever-present introspective focus, the gallery also welcome exhibits from international artists such as Russian avant-garde painter Kazimir Malevych and French-American artist and sculptor Louise Bourgeois, both of whom have had successful exhibitions at the arsenal since its opening.

The decision to keep the exhibitions temporary makes the experience of visiting even more unique. Art enthusiasts can visit the gallery frequently and each time will be blessed with the chance to walk through a variety of new exhibitions held against the backdrop of the universally constant and architecturally beautiful building.

Having been built in 1783, there is indeed a vast difference between the artistic style evident in the architectural ornamentation of the building and the modern, abstract designs displayed inside. Within the walls of the Mystetskyi however, the two styles fit together perfectly in an immaculate symbolisation of a war-torn country's past and present moving together in peace.

Having experienced a tumultuous 2014, the iconic presence of the arsenal promotes the possibility of peace, forward-thinking and hope. Ever-hopeful of moving beyond conflict, the people of Ukraine need only look to the Arsenal as testament to the nation's strength and the enduring quality and calming influence of world-class cultural institutions such as theirs.

c) Prepare a PowerPoint Presentation on a Ukrainian art gallery or museum that you would like to visit in Ukraine, you've visited and recommend others to visit. Present it to the group.

Exercise 16. a) Speak about Cherkasy Oblast Museum of Art using the following hints:

Cherkasy Oblast Museum of Art

- to be founded in 1991 as a department of Cherkasy Local History Museum;
- to becoming a separate institution in 1994;
- more than 6000 exponents in the museum's collections;
- private art collections of counts: the Bobrynskys, Kantakuzynovs, princes: Lopuchins and Belokopytops;
- exposition includes arts and crafts and fine arts;
- halls devoted to the national art of middle territory along the Dnipro river (different masterpieces of ancient Ukrainian embroidery and works of modern professional masters of embroidery);
- halls devoted to the art of M.K.Mukha (1906-1991), a self-taught folk artist of Ukraine from the village of Mykhaylivka, Man'kivka region;
- halls devoted to icon painting of 17th – 19th centuries ("Mother of God" by an unknown Ukrainian folk painter, "St. Great Martyr Balvara");
- the Renaissance epoch represented by works of art by Raphael's Italian School of Art ("Madonna del Impannata"), landscapes by Giuseppe Zais and other foreign painters;
- halls devoted to splendid portraiture of the 18th – the beginning of the 19th century ("Portrait of M. Znachko-Yavorsky, Father Superior of Motronynsky monastery in Kholodny Yar"; gala portraits: "Portrait of General-Prosecutor Count O.M. Samoylov", "Portrait of Onysiya Maksymivna Lange" by Henrich Golpein, "Portrait of Olga Mykolaivna Belokopytova" by Arcioni);
- 4 halls on the 2d floor used for hosting traveling exhibitions;
- the special gallery devoted to People's Painter of Ukraine D. Narbut called as Svetlytsa Narbuta (Narbut's Attic);
- works of art by O.T.Pavlenko, painters V.I.Klymenko, P.D.Kozina, I.I.Bondar, V.F.Nykanorov, V.A. Afonin. V.P. Yevych, I.O.Kulyck, S.V.Fizer, the Telyzhenko couple;
- regular organization of literary soirees and musical evenings, artistic evenings, performances of bandura players, chamber concerts etc.

b) You are a curator of Cherkasy Oblast Museum of Art and you've come

to one of local schools. Encourage pupils to take part in the annual children's art contest devoted to the International Children's Day. Tell them about the purpose of the contest, the requirements of the entry, the subject matters of pictures, prizes and awards etc.

Exercise 17. Do you believe there are alternatives to galleries and museums? a) Complete the fragment using the words from the box in the correct form. There is one word you will not need.

An Alternative to Galleries

abstract	fine	masterpiece
auction	installation	period
audition	item	sketch

When most of us think of works of art, we tend to think of pieces in galleries, whether they be famous ¹ _____ (such as da Vinci's *Mona Lisa*) hanging on the wall, or bizarre ² _____ (such as a pile of bricks with a red shoe on top).

Certainly, galleries are one of the main ways in which people can view art. Another way is to go to a/an ³ _____. You don't have to be rich to attend (entrance is usually free), although if you're going to bid for a Van Gogh, you'd better take your bank details with you.

They're actually a great way to learn about art, because the catalogue gives detailed information about each piece, and there's often more variety than in a gallery. On any one day, there may be ⁴ _____ in pencil (artists generally do these before painting the actual picture), ⁵ _____ art (which includes sculptures and ceramics as well as paintings), collector's ⁶ _____ (anything from broomsticks to postcards), ⁷ _____ paintings (the catalogue will help you work out what the artist was trying to express) and even ⁸ _____ furniture.

b) Share your ideas whether the alternative suggested is a good one.

c) Suggest your own alternatives to galleries and museums.

Exercise 18. You are a participant of the conference "Ukrainian Art through Centuries". Prepare a PowerPoint Presentation on:

- a. the influence of Byzantine iconography on the Ukrainian art development;
- b. T. Shevchenko as a devotee of Ukrainian interests;
- c. the peculiarities of the Ukrainian landscape painting;
- d. the 20th century avant-garde movement: its role in Ukrainian artistic life;
- e. social realism: a period of stagnation or a new step ahead;
- f. Ukrainian modern artistic trends.

Exercise 19. a) Make a list of sources artists draw their inspiration and get their ideas for their canvases/sculptures from. Discuss them with your partner.

b) Watch the video about a modern art exhibition in Ukraine and do the tasks given. You can find it at

<https://www.youtube.com/watch?v=0k7x4YTTzq4>.

Pre-Watching

1. Why do people organize art exhibitions?
2. Should the war remnants be used for creating works of art?

Helping words and expressions

shrapnel – fragments of a bomb, shell, or other object thrown out by an explosion

cartridge – a casing containing a charge and a bullet or shot for small arms or an explosive charge for blasting

to clash – to meet and come into violent conflict

to annex – to take possession of an area of land or a country, usually by force or without permission

“Brain of War” – the name of one of the exponents

Watching

Watch the video attentively.

Post-Watching

1. Where did the artists get the raw material for their sculptures?
2. What do you think the aim of their exhibition?
3. What is your impression of this exhibition?

Exercise 20. Write a composition about your favourite Ukrainian painter.

Use the outline.

- I. Introduction.
- II. Body:
 1. Biographical facts.
 2. Contribution to the development of Ukrainian art.
 3. Technique applied and pictures painted.
 4. Description of your favourite picture. Reasons why you like it.
- III. Conclusion.

Unit Three

*CONCRETE ISLAND**

by J. Roger Baker

When he found the first one, Simon didn't tell anybody. He tucked it away in the pocket of his dark grey overall suit and joined the other children who were drawing maps in the sand. That night, while his mother wasn't looking, he slipped it under his pillow. Jane kissed him good night and closed the door. As the light slowly dimmed to a sleep-inducing dark blue, he sat up and, leaning on one chubby arm, examined his discovery.

It was most interesting:¹ soft without being squashy; bendy² but with no spring to it; a beautiful new colour, and the scent was strange. He sniffed it again, it made him feel deeply uneasy somewhere inside. It reminded him of something, but he couldn't remember what. At five you don't worry overmuch about things like that and sleep comes quickly.

The next day its colour was darker, almost black. It got nasty and squashy later, so Simon threw it away and went to look for another.

After kicking about³ in the sand-pit for a while, he dodged across the paved playing area and down the vertical, white-painted ladder that led to the lower level. This was forbidden territory for the children. The sun was very hot.

He was standing on a triangular platform, two sides of which were walled – the short wall he'd just climbed down and a much higher windowless one. The third side ended with a precipitous drop to the twenty-four-stream motorway⁴ below.

Looking round to make sure no one had followed, Simon made for the acute angle where the walls joined. They didn't quite meet at first, and there was just enough room for a small boy to creep between them for a little way.

"Simon, darling, what ever have you got there?" Jane asked, when he came in dusty and panting for his midday nourishment.

"Oh, nothing much, Mummy," he said. But his actions so clearly denied this that Jane laughed. He kept one hand behind his back and was walking sideways towards his room.

She bent down, bringing her face close to his. "Come along, young man," she coaxed, "show Mummy what you've got."

Very reluctantly he brought his arm from behind his back and, holding out his hand, opened the fist.

For a long moment she stared at the thing lying in his palm.

Finally she spoke. "Where did you find it?" she asked, hoping that Simon wouldn't see that she was pale and trembling, trying to keep her voice steady.

Simon looked sheepish. His mother would be cross if he confessed he had gone down to the forbidden lower level so near the big drop to the motorway. "Oh, out there," he said casually.

*Текст та вправи до нього взято з підручника Головчинської Л.С. Совершенствуйте устную речь. – М., 1997. – С. 106-123.

"I see. Would you like to show Daddy where you found it?"

Simon burst into tears. "Don't be cross, Mummy. Please."

Suddenly she put both arms round him, tightly. "I'm not cross, darling. Don't worry about it any more." Her own tears fell on to his bright swirl of hair.⁵ "Go and wash your hands," she said briskly, drawing away and turning towards the window so that Simon could not see her glistening cheeks.

She looked at the thing again, now in her own hand. It lay across her palm like a cruel slash on the map of its creases. Her first impulse was to throw it away, put it into the refuse disposer⁶, let it be ground to dust with the cans and cartons. But she knew that to hide such a discovery was a capital crime⁷. The Authority was strict on this. She decided to leave a decision until Robert came home. She stood motionless, looking out of the window.

The flat was not, comparatively speaking, high; just thirty-two floors up. Far below, the wide motorway ribboned by, carrying traffic on a nonstop journey⁸ from the north of Scotland to the shores of the Mediterranean. Under the glaring sun it was like a band of light cutting down through England, leaping over the channel, bisecting France, where it was joined by similar routes from Scandinavia, Russia, and Spain.

It was bright outside, even through the dark glasses that were compulsory for everyone. As far as she could see, the light bounced from square glittering blocks: flats, offices, factories, some glass-walled. In between were the shopping levels, connected by graceful bridges or flights of steps to play levels, sport levels,⁹ and unused patches all paved with pink slabs. In the playing areas were shining sand-pits – fine-grained silvery sand – and swimming pools lined with glossy blue tiles.

This was England from coast to coast, a concrete island. Even the swollen hills of Wales and Scotland had been tamed into squares, angles, and cubes by rearing sky-scrapers, concrete, and glass. This was Europe.

"What shall you do with it, Mummy?"

Jane broke from her reverie to see Simon standing beside her.

"Well, I think we'll put it on this shelf for Daddy to see when he comes home from work." She made an effort to speak lightly, as if he had merely found an odd-shaped piece of metal or unusually-coloured chip of glass. One thing she had to find out, though.

She drew a tumbler of water and dissolved a large spoonful of white powder in it. As Simon drank the milk, she asked him casually, "Did you show it to anyone else, dear?"

"Oh no. It's my secret. My secret," he repeated, pleased that Mummy was more interested in the thing than where he'd found it. He added confidently, "That's three I've found."

Her stomach contracted in another spasm of fear. "The third! What did you do with the others?" Her mind raced;¹⁰ supposing he had left them lying about, in the lift, the sandpit, floating in the pool.

"I threw them away. They got nasty after a bit. They went in that grinding thing."¹¹ He paused thoughtfully. "It was funny," he went on, "the first one went all black and squashy, but the other one got yellowish and dry. What are they, Mum?"

"I don't know, Simon. Perhaps Daddy will tell us," she said quickly, lest he divine her tension. "Now run along and have a swim. But come in before the rain," she added. During the hot months of summer, the operatives at the Ministry of Weather arranged for a two-hour rain shower from six to eight each evening to clean the miles of concrete and freshen the atmosphere.

Simon scudded out, swinging his little towel. He loved swimming and was quite capable of using the deeper pool designed for adults.

Jane looked again at the thing Simon had brought in so innocently. If he really hadn't mentioned it to anyone, they might yet escape The Authority.

One of Simon's conversations with his father came back to her. The boy was very bright and his questions were endless, making Robert proud.

"Daddy – what do you mean when you say something blossoms?"

"Turns from being plain and ordinary into something pretty," he explained.

"It's a funny word, Daddy," Simon persisted. "Where does it come from?" Simon always asked where words came from, ever since Robert had told him that the tall buildings around were called sky-scrapers because when they were first built hundreds of years ago people thought they really did touch the sky.

Robert looked away; he had to say he didn't know, which he always hated doing. "I wish he'd ask about something straightforward like sex," he complained later to Jane. They laughed. Now the joke was springing back¹².

Robert came home hot and tired. He worked in the lower strata¹³ of the Science Ministry, which meant he shared a room with thirty-nine others high up in a glass-fronted building. The higher one rose status-wise¹⁴ the lower, cooler, and more shaded one's room was.

Jane dropped a dark brown pill into a tumbler of water; it quickly fizzed into a pale-coloured beer. Robert drank gratefully, mopping his face.

Jane knew that any sort of preamble would be useless and irritating, so she simply took the thing from the shelf and held it out to Robert. "Simon found this."

Robert stared and slowly took it. "Oh no... not Simon,"¹⁵ he murmured quietly, "but where ... how?"

"I don't know. I didn't ask him." Her fear began to surface¹⁶ making her snappy, making her pace about. "I didn't want to frighten him."

Automatically Robert sipped his beer. "What are we going to do?" Jane asked quietly, breaking the long silence.

"Does anyone else know about this?"

"I don't think so. He said not, anyway."

"Good... good. Then perhaps we can risk ignoring it. I must think."

They drew closer together.

The others had gone. Only Simon and Sammy Probick were left at the pool.

"Well, maybe you can go faster than me," said Sammy spitefully,¹⁷ drawing himself out of the water some seconds after Simon. They had been racing. "But I bet you daren't go down there." He pointed dramatically towards the steps that led down to the lower level.

"Been down lots of times," Simon replied, looking superior.

"I mean by yourself."

"I have been down by myself, lots of times." Seeing the other's disbelieving expression, Simon went further. "And I found something down there that you don't know about. Something secret."

"Hugh! What?"

"Shan't tell you."

"No, 'cos there isn't any secret. And you haven't been down there."

"Yes, I have, I have," Simon stamped.

"Let's see you go down there then." Simon hesitated, and Sammy Probick pressed his advantage,¹⁸ "I dare you."¹⁹

The unavoidable challenge.

"But I don't understand. What possible harm could it do – and to a little boy like that?" Jane complained.

"From the point of view of The Authority it could lead to the tapping of subconscious memories,²⁰ remind people of the things they have been bred to forget, breed discontent," Robert said.

"But even I can't remember seeing one of those things before, so I don't see how Simon possibly could."

"Yes, my dearest Jane" – Robert put his arm round her narrow shoulders – "but you do guess what it is, don't you?"

"Well, I think I know."

"Simon doesn't. And that's the idea. To breed a generation that knows nothing of what it was like before" – he gestured towards the endless army of buildings outside – "before all this. Not only is it economically impossible to let things like this" – he picked up the thing – "multiply, but if people saw them their memories would be jolted,²¹ it could lead to madness, to anarchy."

"You're exaggerating. I'm sure it couldn't do so much harm."

He put his hands on her arms and turned her towards him.

"Look, Jane, you know how people see visions when they have been deprived of water for too long – mirages of fountains and pools – well, can you imagine a whole population behaving like that once their memory has been sharpened into remembering something they have been trained to do without? That's why The Authority is so stern, so ... unyielding." His voice shook.

"I suppose so. But only we know about it, so it'll be all right, won't it? Won't it, Robert?"

"Of course," he said slowly, "the source must be destroyed. I shall have to get Simon to show me where it comes from and do it myself. If we leave it too long, it will be too late – especially after this evening's rain."

"We'll go together," Jane said. She started preparing their meal.

"But remember," Robert added, "if Simon has told anyone, we must expect... callers..."

Mrs. Probick stood at the top of the steps, a towering figure in her bulky black trousers.

"What are you doing down there, you little monkey?" she shouted, her voice coarse and loud.

Sammy started wailing at once. "It was him," he cried, "he made me." Simon came into view, emerging apparently from the angle between the walls.

All Mrs. Probick's jealousy of²² Jane and Robert flared. Robert was more intelligent than her husband and had a better job which entitled him to a lower flat and to more holidays.

"You just wait. I'll tell your mother," she shouted, dragging her own son up the last few steps. Simon climbed up slowly, carrying something in his fist.

"And what have you got there..?" The woman started and then realised what it must be. "Sammy, come here," she screamed, horror in her voice. "I don't want you ever to go near that nasty little boy again."

She backed away, pulling Sammy with her protectively, "I'll have to let someone know about this," she murmured, the anger in her voice and eyes instantly replaced by apprehension and fright...

Robert hated letting Simon know he couldn't answer any of his questions. His job, petty though it was, gave him a reputation even among his adult friends, for a wide range of knowledge.

"But, Daddy, it's got such a funny smell too," Simon was saying. "It makes me think of something. But I don't know what." Seeing his parents' expression, "Something nice, though," he added reassuringly.

"You see," Robert whispered to Jane. She nodded.

"Simon, I want you to try to forget all about it after you've shown me where you found it. Then I want you to promise us faithfully that you will never go there again, or touch one any more. And if you do find another you must tell us straight away." Robert spoke kindly, but firmly.

"All right, Daddy," Simon agreed trustingly. "Mrs. Probick was ever so cross when she saw it this afternoon." He yawned, ready for bed.

Jane gripped Robert's hand beneath the table. "Not Mrs. Probick."

"*Did you show her?*" Robert demanded, more sharply than he had intended.

Simon realised something was very wrong. His bottom lip trembled. Hesitatingly, he explained what had happened. "I didn't even have a chance to show it to Sammy," he whimpered at the end of his recital.

The rain came, thundering on the roofs and roads.

"Get along to bed, Simon," said Robert gently. The little boy went out miserably.

"This is it then, Jane," said Robert, going to her. "We should have reported it at once. Delay has made it much worse."

"Couldn't we... couldn't we pretend nothing has happened?" sobbed Jane. "We'll say it is just spite from that woman. She's always been jealous."

"The Authority knows well – and so do we, my love – that people don't use things of this nature just for spite. It's far too serious. Why, the woman is probably genuinely terrified and regards it as her duty to report it as she would a fatal accident,²³ or a murder."

"What will happen?" Jane's voice was scarcely audible above the hiss of the rain. "They won't take him away...?"

Robert thought for a moment. "Obviously they won't allow him to stay here, mixing with the other children. Perhaps they will take him away for only a short time – for what they call a... a Cure. That is if they are kind. Otherwise he – he becomes an exile."

"Then we will go with him, wherever it is, whatever it may mean for us."

Through the rain they saw far below a long black transporter hover²⁴ above the courtyard of their block and settle on the pavement, now gleaming dark pink. Four men, foreshortened shapes,²⁵ got out. With them they could see the squat figure of Mrs. Probick. She was pointing.

Together they went in to Simon. He looked at them nervously over the sheet but, seeing them both smiling down, he relaxed. Jane kissed him.

"Daddy?" he murmured sleepily, "what's a monkey?" Jane turned away.

"I'll tell you in the morning," Robert whispered, bending to kiss him good night. They went out, closing the door quietly.

The bell buzzed sharply. Robert turned. "We mustn't pretend, Jane. Put the thing on the table. It's better that way." He paused. "They might be kind," he said, going to open the front door.

Outside the rain streamed down, a scientific cleansing operation; there was no vegetation on the concrete island to need its nourishment. Jane went to the shelf and with a shudder put the long green blade of grass on the table.



EXPLANATORY NOTES

¹*most interesting* – very interesting. Note: The phrase must not be confused with the superlative degree of the adjective. When the noun it refers to is countable the indefinite article is used, e.g. It was *a most interesting* exhibition.

²*bendy* (*nursery word*) – that which bends easily; the boy forms the adjective with the help of the productive suffix -y. Comp. *twisty*, *hurty*, *mixy*, etc. Such words come natural to a small child's vocabulary and have a strong emotional colouring.

³*kicking about* – standing or moving aimlessly here and there, striking the sand with his foot. Note that in verb-adverb combinations with *about*, e.g. *run about*, *lie about*, *swim about*, etc., *about* always implies absence of any definite place or direction, e.g. People were sitting about in the park. The children were running about in the yard.

⁴*a precipitous drop to the twenty-four-stream motorway* – a very steep way down to the motor road (*motorway* – Am.) where twenty-four cars could move abreast.

⁵*swirl of hair* (Am.) – curly hair.

⁶*refuse disposer* – refuse-chute.

⁷*capital crime* – a crime punishable by death; *capital punishment* – execution.

⁸*nonstop journey* – one-way traffic makes it possible to cross the country from North to South without a single stop; the road leaping over the Channel might have been a thing of the future.

⁹*shopping levels, play levels, sport levels* – the description is given in terms of geometry, and the repetition of the word level only emphasizes the monotony and uniformity of the scene.

¹⁰*Her mind raced* – Thoughts flashed through her mind.

¹¹*that grinding thing (periphr.)* – refuse disposer.

¹²*the joke was springing back* – she suddenly recollected the joke.

¹³*worked in the lower strata (fig.)* – held a petty job; *strata* – plural form of *stratum* – social class.

¹⁴*status-wise* – in status, i.e. with regard to one's rank.

¹⁵*"Oh no... not Simon"* – a response showing the man is shocked at the news and refuses to believe it.

¹⁶*Her fear began to surface (fig.)* – her deep-hidden fear (the fear she was trying to conceal) began to show (*to surface* is usually said of submarines, meaning "to come to the surface").

¹⁷*spitefully* – wishing to say something nasty, full of ill-feeling; *spite*: *to have a spite against smb.*; *for spite* (also *in spite, from spite*) – e.g. He knew the words would hurt his feelings and said it for spite. Syn. *malice*.

¹⁸*pressed his advantage* – grew more insistent, urged Simon to take up the challenge

¹⁹*I dare you* – I challenge you.

²⁰*the tapping of subconscious memories (fig.)* – stirring up (letting out) long-forgotten memories buried in the deep recesses of one's mind; *to tap* – to draw out (liquid), to extract something, as *to tap somebody for information*; *to tap a telephone wire* – to listen secretly to a telephone conversation.

²¹*their memories would be jolted* – long-forgotten memories would be suddenly stirred up, causing a kind of mental shock.

²²*jealousy (of)* – 1) feeling of ill-will, envy at (of) someone being more successful, better off, etc., e.g. Her poorly concealed jealousy of her friend's success was common knowledge; 2) fear of losing what one possesses, what is dear to him, or efforts to keep the thing one possesses, e.g. Soames' fear of losing Irene, his jealousy of Bosinney were a source of unceasing agony. Note: Don't make the common mistake of saying **He was jealous of his wife* instead of *jealous of her lover*.

²³*fatal accident* – an accident which ended in death. Comp. *a fatal wound, disease, etc.*

²⁴*to hover* – to hang suspended in the air, like a bird (*the black transporter* – a kind of helicopter of the future); comp. *Hovercraft* – transport used to carry passengers from England to France across the Channel, a technical achievement of recent standing.

²⁵*foreshortened shapes* – viewed from above the figures of the men seemed diminished.



SPEECH PATTERNS

1. Simon, darling, *what ever* have you got there?
What ever are you doing at that time of the day?
When ever are they going to arrive?
Who ever is that handsome young man over there?
What ever did that Jackson woman say that made you so angry?
2. She swore she would follow her husband *wherever* he was sent.
He would lend her a hand *whenever* she needed his help.
Whatever they say it's a poor attempt to justify a dirty trick.
Whoever supported him will soon find out he has been wrong.
3. His job, *petty though it was*, aroused his neighbour's envy.
Angry though she was, she tried to keep her voice steady.
Alarmed though they were, they both took care not to scare the boy.
His warning, *stern though it was*, was ignored by everybody.
4. *The less* her husband knew, *the safer* he was.
The higher he mounted the ladder of success, *the stronger* his ambition grew.
The longer she brooded over the predicament, *the more* at a loss she felt.
5. He spoke calmly *lest she guess (should guess)* his tension.
She spoke casually *lest he should guess* what was on her mind.
He spoke coaxingly *lest she should get cross*.
6. He *hated doing* it but there was no alternative.
Robert *hated telling* the child he didn't know the answer.
They *hated informing* the Authority, yet it seemed the only reasonable thing to do.

A pink speech bubble with a black outline, containing the word "Vocabulary!" in a handwritten-style font.

ESSENTIAL VOCABULARY

1. **remind** v 1) to cause (someone) to remember someone or something, *e.g.* He would have forgotten my birthday if you hadn't reminded him.

to remind someone of smth to cause someone to think of something because of a resemblance, *e.g.* His impassive, fierce stare reminded her of an owl.

2) to cause someone to fulfill an obligation or to take note of something, *e.g.* Encourage courtesy by reminding children to say 'please' and 'thank you' to those who serve or help them.

reminder *n* 1) a thing that causes someone to remember something, *e.g.* Her mushroom omelet is a blissful reminder of Sunday breakfast.

2) a letter sent to remind someone of an obligation, especially to pay a bill, *e.g.* One man was threatened with court action for not paying his water rates when he did not receive a reminder.

remindful *adj* acting as a reminder, *e.g.* His humor is remindful of that of Max.

2. remember *v* 1) have in or be able to bring to one's mind an awareness of (someone or something from the past), *e.g.* I still remember quite vividly reading the story when I was at primary school.

Syn. recall, call to mind, recollect, think of.

- bear someone in mind by making them a gift or making provision for them, *e.g.* He has remembered the boy in his will.

Syn. bequeath something to, leave something to, make someone a gift, give something to, bestow something on.

- pray for the well-being of, *e.g.* We have comforted their family members and will always hold them in our hearts and remember them in our prayers.
- **remember someone to:** convey greetings from one person to (another), *e.g.* Remember me to Charlie.
- **remember oneself:** recover one's manners after a lapse, *e.g.* She remembered herself and sat up straighter

2) do something that one has undertaken to do or that is necessary or advisable, *e.g.* Did you remember to post the letters?

- used to emphasize the importance of what is asserted, *e.g.* You must remember that this is a secret.

3. join *v* 1) to link; to connect, *e.g.* Join the paragraphs together.

- to become linked or connected to, *e.g.* Where does the River Drave join the Danube?
- to unite to form one entity or group, *e.g.* They joined up with local environmentalists.
- to become a member or employee of, *e.g.* She joined the department last year.
- to take part in, *e.g.* I joined the demonstration.

join up become a member of the armed forces, *e.g.* Her brothers joined up in 1914.

- support (someone) in an activity, *e.g.* I am sure you will join me in wishing him every success.

4. precipitous *adj*

- 1) dangerously high or steep, *e.g.* The track skirted a precipitous drop.
 - (of a change to a worse situation or condition) sudden and dramatic, *e.g.* Sugar feeds the brain, and fluctuations in the level of this fuel can lead to precipitous changes in a child's mood.
- 2) (of an action) done suddenly and without careful consideration, *e.g.* If our foreign policies are rash, precipitous and not objectively thought out they will harm us domestically.

5. nourish *v*

- 1) provide with the food or other substances necessary for growth, health, and good condition, *e.g.* Many of these contain antioxidants – substances that protect and nourish brain cells.
 - enhance the fertility of (soil), *e.g.* Organic care nourishes the soil for a lawn that's naturally luxuriant, disease-resistant and pest-free.
- 2) keep (a feeling or belief) in one's mind, typically for a long time, *e.g.* He has long nourished an ambition to bring the show to Broadway.

Syn. cherish, nurture, foster, harbor, nurse, keep in one's mind

nourishment, *n*

- 1) the food necessary for growth, health, and good condition, *e.g.* She was starved of emotional nourishment.
- 2) the action of nourishing someone or something, *e.g.* This has little to do with true nourishment of body or soul.

6. lie (lay, lain), *v*

- 1) (of a person or animal) be in or assume a horizontal or resting position on a supporting surface, *e.g.* The body lay face downwards on the grass.
 - (of a thing) rest flat on a surface, *e.g.* A book lay open on the table.
 - (of a dead person) be buried in a particular place, *e.g.* Epitaph reads 'Here lies Garcia, King of Galicia and Portugal'.
- 2) be, remain, or be kept in a specified state, *e.g.* The abbey lies in ruins today.
 - (of something abstract) reside or be found, *e.g.* The solution lies in a return to traditional values.
- 3) (of a place) be situated in a specified position or direction, *e.g.* Bishop's Crossing is a small village lying ten miles in a south-westerly direction from Liverpool.

Syn. be situated, be located, be placed, be positioned, be found, be sited, be established.

- (of a scene) extend from the observer's viewpoint in a specified direction, *e.g.* Stand here, and all of Amsterdam lies before you.

- (of a competitor or team) be in a specified position during a competition or within a group, *e.g.* United are currently lying in fifth place.

7. lay (laid, laid), v

- 1) put (something) down gently or carefully, *e.g.* She laid the baby in his cot.
 - prevent (something) from rising off the ground, *e.g.* There was a thunder storm here this morning, and I was hoping that the rain might lay the pollen and dust a bit.
- 2) put down and set in position for use, *e.g.* The Red Carpet was especially laid for the guests who really enjoyed their stay there.
 - set cutlery, crockery, etc. on (a table) in preparation for a meal, *e.g.* She laid the table for dinner.
 - **be laid with** meant to cover (a surface) with objects or a substance, *e.g.* The floor was laid with mattresses.
 - put the material for (a fire) in place and arrange it, *e.g.* Every one of the 400 bedrooms had a coal fire, laid by the staff each day.
 - prepare (a trap) for someone, *e.g.* She wouldn't put it past him to lay a trap for her.
 - work out (an idea or suggestion) in detail ready for use or presentation, *e.g.* I'd like more time to lay my plans.

Syn. devise, arrange, contrive, make, prepare, work out

- **lay something before** means to present information or suggestions to be considered and acted upon by someone, *e.g.* He laid before Parliament proposals for the establishment of the committee.
- locate (an episode in a play, novel, etc.) in a particular place, *e.g.* No one who knew the area could be in doubt where the scene was laid.
- stake (an amount of money) in a bet, *e.g.* She suspected he was pulling her leg, but she wouldn't have laid money on it.

Syn. bet, gamble, stake, hazard, risk, chance, venture.

- 3) used with an abstract noun so that the phrase formed has the same meaning as the verb related to the noun used, *e.g.* 'Lay the blame on' means 'to blame', *e.g.* She laid great stress on little courtesies.
- 4) (of a female bird, insect, reptile, or amphibian) produce (an egg) from inside the body, *e.g.* Flamingos lay only one egg. The hens were laying at the same rate as usual.

8. confess v

- 1) admit that one has committed a crime or done something wrong, *e.g.* He confessed that he had attacked the old man.
 - acknowledge something reluctantly, typically because one feels slightly ashamed or embarrassed, *e.g.* I must confess that I half believed you.
 - declare one's religious faith, *e.g.* 150 people confessed faith in Christ.
 - declare one's sins formally to a priest, *e.g.* I could not confess all my sins to the priest.

- (of a priest) listen to the confession of, *e.g.* St Ambrose would weep bitter tears when confessing a sinner.

confession, n

1) a formal statement admitting that one is guilty of a crime, *e.g.* He signed a confession to both the murders.

- an acknowledgement that one has done something about which one is ashamed or embarrassed, *e.g.* By his own confession, he had strayed perilously close to alcoholism.
- a formal admission of one's sins with repentance and desire of absolution, especially privately to a priest as a religious duty, *e.g.* She still had not been to confession.
- **confessions** often *humorous* intimate personal revelations, especially as presented in a sensationalized form in a book, newspaper, or film, *e.g.* confessions of a driving instructor.

2) (also **confession of faith**) a statement setting out essential religious doctrine, *e.g.* a Protestant confession of faith.

- a statement of one's principles, *e.g.* His words are a political confession of faith.

9. ignore v

refuse to take notice of or acknowledge; disregard intentionally, *e.g.* He ignored her outraged question.

Syn. disregard, take no notice of, pay no attention to, pay no heed to, pass over.

- fail to consider (something significant), *e.g.* The rules ignore one important principle of cricket.



VOCABULARY EXERCISES

Exercise 1. Review the essential vocabulary and translate the following sentences into Ukrainian:

A.

1. Normally she **reminds** me by circling the date in red on her desk calendar and angling it so that I can't help but see it.
2. The voice **reminds** me of the technician that had prepared me for the drop.
3. These poles and trees are to **remind** the heir that it is his obligation to care for the orphans.
4. The walls **remain** a purposeful reminder of the waste of war.
5. Whenever a team isn't winning, people always **remember** who isn't playing.
6. If you pray, please **remember** all the survivors and their families.

7. He snorted once, and looked as if he might return it before **remembering** himself and lowering his head.

8. When you're stopping the paper and the mail, **remember** to plant some trees.

B.

1. The extension would be **joined** to the main offices by a link corridor.

2. Instead of hitting each other and bouncing off like bumper cars, the atoms **join together** and function as one entity.

3. Most members **join** clubs for fitness, but they have done it for fun.

4. Close to 2,000 more people **joined** the fray.

5. The monks' view from their cell windows was heart-stopping: a sheer drop down the **precipitous** wooded ravine sides to the valley floor 1,000 ft. below.

6. The **precipitous** decrease in size and numbers of American alligators taken for trade reflected a species in decline.

7. A recognition of this epistemological complexity is itself sufficient to compel the thoughtful interpreter to avoid **precipitous** decisions.

C.

1. And in a twist of devastating irony, Mother Joe suffers from diabetes; the very food that **nourishes** her spirit is destroying her body.

2. Generally speaking, a well-modulated crop helps save on synthetic fertilizer costs and **nourishes** soils at rates less likely to affect groundwater, Hunter notes.

3. God is only a word bandied about by the pseudo-intellectual, an illusion **nourished** by the ignorant, a luxury cultivated by the rich and the famous and an excuse used by the shirker.

4. Much of the research, conducted on soldiers and workers in order to determine the minimum **nourishment** necessary to maintain health, emphasized models of efficiency.

5. I do not think that **nourishment** of my body should be at the expense of the suffering of another living being.

D.

1. By 11.30 pm, my stomach was growling and I was **lying** horizontal on the sofa yawning, as she made mention yet again of leaving.

2. He circled around the machine to where a sole book **lay** on a work surface.

3. The corpses were left where they **lay** pending forensic examination today.

4. After all, there would be no point in saving a building just for it to **lie** empty and rot.

5. The Belgian band encapsulated the friendly spirit of fraternity that **lies** in the heart of folk.

6. Kexby **lies** about five miles due east of York.

7. Wind whistled against the hole in the back wall, which heightened the eerie effect of the scene which **lay** before them.

8. The Cape Town team is currently **lying** mid-table and will be desperately to prove their cup success last season was no fluke.

9. Colt **lays** his hand gently on her shoulder in solidarity.
10. The rain the day before cooled the air and **laid** the dust.
11. The ventilation system is being improved, seats have been re-covered and new carpets are being **laid**.
12. The Green Room features a table **laid** ready for a meal.
13. In recent years the surface has been **laid** with sand and loam.
14. A fire has been **laid** for us in the parlor and I am certain we have much to discuss.
15. He **laid** a “glue trap” by the hole at the back of my kitchen cupboard.
16. Plans had also been **laid** to raise more than 1million pounds locally.
17. He **lays** the evidence before us, without comment, so that we may draw our own conclusions.
18. Something funny is going on here... I'd **lay** all my money on a bet that it was the Emperor who sent that spell to kill me.
19. Much blame can be **laid** on the corrupt and profit-ravenous food industry that shovels false information.
20. A female butterfly **lays** an egg that looks like a miniature pearl, or a squashed golf ball.

E.

1. He wants **to confess** to Caroline's murder.
2. He **confessed** to a lifelong passion for food.
3. He **confessed** no religious faith as an adult.
4. She believed that when she **confessed** her sins to the priest that she was in fact confessing to God who was listening and could forgive her for those sins.
5. The priest **confessed** her in the presence of the villagers and sentenced her to an annual pilgrimage.
6. Proof of this crime can be established by **confession**.
7. Sadly, despite complaints, Tesco takes no notice and continues **to ignore** the public.
8. He failed to consider or **ignored** some important aspects of my evidence.

Exercise 2. Translate the following sentences into English, using essential vocabulary.

A.

1. Вона нагадала мені, що Мерлін Монро та Ізабелла Розаліні починали кар'єру з роботи моделями.
3. Йому треба буде нагадати, що його обов'язок – допомагати суду, а не Сарі.
4. Його присутність була постійним нагадуванням того, що вона втратила.
5. Якщо рахунки не буде оплачено вчасно, то вони знову отримають повторне повідомлення.
6. Її голос дуже нагадував голос Джейн.
7. Я й досі пам'ятаю кожне слово нашої розмови.

8. Я не можу згадати її імені.
9. Вона доглядала за своїм далеким родичем з надією, що він залишить їй щось в заповіті.
10. Мама просила передати тобі привіт.
11. Будь ласка, пам'ятай про свої манери!
12. Не забудь дати чайові офіціанту!
13. Ти повинен пам'ятати, що ця таємниця залишається лише між нами.
14. З'єднай ці два дерев'яні бруски за допомогою клею.
16. Вони приєдналися до демонстрації в центрі міста.
17. Вона записалася в обласну бібліотеку і тепер може користуватися електронним доступом до каталогів.
18. Він вступив до лави військових як доброволець.
19. Ми сподіваємось на те, що ви долучитеся до підтримки цієї акції наступного тижня.
20. Крута стежка веде вниз до скелі.
21. З 1960-х спостерігається стрімке зростання кількості шлюбів, які закінчуються розлученнями.
22. У своїй промові він акцентував увагу на зростаючій загрозі, яку його адміністрація виконає стрімко і рішуче.
23. Здорова їжа живить, захищає і підтримує травлення в нормі.
24. Ґрунт підживлюють органічним добривом та щедрим поливом дощовою водою.

Б.

25. Він дуже довго плекав у собі відчуття презирства до тих ідеалів, які були далеко за межами його розуміння.
26. Це не має нічого спільного з поживою для організму та душі.
27. Лежи тут і відпочивай, поки лікар не скаже іти на процедури.
28. Посуд був розкиданий по кімнаті, а велика порожня коробка від піци лежала на письмовому столі.
29. У Вестмінстерському абатстві покоїться багато відомих людей.
30. Сніг покрив промерзлу землю товстим шаром.
31. Проблема заключається в тому, що ніхто не знає, де і коли зупинитися.
32. Пагорби знаходяться на півночі країни.
33. Економіка країни була повністю зруйнована.
34. Футбольна команда Кейп Тауна знаходиться на п'ятому місці і має реальні шанси прорватися в лігу чемпіонів.
35. Коли подзвонив телефон, вона відклала в'язання.
36. Велику суму грошей вже було закладено, тому втрачати їй було нічого.
37. Навіть не намагайся звалити на мене вину в цій неприємній ситуації.
38. Вони відкладають яйця в маленькі квіти, якими тоді живиться личинка, котра запилює інші квіти зсередини.
39. Кожного року вони обирають сильну самку-королеву, яка відкладатиме яйця.

40. Він не зміг визнати себе винним у тому, що став співучасником тієї жахливої аварії.
41. Він повинен був визнати, що йому стало боляче дивитися на неї і усвідомлювати, що втратив її назавжди.
42. Священик, який був готовий почути будь-що, раптом запитав його: «Чи маєш ти гріхи, в яких хочеш сповідатися, сину мій?»
43. Священик вірив, що саме цей чоловік зуміє стати на правильний шлях, і відпустив йому гріхи.
44. Вислухавши таке зізнання, Ненсі голосно розсміялася.
45. Адвокат ще раз нагадав йому про право зробити чистосердечне зізнання і отримати менший строк.
46. Це продовжувалося безкінечно, як мильна опера, – прохання, скарги, сповіді на парковках, зізнання в неадекватності та низькій самооцінці.
47. Була перша субота місяця: в цей день він завжди ходив на сповідь.
48. Так, капітане, – почав він, – я повинен зробити зізнання.



READING COMPREHENSION EXERCISES

Exercise 1. a) Read the model dialogue

b) Replace the parts in bold type by words and phrases from columns 1, 2.

A.: What do you think of Robert's plan to **buy a house in the country** (1)?

B.: I think it's **reasonable** (2) that he should.

A.: I'm glad you approve of his plan.

B.: I can't see any reason why I shouldn't.

(1)	(2)
send Sam to a public school	wise
join the Air Force	sensible
go to the University	understandable
Spanish	advisable
learn to ride	natural
to drive a car	reasonable
adopt a child	good
study mathematics	very nice
take a degree	
write a novel	
buy a dog	
go to Africa	
the Far East	

Exercise 2. Replace the italicized parts of the sentences by equivalents from the text.

1. He showed his find *very unwillingly* to Jane, fearing that she might be *angry* with him. 2. He had no business going to *a place he was not allowed to visit*. 3. She spoke *quickly* trying *not to let her voice tremble*. 4. Jane sent the boy away *so that he should not guess the state of mental and nervous strain she was in*. 5. It was widely known that any attempt to conceal important information was *a crime punishable by death*. 6. Her husband *was a petty official in a Government office*. 7. Such things are dangerous as they might *give rise to a feeling of dissatisfaction, make people remember things they have been taught never to think of*.

Exercise 3. Find in the text English equivalents for the following.

засунути (сховати);	призначений для дорослих;
пісочниця;	витирати (піт);
швидко перебігти;	дратівливий;
пересвідчитись;	пити маленькими ковтками
вирушити до;	(присьорбувати);
досить місця;	злобно (їдко);
проповзти;	виклик;
запилений (покритий пилом);	завдати шкоди;
нічого особливого;	розмножуватися;
спростовувати;	втратити;
умовляти;	непохитний;
неохоче;	відвідувач;
твердий голос;	грубий голос;
сердитися;	давати право (на);
недбало;	праця дрібного службовця;
поріз (рана);	широке коло знань;
сміттєпровід;	заспокійливе;
змолоти;	різко;
карний злочин;	хникати;
сліпуче сонце;	зволікання;
обов'язковий (примусовий);	ледве чутно;
висланий кахлем;	спілкуватися (з);
розчинити;	вигнанець;
скорочуватися;	нависати (над);
вгадати;	приземкуватий

Exercise 4. Reread the story very carefully and answer the following questions.

1. Why does the author use the phrase *midday nourishment*? What sort of food did the people take?
2. What sort of rain was arranged for and how is it described at the end of the story?
3. What did the playing area look like? How does it differ from an ordinary playground?

4. In what terms does the author describe the city and the landscape? Pick out the words he uses and try to analyse the effect they have on the reader.
5. Why was it compulsory for the population to wear dark eye-glasses?
6. Why did Simon ask his father what a monkey was?
7. Why was The Authority so strict on things that might breed discontent?

Exercise 5. Retell the story according to the given plan using the following words and phrases.

- ***Simon makes a discovery***

- ✓ to tuck away (in);
- ✓ to remind (of);
- ✓ to get nasty;
- ✓ to dodge (across, down);
- ✓ precipitous drop (to).

- ***Jane investigates the matter***

- ✓ to coax;
- ✓ reluctantly;
- ✓ to burst into tears;
- ✓ to put one's arms round;
- ✓ to grind to dust;
- ✓ to lie about.

- ***Robert explains things***

- ✓ to breed discontent;
- ✓ to be trained to do without;
- ✓ to promise faithfully;
- ✓ to tell straight away;
- ✓ genuinely.

- ***Mrs. Probick does her bit***

- ✓ to entitle one to;
- ✓ to hover (above).

Exercise 6. Topics for discussion.

1. How is the distant future described in the story? What is the author's attitude to it?
2. What are the advantages and disadvantages of advanced technologies?
3. What makes the story sad, if not tragic?
4. How is it that technical progress does not put an end to ill-feeling, envy and spite?
5. Give your opinion of the story.
6. Tell a science-fiction story describing: a) people and relations between them;
b) big cities in centuries to come.

7. Speak on science-fiction as a genre (say whether you like it, name the authors you know, the best books or stories you have read, the main features of the genre).

Exercise 7. Group project.

Split into two groups, work out your project/idea of the city of the future, be sure to specify the following points: a) its design, location; b) community services, sources of energy and transportation; c) population and places of their residence; d) industry.



Exercise 1. Study the following idioms and pay attention to their use:

1. Green thumb/ green fingers

- someone who has the ability to grow plants well;
- a person with “green thumbs” seems to have a magic touch that makes plants grow quickly and well.

2. “Greenhorn”

- a person who has no experience, who is new to a situation;
- a person who is new in a job.

3. “Green-eyed monster” means jealousy, envy.

- to suffer from the “green-eyed monster” means to feel deep sadness or mental pain because of jealousy.

4. “Green light” means approval to continue with a program or action.

- to give somebody/something the green light also give the green light to somebody/ something means to give permission for something to happen.

5. To be in hot water is to be in trouble.

6. To be in deep water means to be in a difficulty.

7. To keep smb’s head above water means to stay out of debt.

8. Water over the dam/ water under the bridge means something that is over and done with.

9. To hold water is used about strength or weakness of an idea, opinion or argument. If the argument can hold water, it is solid, strong, without any holes. If it does not hold water, then it is weak and cannot be proved.

10. Throwing cold water on deals with ideas or proposals. It means not to like an idea, to try to prevent consideration to it.

Exercise 2. Match each idiom on the left with its definition on the right.

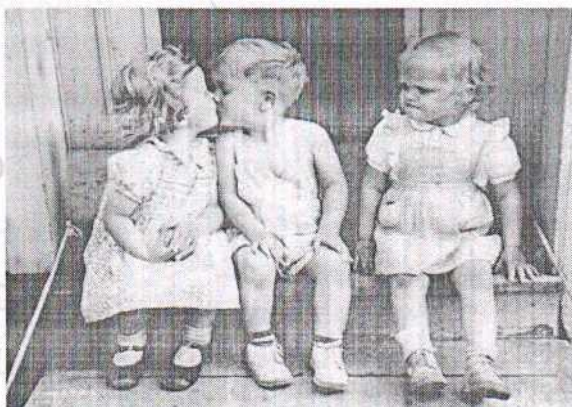
1. Green thumb	a) deals with ideas or proposals. It means not to like an idea, to try to prevent consideration to it;
2. Greenhorn	b) someone who has the ability to grow plants well;
3. Throwing cold water on	c) is used about strength or weakness of an idea, opinion or argument;
4. To be in hot water	d) means approval to continue with a program or action;
5. Green-eyed monster	e) means to stay out of debt;
6. To hold water	f) means to be in a difficulty;
7. To keep smb's head above water	g) to be in trouble;
8. To be in deep water	h) a person who has no experience, who is new to a situation;
9. Water over the dam	i) jealousy, envy;
10. Green light	j) means something that is over and done with.

Exercise 3. Which idiom do these pictures make you think of?

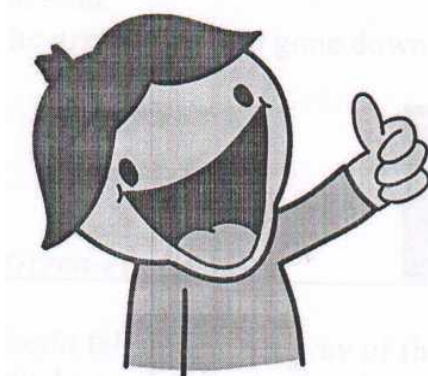
a)



b)



c)



d)



Exercise 4. Translate the sentences into Ukrainian providing equivalents of the English idioms.



Green thumb/ green fingers

1. All my houseplants are in sorry shape; it's clear I don't have **a green thumb**.
2. I was just admiring your beautiful plants, Helen. You must have a green thumb.
3. Houseplants provide much pleasure for the city dweller with **a green thumb**.
4. Just look at Mr. Simpson's garden. He has a green thumb.
5. My mother has a green thumb when it comes to houseplants.
6. I should ask the **green thumb** next door what she recommends for my droopy daffodils.
7. The sunny south-westerly garden should appeal to those with **green fingers**.
8. Hemant himself loved gardening and was born with **green fingers**.
9. Running a garden centre requires special skills, and is also very labour intensive as anyone with **green fingers** will know.
10. You really do **have green fingers**.



Greenhorn

1. He's not the most sophisticated businessman you'll ever meet, but he's no **greenhorn**.
2. Go easy on him—he's just a **greenhorn** and doesn't have all the experience you do.
3. Maybe he wasn't a saddle bum, but only a **greenhorn** would think he could live off the barren land that surrounded them.
4. Of course, even a **greenhorn** could follow the wagon tracks they would leave in the sand.
5. The **greenhorn** had gone down.



Green-eyed monster

1. Othello fell under the sway of **the green-eyed monster**.
2. Bella knew that her husband sometimes succumbed to **the green-eyed monster**.
3. She was bitten by **the green-eyed monster**.
4. **The green-eyed monster** reared its ugly head when my ex-wife began dating someone else.
5. When John's brother got the new bicycle, **the green-eyed monster** made John fight with him.



Green light

1. The railroad has been given **the green light** on the proposed fare increase.
2. The renovation project was **green-lighted** by the board of directors.
3. She winked at me, and I knew that she was **giving me the green light** to ask her to marry me.
4. I waited at the clinic for hours until they finally **gave my doctor the green light** to begin a course of treatment for my illness.
5. The local prefect **has given the green light** to the dam at Serre de la Fare.
6. She's waiting for her doctor **to give her the green light** to play in Saturday's game.
7. The House of Representatives **gave a green light** to oil exploration off the East Coast.

8. As soon as our CEO **gives** the new product **the green light**, we'll start planning production.
- 9.

A: I can't believe that she made this mistake!

B: I know! We're going to lose thousands of dollars!

A: Who **gave her the green light** to do this?

B: I have no idea!



To be in hot water

1. You are going **to get into hot water** with Rebecca about that.
2. John **got himself into hot water** by being late.
3. Those e-mails complaining about your boss can **land you in hot water**.
4. His skipping classes will get him into real **hot water** when exam time comes.
5. We got **in hot water** over the car deal.
6. He's finally paid his tuition and is out of **hot water** with the school.



To be in deep water

1. The company's **in deep water** now that the tax inspectors have decided to check over the accounts.
2. We're going to be in deep water if the bank refuses to authorize a bigger loan.
3. The Democrats are **in deep water** over their plans for tax increases.
4. Bill got **in deep water** in algebra class. The class is too difficult for him, and he's almost failing.
5. John is having trouble with back taxes. He's **in deep water**.



To keep smb's head above water

1. We have so little money that we can hardly **keep our heads above water**.
2. It's hard **to keep your head above water** on this much money.
3. With extra income from private sponsorship, the club is just about managing **to keep its head above water**.
4. With new bills coming in every day they're barely **keeping their heads above water**.

5. After the divorce, he couldn't **keep his head above water** after paying the alimony and child support payments.
6. John knows how **to keep his head above water**, even on his small salary – he doesn't buy what he can't afford.
7. One of the first things a young adult has to learn is how **to keep his or her head above water** without going into debt on credit cards.
8. Please **keep your head above water** and don't buy that new car that you want so badly.
9. I am not rich. I am not even wealthy. In fact I can hardly **keep my head above water**.
10. I've been working sixty-hour weeks just **to keep my head above water**.
11. We have managed **to keep our heads above water** in the last 24 months despite increasingly difficult market conditions.



Water over the dam/ water under the bridge

1. Your quarrel with Lena **is water over the dam**; now you ought to concentrate on getting along with her.
2. George and I were friends once, but that's all **water under the bridge** now.
3. I wish people would stop talking about my problems with the law. It all happened a long time ago and it's **water under the bridge** as far as I'm concerned.
4. Rhonda says her marriage to Mark is **water over the dam** and it's time to move on with her life.



To hold water

1. Nothing you've said so far **holds water**.
2. This argument just won't **hold water**.
3. Jack's story won't **hold water**. It sounds too unlikely.
4. The police's theory will not **hold water**. The suspect has an ironclad alibi.
5. A lot of stuff I believed in when I was 17 just doesn't **hold water** today.
6. A: I believe that dinosaurs were on the earth 6000 years ago.
B: That theory **doesn't hold water**. The earth isn't that young!



Throwing cold water on

1. The proposal seemed reasonable enough, but authorities quickly **threw cold water on** it.
2. Our boss never likes to **throw cold water on** our suggestions. She loves encouraging us instead.
3. I wanted to start a recycling program at work, but my boss **threw cold water on** the idea by saying it was too expensive.
4. The boss **threw cold water on** John's idea for restructuring, and he was angry about it for the remainder of the week.
5. You can **throw cold water on** this proposal if you want, but I will find a way to get it done some other way.

Exercise 5. Complete the following sentences with the idioms using them with the verbs in the correct voice and tense forms.

A.

1. I'm afraid I don't have ... I've killed every plant I've ever owned.
2. Orchids are the supreme test for ...
3. You really do have ...
4. It was 60 years ago this November, and Scully was a 21-year-old ... rising through the ranks from pimpled ... to chief harpooner.
5. He had made three trips in all, visiting both frosty ends of the globe, rising through the ranks from pimpled ... to chief harpooner.
6. 'Oh... I reckon every ... has got to learn somewhere.
7. Do you think his criticisms of Jack are valid or is it just a case of ... ?
8. For the first time in his passionless life he felt the fangs of ...

B.

1. Once the project is ... it will take one to two years to complete.
2. The government ... to our tree-planting project, so we can go ahead and start organizing things.
3. We were given the ... to use the town commons for our fund-raise.
4. I'm going to be ... with my boss when he finds out that I lost our client's account.
5. Because she arrives late for work so frequently, Kim is ... with her boss.
6. Many families are ... because of the mortgage crisis and some might even lose their homes.
7. Nearly every week there's something else; you find you're constantly in debt and always borrowing ...
8. I'm struggling to pay the bills; I don't know if I can ...
9. No matter how we try, our savings are slowly disappearing. We'll find a way ...

C.

1. Never mind that old quarrel; that's ...

2. Last year's problems with delivery are ...
3. That argument isn't likely to ... with my father!
4. When she told me that she thought the sun revolved around the earth, I told her that it The earth moves around the sun!
5. The managers ... the plans to close down the factory for one week in August.
6. I wanted to have Chinese food for dinner, but she ... the idea right away.
7. You're always ... my suggestions.

Exercise 6. Translate into English using idioms.

1. Вона просто дива творить у своєму садку. Талант, можна сказати.
2. Якби у мене був дар розводити рослини, я б вирощував власні банани.
3. Ферма буквально розцвіла у його руках.
4. У мене ніколи нічого не росте.
5. Остерігайтесь ревнощів, сеньйор. То – чудовисько з зеленими очима ...
6.
 - Ти дозволиш синові поїхати до Канади, щоб вивчити англійську?
 - Так, я хочу, щоб він володів нею добре. Я відпущу його.
7. Їм тільки-но дали дозвіл побудувати два нових супермаркети у цьому регіоні.
8. Після того, як начальник прочитав пропозицію Джона щодо нової рекламної кампанії, він дозволив йому почати роботу над проектом.
9. У нього був великий скандал з батьком.
10. У нього через тебе, мабуть, зараз багато неприємностей.
11. Він влип у неприємну історію, коли почав ту інтрижку.
12. Мені хотілось, щоб Гектор розказав щось про свою кар'єру. – Ой, дорогий Льюїсе, це вже давно мохом поросло.
13. Це не витримує ніякої критики.
14. Рада директорів полюбляла критикувати пропозиції Шейли – так вони демонстрували свою владу.
15. Мій тато завжди критично ставиться до моїх планів стати співачкою.

Part I. Major Ecological Problems of the 21st Century

Topical Vocabulary

Human's Impact on the Biosphere: to affect the environment adversely; to be fraught with fatal consequences; to interfere in nature infinitely; negative effects of people's economic activity; to change the biosphere; to be overconcerned with technicism; to threaten to destroy everything on earth; pollution of the environment through chemical, physical and biological agents; to have a disastrous effect on people; to become extinct; the disappearance of particular living species; to be fraught with the extinction of animals and plants; to perish as a result of industrial, urban and demographic pollution of the environment; widespread use of insecticides; deforestation; changes in the microclimate, vegetation, fauna; pesticides and herbicides that destroy the flora and fauna; to be vulnerable to the destructive impact of people; to reach threatening proportions; to transform fertile regions into arid ones.

Protection of Atmosphere: to protect all living beings from harmful solar and cosmic radiation; disruption in the oxygen balance; destruction of the ozone screen; to increase ultraviolet radiation; corresponding effects on the sight of animals and humans; to pollute the atmosphere with exhaust fumes; bronchial complaints; to die through the effects of a mixture of smoke, fog and fumes; exhaust gases/fumes; natural pollution of the atmosphere (eruption of volcanoes, dust storms, forest fires, etc.); artificial pollution (industrial enterprises, automobiles, heating systems, etc.); emission of harmful gases and industrial dust; toxic substances; radioactive pollution of the atmosphere; acid rains.

Protection of Soil: waste land incapable of yielding crops; soil erosion; protection of fields against the wind; retention of moisture in the soil; exploitation of plant resources; excessive cattle grazing; protective forestation (water regulating and wind blowing forest belts); soil acidity; the layer of fertile soil; soil pollution with heavy metals; agricultural wastes; domestic waste waters; low fertility; to deplete the local flora; incorrect use of fertilizers and pesticides; to utilize agricultural wastes; to recultivate the lands spoiled by industry; the leveling of open-cut mines and pits; anti-erosion measures; to maintain the most favourable soil moisture regime.

Protection of Water: to monitor water quality, pollutants, clusters of floating debris, inflow of fertilizers suffocation of marine creatures, severe complications for wildlife, rapid blooms of microscopic algae, devoid of oxygen, to change the structure of the sea ecosystem, discharge of insufficiently treated sewage waters, oil pollution, self-purification processes, over-fishing, to work for seas survival; capacity for regeneration; rational use of water resources; chemical and biological filters; cleansing and recycling of water; to dump uncleaned sewage; to shift to a closed production cycle.

Noise Pollution: to suffer from permanent or temporary hearing loss; long exposures to noise; chronic exposure to high noise levels; to interfere with sleep; to

result in a feeling of fatigue; to cause irreversible changes in the nervous system; a growing threat to our health and happiness.

The Ways of Solving Ecological Problem: restoration of the unity between humans and nature; to turn the material production from a purely technical and social element into a biosocial one; scientific understanding of the essence of the relation between society and nature; theoretical foundation for solving the ecological problem; joint solution of pressing global problems; a purification plant; to build factories beyond city limits; to establish special zones between housing estates; to plant greenery in cities, towns and villages; restoration of forests; planning of parks.

Exercise 1. Read the text about major current environmental problems. Choose three of them that you think are the most pressing ones and dwell on them. You may use other sources for additional facts.

Our environment is constantly changing. There is no denying that. However, as our environment changes, so does the need to become increasingly aware of the problems that surround it. With a massive influx of natural disasters, warming and cooling periods, different types of weather patterns and much more, people need to be aware of what types of environmental problems our planet is facing.

Global warming has become an undisputed fact about our current livelihoods; our planet is warming up and we are definitely part of the problem. However, this isn't the only environmental problem that we should be concerned about. All across the world, people are facing a wealth of new and challenging environmental problems every day. Some of them are small and only affect a few ecosystems, but others are drastically changing the landscape of what we already know.

Our planet is poised at the brink of a severe environmental crisis. Current environmental problems make us vulnerable to disasters and tragedies, now and in the future. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the various issues prudently and seriously we are surely doomed for disaster. Current environmental problems require urgent attention.

1. Pollution: Pollution of air, water and soil require millions of years to recoup. Industry and motor vehicle exhaust are the number one pollutants. Heavy metals, nitrates and plastic are toxins responsible for pollution. While water pollution is caused by oil spill, acid rain, urban runoff; air pollution is caused by various gases and toxins released by industries and factories and combustion of fossil fuels; soil pollution is majorly caused by industrial waste that deprives soil from essential nutrients.

2. Global Warming: Climate changes like global warming is the result of human practices like emission of Greenhouse gases. Global warming leads to rising temperatures of the oceans and the earth's surface causing melting of polar

ice caps, rise in sea levels and also unnatural patterns of precipitation such as flash floods, excessive snow or desertification.

3. Overpopulation: The population of the planet is reaching unsustainable levels as it faces shortage of resources like water, fuel and food. Population explosion in less developed and developing countries is straining the already scarce resources. Intensive agriculture practiced to produce food damages the environment through use of chemical fertilizer, pesticides and insecticides. Overpopulation is one of the crucial current environmental problem.

4. Natural Resource Depletion: Natural resource depletion is another crucial current environmental problems. Fossil fuel consumption results in emission of Greenhouse gases, which is responsible for global warming and climate change. Globally, people are taking efforts to shift to renewable sources of energy like solar, wind, biogas and geothermal energy. The cost of installing the infrastructure and maintaining these sources has plummeted in the recent years.

5. Waste Disposal: The over consumption of resources and creation of plastics are creating a global crisis of waste disposal. Developed countries are notorious for producing an excessive amount of waste or garbage and dumping their waste in the oceans and, less developed countries. Nuclear waste disposal has tremendous health hazards associated with it. Plastic, fast food, packaging and cheap electronic wastes threaten the well being of humans. Waste disposal is one of urgent current environmental problem.

6. Climate Change: Climate change is yet another environmental problem that has surfaced in last couple of decades. It occurs due to rise in global warming which occurs due to increase in temperature of atmosphere by burning of fossil fuels and release of harmful gases by industries. Climate change has various harmful effects but not limited to melting of polar ice, change in seasons, occurrence of new diseases, frequent occurrence of floods and change in overall weather scenario.

7. Loss of Biodiversity: Human activity is leading to the extinction of species and habitats and and loss of bio-diversity. Eco systems, which took millions of years to perfect, are in danger when any species population is decimating. Balance of natural processes like pollination is crucial to the survival of the eco-system and human activity threatens the same. Another example is the destruction of coral reefs in the various oceans, which support the rich marine life.

8. Deforestation: Our forests are natural sinks of carbon dioxide and produce fresh oxygen as well as helps in regulating temperature and rainfall. At present forests cover 30% of the land but every year tree cover is lost amounting to the country of Panama due to growing population demand for more food, shelter and cloth. Deforestation simply means clearing of green cover and make that land available for residential, industrial or commercial purpose.

9. Ocean Acidification: It is a direct impact of excessive production of CO₂. 25% of CO₂ produced by humans. The ocean acidity has increased by the last 250 years but by 2100, it may shoot up by 150%. The main impact is on shellfish and plankton in the same way as human osteoporosis.

10. Ozone Layer Depletion: The ozone layer is an invisible layer of protection around the planet that protects us from the sun's harmful rays. Depletion of the crucial Ozone layer of the atmosphere is attributed to pollution caused by Chlorine and Bromide found in Chloro-floro carbons (CFC's). Once these toxic gases reach the upper atmosphere, they cause a hole in the ozone layer, the biggest of which is above the Antarctic. The CFC's are banned in many industries and consumer products. Ozone layer is valuable because it prevents harmful UV radiation from reaching the earth. This is one of the most important current environmental problem.

11. Acid Rain: Acid rain occurs due to the presence of certain pollutants in the atmosphere. Acid rain can be caused due to combustion of fossil fuels or erupting volcanoes or rotting vegetation which release sulfur dioxide and nitrogen oxides into the atmosphere. Acid rain is a known environmental problem that can have serious effect on human health, wildlife and aquatic species.

12. Water Pollution: Clean drinking water is becoming a rare commodity. Water is becoming an economic and political issue as the human population fights for this resource. One of the options suggested is using the process of desalinization. Industrial development is filling our rivers seas and oceans with toxic pollutants which are a major threat to human health.

13. Urban Sprawl: Urban sprawl refers to migration of population from high density urban areas to low density rural areas which results in spreading of city over more and more rural land. Urban sprawl results in land degradation, increased traffic, environmental issues and health issues. The ever growing demand of land displaces natural environment consisting of flora and fauna instead of being replaced.

14: Public Health Issues: The current environmental problems pose a lot of risk to health of humans, and animals. Dirty water is the biggest health risk of the world and poses threat to the quality of life and public health. Run-off to rivers carries along toxins, chemicals and disease carrying organisms. Pollutants cause respiratory disease like Asthma and cardiac-vascular problems. High temperatures encourage the spread of infectious diseases like Dengue.

15. Genetic Engineering: Genetic modification of food using biotechnology is called genetic engineering. Genetic modification of food results in increased toxins and diseases as genes from an allergic plant can transfer to target plant. Genetically modified crops can cause serious environmental problems as an engineered gene may prove toxic to wildlife. Another drawback is that increased use of toxins to make insect resistant plant can cause resultant organisms to become resistant to antibiotics.

Exercise 2. Read the passage and do the tasks after it.

WHAT A WASTE!

Every day, all over the world, unwanted waste is disposed of from both domestic and commercial sources, usually with insufficient attention paid to the

resulting problems. The increase in excess refuse and how to dispense with it has become a major headache for the government and the environmental agencies.

This has certainly been the case in Britain where there has been a steady rise in the amount of rubbish generated in recent years. In industry, the mining, agriculture and construction sectors are the biggest culprits, being amongst the greatest producers of waste. Also, household waste has grown at a rate of 3% a year as a consequence of society becoming more affluent and thus consuming more goods, resulting in more rubbish to discard. As this waste is economically and environmentally costly to deal with, local authorities have been required to ensure that the arrangements made to dispose of the surplus detritus are efficient and practicable, considering social as well as economic implications.

For many years, the preferred option for refuse disposal in Britain has been the landfill. In fact, the UK, more than any other European country, makes use of landfills to get rid of its biodegradable waste. However, problems have arisen with this method and alternative solutions have had to be researched.



One of the biggest drawbacks to landfills is the cost. In the past this was not the case as land was plentiful and cheap with abandoned quarries and mines often being utilised. But by 2015, since space for approved and licensed landfills will have run out, viable alternatives to waste disposal have to be found. Another disadvantage is the environmental impact made by the acids and hazardous chemicals that are leaked from the landfills. Older sites depended on these substances being diluted naturally by rain but this often did not occur and surrounding agricultural land was affected and livestock poisoned. Nowadays, more modern landfills use liners within the pits to contain any dangerous material and the liquid is then collected, treated and discharged within the site itself. But perhaps the most apparent annoyance for the general public living in the immediate vicinity of the landfill is the nuisance that results from the traffic, the noise, the dust and the unpleasant odours emanating from the site. Although no risks to human health have been verified, symptoms such as headaches, drowsiness and exhaustion have been reported by people living close to landfills. These may have been caused by toxic emissions from the site but they may be connected to the impact that living next to the sites can have on stress and anxiety.

In order to reduce the amount of waste being sent to the landfill, a special tax was introduced in 1996, to discourage this practice. The charges range from two to eleven pounds per tonne depending on the type of rubbish being discarded and due to this tax the amount of waste from the construction industry has been markedly

reduced. Other targets have been set to reduce biodegradable waste deposited in these sites by 2006 but it is thought that the greatest impact could be made through the introduction of more intensive recycling, which could be funded from the proceeds of the landfill tax.

In Europe, Britain is bottom of the recycling table with the lowest rate of 8% compared to the Netherlands where they recycle 72% of their detritus. According to government research, only 7% of plastic was salvaged, as was only 22% of the six billion glass containers manufactured annually in Britain. On the other hand, the same sources found that 90% of car batteries and 66% of lead is recycled. This proportion is high because of the economic value of the material and so reprocessing is an opportunity to gain an income from an environmentally friendly undertaking. Also, of the thirteen billion steel cans produced yearly, about a quarter come from recycled metal. These goods only consume 25% of the energy needed to make the same products from raw materials.

Biodegradable wastes can be made into organic compost to use as fertiliser for the land. At present less than half the local authorities have facilities for this and about a fifth of municipal waste is being treated but in some areas, schemes are being set up to collect waste from both domestic properties and supermarkets to help effect this procedure.

Yet even now in the 21st century, less progressive authorities are still constructing and employing incinerators to dispose of waste despite the subsequent health hazards. They also have to confront opposition from the public over a policy which has proved to be the most unpopular technology since the introduction of nuclear power.

So, what can be done to encourage more recycling? Probably what should be the government's priority is the reduction in the number of landfills in regular use. Even materials that are biodegradable such as paper cannot easily be broken down as the landfill pits are constructed to keep air out and moisture in, thus slowing down the process to degrade this matter. Therefore, more reprocessing plants for refuse must be constructed to replace the outmoded landfills. Also, companies should be encouraged to take a more responsible approach to the packaging of their products, only using the minimum and environmentally friendly recycled materials. Then, the public must be convinced of the benefits of recycling and be made aware of the ecological consequences of not recycling. In Britain, more intensive reprocessing would lower the production of gases harmful to the ozone layer by 12.8 million tonnes of carbon a year, the equivalent of taking nearly five million cars off the road. Also, a strong incentive for the public to support recycling is the prospect of higher employment. In Germany, it has been estimated that 150,000 people are employed in the recycling business, a number greater than those employed in the steel industry. It is believed that up to 50,000 jobs could be created in Britain if recycling was adopted.

What will happen in the future regarding the disposal of waste matter very much depends on the attitude and party policies of the particular government in power. Yet, if reforms to the methods of waste disposal are not made, serious

environmental problems will arise in the immediate future, the consequences of which are too dire to contemplate.

Questions 1-4

Choose **ONE** phrase from the list of phrases **A - I** below to complete each of the following sentences.

- A** there is a lot of mining in Britain
- B** dangerous materials are collected in landfills
- C** as the population becomes wealthier, their capacity to consume more increases
- D** there is relatively little recycling of degradable matter in Britain
- E** landfills poison animals
- F** a lot of waste from food shops is made into fertilisers
- G** problems for people residing nearby
- H** using incinerators is the most popular method of rubbish disposal
- I** the most common means of waste disposal is burying refuse
- 1) More household waste is produced because...
- 2) In Britain...
- 3) Landfills create...
- 4) Unlike Europe...

Questions 5 and 6

Choose the best answer **A, B, C or D**.

- 5) Landfills are not approved of because
 - A** they use agricultural land.
 - B** they have always been expensive to run.
 - C** they need to have a licence.
 - D** they produce dangerous emissions.
- 6) A tax was imposed in order
 - A** to encourage recycling.
 - B** to dissuade people from using landfills.
 - C** to punish the building industry.
 - D** to gather money for the government.

Questions 7-14

Complete the summary below.

Solutions to the problem of how to dispose of excess rubbish must be found. With the dramatic increase in both **7** and industrial rubbish, the **8** must devise new policies to deal with the matter. The well established **9** are now considered **10** so it is preferable to send the refuse to **11** works in order to **12** the waste products which could then be used to manufacture **13** goods. Also the general public must be better informed of the worrying environmental **14** the planet faces if this matter is not addressed urgently.

Exercise 3. Read the passage and do the tasks after it.

LIGHT POLLUTION

LIGHT POLLUTION IS A THREAT TO WILDLIFE, SAFETY AND THE STARRY SKY

A. After hours of driving south in the pitch-black darkness of the Nevada desert, a dome of hazy gold suddenly appears on the horizon. Soon, a road sign confirms the obvious: Las Vegas 30 miles. Looking skyward, you notice that the Big Dipper is harder to find than it was an hour ago.

B. Light pollution – the artificial light that illuminates more than its intended target area – has become a problem of increasing concern across the country over the past 15 years. In the suburbs, where over-lit shopping mall parking lots are the norm, only 200 of the Milky Way's 2,500 stars are visible on a clear night. Even fewer can be seen from large cities. In almost every town, big and small, street lights beam just as much light up and out as they do down, illuminating much more than just the street. Almost 50 percent of the light emanating from street lamps misses its intended target, and billboards, shopping centres, private homes and skyscrapers are similarly over-illuminated.



C. America has become so bright that in a satellite image of the United States at night, the outline of the country is visible from its lights alone. The major cities are all there, in bright clusters: New York, Boston, Miami, Houston, Los Angeles, Seattle, Chicago, and, of course, Las Vegas. Mark Adams, superintendent of the McDonald Observatory in west Texas, says that the very fact that city lights are visible from on high is proof of their wastefulness. "When you're up in an airplane, all that light you see on the ground from the city is wasted. It's going up into the night sky. That's why you can see it."

D. But don't we need all those lights to ensure our safety? The answer from light engineers, light pollution control advocates and astronomers is an emphatic "no." Elizabeth Alvarez of the International Dark Sky Association (IDA), a non-profit organization in Tucson, Arizona, says that overly bright security lights can actually force neighbours to close the shutters, which means that if any criminal activity does occur on the street, no one will see it. And the old assumption that bright lights deter crime appears to have been a false one: A new Department of Justice report concludes that there is no documented correlation between the level of lighting and the level of crime in an area. And contrary to popular belief, more crimes occur in broad daylight than at night.

E. For drivers, light can actually create a safety hazard. Glaring lights can temporarily blind drivers, increasing the likelihood of an accident. To help prevent such accidents, some cities and states prohibit the use of lights that impair night-time vision. For instance, New Hampshire law forbids the use of "any light along a

highway so positioned as to blind or dazzle the vision of travellers on the adjacent highway.”

F. Badly designed lighting can pose a threat to wildlife as well as people. Newly hatched turtles in Florida move toward beach lights instead of the more muted silver shimmer of the ocean. Migrating birds, confused by lights on skyscrapers, broadcast towers and lighthouses, are injured, sometimes fatally, after colliding with high, lighted structures. And light pollution harms air quality as well: Because most of the country’s power plants are still powered by fossil fuels, more light means more air pollution.

G. So what can be done? Tucson, Arizona is taking back the night. The city has one of the best lighting ordinances in the country, and, not coincidentally, the highest concentration of observatories in the world. Kitt Peak National Optical Astronomy Observatory has 24 telescopes aimed skyward around the city’s perimeter, and its cadre of astronomers needs a dark sky to work with.

H. For a while, that darkness was threatened. “We were totally losing the night sky,” Jim Singleton of Tucson’s Lighting Committee told Tulsa, Oklahoma’s KOTV last March. Now, after retrofitting inefficient mercury lighting with low-sodium lights that block light from “trespassing” into unwanted areas like bedroom windows, and by doing away with some unnecessary lights altogether, the city is softly glowing rather than brightly beaming. The same thing is happening in a handful of other states, including Texas, which just passed a light pollution bill last summer. “Astronomers can get what they need at the same time that citizens get what they need: safety, security and good visibility at night,” says McDonald Observatory’s Mark Adams, who provided testimony at the hearings for the bill.

I. And in the long run, everyone benefits from reduced energy costs. Wasted energy from inefficient lighting costs us between \$1 and \$2 billion a year, according to IDA. The city of San Diego, which installed new, high-efficiency street lights after passing a light pollution law in 1985, now saves about \$3 million a year in energy costs.

J. Legislation isn’t the only answer to light pollution problems. Brian Greer, Central Ohio representative for the Ohio Light Pollution Advisory Council, says that education is just as important, if not more so. “There are some special situations where regulation is the only fix,” he says. “But the vast majority of bad lighting is simply the result of not knowing any better.” Simple actions like replacing old bulbs and fixtures with more efficient and better-designed ones can make a big difference in preserving the night sky.

*The Big Dipper: a group of seven bright stars visible in the Northern Hemisphere.

Question 1-5

The first six paragraphs of Reading Passage are lettered A-F. Choose the most suitable headings for paragraphs A-F from the list of headings below. There are more headings than paragraphs, so you will not use them all.

List of Headings

i Why lights are needed

vii Seen from above

- | | |
|--------------------------------------|-----------------------------------|
| ii Lighting discourages law breakers | viii More light than is necessary |
| iii The environmental dangers | ix Approaching the city |
| iv People at risk from bright lights | |
| v Illuminating space | |
| vi A problem lights do not solve | |

Example

Answer

Paragraph A	ix (Approaching the city)
1 Paragraph B
2 Paragraph C
3 Paragraph D
4 Paragraph E
5 Paragraph F

Question 6-9

Complete each of the following statements with words taken from the passage. Write **ONE** or **TWO WORDS** for each answer.

- 6 According to a recent study, well-lit streets do not or make neighbourhoods safer to live in.
- 7 Inefficient lighting increases because most electricity is produced from coal, gas or oil.
- 8 Efficient lights from going into areas where it is not needed.
- 9 In dealing with light pollution is at least as important as passing new laws.

Questions 10-13

Do the following statements agree with the information given in Reading Passage, write:

- | | |
|------------------|--|
| TRUE | <i>if the statement agrees with the information.</i> |
| FALSE | <i>if the statement contradicts the information.</i> |
| NOT GIVEN | <i>if there is no information on this</i> |

- 10 One group of scientists find their observations are made more difficult by bright lights.
- 11 It is expensive to reduce light pollution.
- 12 Many countries are now making light pollution illegal.
- 13 Old types of light often cause more pollution than more modern ones.

Exercise 4. Read the passage and answer the questions.

POLLUTING SOUNDS: IN SEARCH OF SILENCE

In a self-imposed solitary confinement, 22-year old Tom Wonnacott, a Princeton graduate student, spent four days lying in a lightless, sound-proofed isolation chamber. Unable to see or hear, he also wore thick gloves to restrict his sense of touch. Wonnacott volunteered to undergo this experience to help US-based psychologists find out what happens to people isolated from the outside world and deprived of the normal use of their senses. While over a longer period of time such extremes of silence in conjunction with sensory deprivation are harmful, there are many today who are in search of quieter areas.



An over-abundance of noise has always been a significant environmental issue for people. In ancient Rome, rules existed to ensure that the noise emitted from the large iron wheels of wagons which rolled over the stones on the pavements and caused disruption of sleep and annoyance was minimised by allowing people to travel only during certain times. The same rules existed in Medieval Europe. To ensure inhabitants were given the best chance at a peaceful night's sleep, in some cities, horse-drawn carriages and horseback riding were not allowed at night time. However when today's noise problems are compared with the noise pollution problems of the past they are almost incomparable.

An immense number of vehicles of various shapes and sizes are regularly driven around and through most of the world's cities and countrysides. Loud, large diesel engines power the enormous trucks that roll around highways day and night. Aircraft and trains add to the environmental noise scenario. In industry, machinery emits high noise levels and amusement parks and pleasure vehicles distract leisure time and relaxation. One hundred years ago, environmental experts predicted that in the 21st century there would be a shortage of water and silence. They were correct. Silence is scarce. More and more silence is drowned out by sound.

A lack of knowledge about the effects of noise pollution on humans in comparison to other pollutants has been lacking as an area of research. Although it has been generally regarded that noise pollution is primarily a 'luxury' problem – for those developed countries able to afford the purchase price of large quantities of loud, noisy machinery – it is actually a fact that due to bad planning and poor construction of buildings, noise exposure is often higher in developing countries. This means that regardless of the economic status of a particular country, the effects of noise are just as widespread and the long-term consequences for health the same. Therefore, practical action plans based upon proper scientific evaluation of available data on the effects of noise exposure, with the express purpose of limiting and controlling the exposure of people to environmental noise is a most worthwhile undertaking.

It has been well established that exposure to loud noises for extended periods of time causes trauma to the inner ear and often results in irreversible

hearing loss. When it initially receives sound, the human ear actually amplifies it by a factor of 20. In 1965, in a remote part of Ghana, scientists went about studying the impact of 'insignificant' exposure to industrial noise and transportation. In tandem, the Ghanaese group was compared with a control group in industrial USA. A number of startling conclusions were drawn from the experiments. For example, both locations revealed that aging is an almost insignificant cause of hearing loss. Instead it was shown that chronic exposure to moderately high levels of environmental noise led to hearing loss. Cardiovascular complaints also emerged from among those with prolonged exposure to industrial noise above 70 dBA. In fact, over a single eight-hour period, it was shown that participants experienced a rise in blood pressure thus indicating noise pollution contributes to human stress levels. If this was not alarming enough, also noted was an increase in the incidence of heart disease.

The findings from various noise studies had the effect of changing the perspectives of many of the world's governments. Whereas noise had been considered a 'nuisance' rather than an environmental problem, laws were made to protect citizens against it. In the United States and Ghana, federal standards for highway and aircraft noise were introduced. State governments created noise regulations pertaining to building codes, urban planning and road construction. In Canada and the EU, noise laws are the domain of local governments. Activities in those countries deemed mandatory such as the collection of rubbish or some medical services are the only allowed exceptions to what otherwise are quiet local neighbourhood zones.

Typically, quiet times in neighbourhoods are between 6am and 10pm with restricted higher decibel levels after these hours. What happens if these quiet times are violated? Unfortunately, the enforcement of noise laws has proven problematic for many local governments with enforcement agencies often not following up on noise complaints. For persistent nuisances, individuals may seek compensation through the local courts and in some cities, police are authorised to impound such things as stereos and cars. These are extreme cases; most issues are handled by negotiation between the emitter and the receiver.

Questions 1-7

Do the following statements agree with the information given in Reading Passage next to statements 1-7 write:

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

1. Noise pollution is a relatively new pollution.
2. Experts forecasted that water and noise pollution would be major future problems.
3. Noise pollution seems to be a bigger problem in richer, developed countries.

4. Noises that enter the human ear are actually heard louder than they really are.
5. There is a strong relationship between hearing loss and age.
6. Loud noise exposure studies have caused government changes.
7. In Canada, police monitor the level of noise in local neighbourhoods.

Questions 8 – 9

The list of problems below can be caused by exposure to high noise levels.

*Which **TWO** are mentioned by the writer of the text?*

- A. increased ear sensitivity
- B. reduced reaction time
- C. increased aging of the body
- D. heart disease
- E. stomach cancer
- F. sleep apnea
- G. increased blood pressure

Questions 10 – 13

Classify the following features as applying to

- A. people from the USA
- B. people from Ghana
- C. both people from the USA and Ghana

*Write the correct letter **A, B or C** next to statements.*

10. individuals participated in a noise study
11. conducted a silence study
12. introduced air traffic regulations
13. the relationship between industrial noise and blood pressure

Exercise 5. Read the passage and answer the questions.

THE SEARCH FOR FRESH WATER

The assertion that water has always been the essence of life is nothing new. Water comes in many forms: spring water, sea and river water, rainwater, and fog and dew water. Yet water is becoming scarce and this scarcity is becoming a very real worry for governments all around the world. The reality is that one of the main obstacles to the economic development of a particular country is its lack of an adequate supply of fresh



water. Current figures show that an inhabitant of a wealthy, modern town consumes 100-400 litres of water daily. In some developing countries the amount of water consumed does not exceed 20-30 litres per day. Rich or poor, annual water consumption has continued to grow, increasing fourfold over the last 50 years.

The world's fresh water supplies are drawn from a number of sources. The largest cache of the estimated 35 million km³ fresh water reserve is located in glaciers and snow. The amount contained in these 'storehouses' has been estimated to be around 24 million km³. Ground water is also a big contributor to the world's fresh water supplies amounting to an estimated 10.5 million km³. Considering that the total volume of water, salt and fresh, is estimated to be around 400 million km³ it can be clearly seen that the amount of fresh water available in the world is only the proverbial 'drop in the bucket'. Artesian wells, rivers and lakes only account for about 0.1 and 0.5 million km³ respectively, all of which include atmospheric precipitation such as rain and snow.

Since water is such an important commodity, various attempts to acquire stores of it have been tried with varying degrees of success. The question of what are the alternative water sources available to us today is not an easy one to answer but is certainly worthy of our best efforts to find one. One such area of interest has been desalination – the turning of salt water into drinkable water. As there is much more salt water on the earth than dry land, the idea of using desalinated seawater seems a logical one. However, some estimates put the annual quantity of desalinated water at only around ten cubic kilometres – a tiny amount given the amount of sea water available. In parts of Senegal, for example, the greenhouse effect has been one way to desalinate seawater whereby the salt in the water is separated from the water through a process of evaporation. As part of the process, water vapour forms on large panes of glass at outside air temperature and is transported via gravity into drums. This method yields only a few cubic meters per day of fresh water but is surprisingly energy efficient. In larger scale production however, the energy efficiency plummets. The best systems burn at least a tonne of fossil fuel to produce approximately one hundred cubic metres of fresh water. This amounts to almost \$ 1 per cubic metre – a considerable cost.

Although there are several different areas from which water can be sourced, paradoxically the most extensive are the most difficult to tap. The atmosphere, for example, contains vast amounts of fresh water composed of 2% condensed water in the form of clouds and 98% water vapour. The vastness of this water source is comparable to the renewable liquid water resources of all inhabited lands. The amounts are easy to calculate, but being able and knowing how to economically obtain this water in liquid form is most challenging. One approach in drawing water from the atmosphere is fog nets. Places such as the coastal deserts of West Africa and areas of Chile and Peru have favourable condensation conditions. In these areas, ocean humidity condenses in the form of fog on the mid-range mountains (over 500m). This fog composed of droplets of suspended water can be collected in nets. In the 1960s, a University in Northern Chile conducted the first

major experiments with fog nets. Drawing on the knowledge gained from these experiments, further testing was done which culminated in one village using fog nets to yield a healthy daily average of 11,000 litres of water. On a smaller scale, fog-collecting nets have recently been used in the Canary Islands and Namibia.

Unfortunately, due to its need for a combination of several factors, fog is not readily available. Dew however appears far more frequently and is less subject to the constraints of climate and geography. In order for dew to form there needs to be some humidity in the air and a reasonably clear sky. Many hot areas of countries that suffer from a lack of water such as the Sahel region of Northern Africa for example, experience significant quantities of dew. When the temperature is lowered over a short space of time by ten degrees or so, the water-harvesting possibilities from the air yield an amazing ten grams of water from each cubic meter of air – significant drops in air temperature make for greater yields. Unlike fog, dew formation can occur even in a relatively dry atmosphere, such as a desert. All it takes is for the right mix of temperatures between the earth and the air to combine and dew formation occurs.

Questions 1-3

Choose the correct letter, A, B, C or D.

1. As a method of obtaining fresh water, fog
 - A. forms best when the air is dry.
 - B. is easier to collect than dew.
 - C. is being tried in a large-scale way in Senegal.
 - D. is not easy to collect.
2. Small-scale 'greenhouse effect' desalination
 - A. uses a considerable amount of energy.
 - B. is the most effective way to obtain larger water reserves.
 - C. uses very little energy.
 - D. burns quite a lot of fossil fuel.
3. One of the largest stores of fresh water in the world is
 - A. rivers and lakes.
 - B. atmospheric rain and snow.
 - C. ground water.
 - D. artesian wells.

Questions 4-8

Complete each sentence with the correct ending A-F from the box below.

4. Turning salt water into drinking water
 5. Large-scale fresh water production through evaporation
 6. Water available in the atmosphere
 7. The use of dew as a water source
 8. The amount of water collected from dew
- A. is quite popular due to it not being too affected by temperature and location.

- B. is being tried via an evaporation process.
- C. is not energy efficient.
- D. is best for poorer countries.
- E. is made up of both clouds and water vapour.
- F. is increased when temperatures fall rapidly.

Questions 9-14

Do the following statements agree with the information given in Reading Passage.

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

9. The amount of water consumed by wealthier countries is just as much as poorer countries.
10. Glaciers, rivers, artesian wells and ground water are all sources of fresh water.
11. Large bodies of water, such as the sea, have yielded the most fresh water.
12. The collection of water through the use of fog nets is becoming increasingly more popular around the world.
13. If the sky is cloudy, dew will not form.
14. Dew and fog are major sources of water in smaller villages and isolated areas.

Exercise 6. Work in pairs. Choose one of the solutions to climate change given below. Work out arguments in favour of this solution. Think about the techniques you will use to make your point and the examples you could give. Then get together with another pair who have chosen a different solution and have a debate.



The solution to climate change is:

- forcing people to use less energy by increasing the price of fuel
- paying poor countries to protect their forests
- finding a technological solution to cool the Earth (e.g. putting millions of tiny mirrors in space to reflect the sun's rays)
- trying to get all countries to sign an international agreement to limit CO₂ emissions.

Exercise 7. Below there is a list of environmentally sound quotes. Agree or disagree with the statements below. Be sure to provide sound arguments.

- The Four Laws of Ecology:
 1. Everything is connected to everything else.
 2. Every thing must go somewhere.
 3. Nature knows best.
 4. There is no such thing as a free lunch (*Barry Commoner*)
- "One generation plants trees ... another gets the shade" (*Chinese Proverb*)
- "We shape our buildings and afterwards our buildings shape our world" (*Winston Churchill*)
- "Harmony with land is like harmony with a friend: you cannot cherish his right hand and chop off his left... The land is one organism" (*Aldo Leopold*)
- "The most important task, if we are to save the earth, is to educate" (*Peter Scott*)
- "The world is a beautiful book, but of little use to people who cannot read it" (*Carlo Goldoni*)
- "The major problems in the world are the result of the difference between the way nature works and the way people think" (*Gregory Bateson*)
- "Individually, each of us can do only a little. Together, we can save the world" (*Denis Hayes*, Earth Day Founder)
- "The frog does not drink up the pond in which he lives" (*Indian Proverb*)
- "The nation that destroys its soil destroys itself" (*Franklin D. Roosevelt*)
- "Every human has a fundamental right to an environment of quality that permits a life of dignity and well-being" (*UN Conference of the Human Environment*)
- "Never does nature say one thing and wisdom another" (*Juvenal*)
- "The environment is not only more complex than we think; it is more complex than we can think" (*Unknown*).

Exercise 8. Comment on the following. Back your opinion with life examples.

In spite of human's growing power and their increasingly great contribution toward their own support, they still need earth materials and earth conditions as Goethe said of the artist, so we can say also of humankind as a whole, that he "has a twofold relation to nature, he is at once her master and her slave".

Exercise 9. Put the correct word from the list below in each blank. You may use some words more than once: so, so much, so many, too, too much, too many, enough.

Save the Earth!

We are slowly destroying the earth. The seas and rivers are _____ dirty to swim in. There is _____ smoke in the air, it is unhealthy to live in

many of the world's cities. In one well-known city, for example, poisonous gases from cars pollute the air ————— that traffic policemen have to wear oxygen masks.

We have cut down ————— trees that there are now vast areas of wasteland all over the world. As a result, farmers in parts of Africa cannot grow ————— to eat. In certain countries in Asia there is ————— little rice.

Moreover, we do not take ————— care of the countryside. Wild animals are quickly disappearing. For instance, tigers are rare in India now because we have killed ————— for them to survive. However, it isn't ————— simply to talk about the problem. We must act now before it is ————— late to do anything about it. Join us now. Save the Earth. This is ————— important to ignore.

Exercise 10. Read the following paragraph carefully.

The world's oceans are so vast that they can cope with the present level of pollution. However, little is known about the long-term effects of such slow poisoning. The most serious problem of modern times is that man is destroying the earth's natural resources, and transforming huge areas into wasteland. As a result, it is becoming extremely difficult to grow enough to feed the world's rapidly increasing population. A way of protecting all the wildlife on the earth must also be found as many species are in danger of disappearing completely from the face of the earth. The dangers, however, are not confined solely to the land and the sea. The smoke in the atmosphere, for example, is increasing so much that the amount of sunlight has been reduced in many cities. Man's whole environment is being changed in a serious way.

For each of the following dictionary definitions write down the correct word from the passage:

1. Birds, animals, fish which are not tame
2. Keeping something safe from harm
5. The process of making something dirty or impure
4. Barren area, desert
5. The air, water and land in which we live
6. Completely changing in form or nature
7. Wealth, goods or products people can use
8. The air surrounding the earth
9. The number of people living in a place
10. Difficulty which needs attention and thought
11. Results, consequences.....

Exercise 11. Study the following text and do the tasks.

Tropical Rainforest Destruction

"Tell me, where the flowers're gone."

From a German song

"Rainforests preservation would be an investment in the future of the planet"

N. Brown, UNO

A. Tropical rainforests are the richest habitats on earth, forming a green belt around the Equator, 20 degrees north and south, from South and Central America to West Africa and South-East Asia. While they cover only 8% of the Earth's land



area, they contain more than 50% of all species. They also secure the Earth's most important cycles like the soil, water, air – upon which man is totally dependent.

B. Deforestation has been going on for centuries. By 1988 half of the world's tropical rainforests were gone. Vast areas have been cut down for timber to go to Europe and Japan and also to

make way for plantations and mining. Forests are being burned to the ground to make way for cattle ranches to produce cheap beef for US hamburgers.

C. 1,5 million tons of carbon dioxide (CO₂), which is the most important greenhouse gas, comes from the burning of rainforests trees every year. So, it adds to the warming of the Earth. Normally, trees absorb CO₂ and release oxygen (O₂) into the air. Today, there are fewer and fewer trees. That means more and more CO₂.

D. When forests are destroyed or degraded, natural habitats perish. This leads to 150 species extinctions globally every day. At present rates, 20% of all species will be gone by 2010. Deforestation will also mean the wasting of natural resources and the elimination of tribal people.

- **Decide where these sentences go in the text.**

1. Firewood collection for cooking and warmth eliminates vast areas of trees around the cities in Asia and Africa.
2. In Japan they make chop-sticks which they use once and then throw away.
3. The Amazon forest may be completely hamburgerized by the beginning of the new century.
4. Rainforest destruction is one of the main reasons of mass extinction.
5. Tropical forest is the pearl of the natural wonders.

- **Say whether the following statements are true or false, give your reasons.**

1. We can compensate for the loss of rainforests very quickly if we plant more forests in other places.
2. If we don't stop the destruction of rainforests, the Endangered Species List will grow much longer.
3. Animals and birds from the rainforests can find other places to live in.
4. The degradation and the death of the forests of the Earth worsens the greenhouse effect.

Exercise 12. Read the paragraphs below and the summary which follows. Complete the summary by writing the correct word in each blank.

Air pollution is a cause of ill health in human beings. In a lot of countries there are laws limiting the amount of smoke which factories can produce. Although there isn't enough information on the effects of smoke in the atmosphere doctors have proved that air pollution causes lung diseases.

The gases from the exhausts of cars have also increased air pollution in most cities. The lead in petrol produces a poisonous gas which often collects in busy streets surrounded by high buildings. Children who live in areas where there is a lot of lead in the atmosphere cannot think as quickly as other children and are clumsy when they use their hands.

There are other long-term effects of pollution. If the gases in the atmosphere continue to increase, the earth's climate may become warmer. A lot of the ice near the Poles may melt and may cause serious floods.

Air _____ can make people _____. Consequently, some countries pass _____ to control the quantity of _____ in the air. _____ causes particular damage to the body by harming the _____. _____ should not be used in petrol because it is bad for children's _____ and makes them clumsy in using their hands. Poisonous gas from _____ collects in those parts of cities where there are tall buildings. Pollution can also have an influence on the earth's _____. The ice may melt near the North and South Poles, resulting in very bad _____.

Exercise 13. Study the following text and do the tasks.

The Environmental Crisis – Number One International Problem

We are in an environmental crisis because human beings have broken out of the circle of life and are destroying the environment. To survive, we must learn how to restore the wealth we have borrowed from nature.

A. What does the environmental crisis mean? To understand this we must begin at the source of life itself: the earth's thin skin of air, water and soil, bathed by the radiant solar fire. Life appeared here several billion years ago and was nourished by the earth's matter. Living things formed a global network of various habitats, where everything is directly or indirectly dependent on everything. This is the ecosphere (biosphere), the home that life has built for itself on the planet.

B. In nature all processes are in constant balanced interaction. There is no waste in nature. Nothing is created, nothing is lost. Everything is recycled endlessly. The environmental crisis means that this perfect and delicate balance has begun to break down, and the relationship between life and its earthly surroundings have begun to collapse.

C. The environmental degradation continues to accelerate. The ozone layer, vital for survival, is thinning. Acid rain is destroying huge areas of forest and tens of thousands of lakes. We pollute our rivers, lakes and oceans, and the sky, forgetting that we need water and air to live and breathe. We destroy rainforests,

picturesque landscapes, and slaughter the world's most beautiful animals. As a result of our new technologies of land use we lose soil, which is the basis of civilization. And, worst of all, the earth is steadily warming with potentially dangerous effects. That is why the environmentalists of the world call for fundamental changes NOW!

- **Decide where these sentences go in the text.**

1. In the ecosphere everything goes on in cycles: an animal's waste becomes food for soil bacteria; bacteria's waste nourishes plants; animals eat plants.

2. Deserts are expanding so rapidly that they threaten to cover one third of the earth.

3. Man is a newcomer: homo sapient probably appeared first about four million years ago.

4. Man has converted ecological cycles of life into man-made linear events, and at the end of the line there is smog, toxic chemicals, mountains of rubbish.

5. One of the effects of the ozone layer thinning may be genetic mutation.

- **Pick out from the text the word which suits the definition:**

a) place from which something comes or is got;

b) natural home (soil type and climate) of animal or plant;

c) upper layer of earth in which plants grow;

d) the envelope surrounding the planet from the subsoil to the stratosphere, occupied by living organisms;

e) gradual loss or decrease as a result of use;

f) physical breakdown;

g) results or consequences of action;

h) physical substance in general as distinct from mind and spirit.

- **Answer the following questions and give your reasons:**

1. Why is the environmental crisis the international problem?

2. How can people slow down environmental degradation?

3. Is the energy crisis one of the effects of the environmental crisis?

4. Why is the present ecological situation threatening the survival of life itself?

Exercise 14. Read the following text and do the tasks below.

ANIMALS IN DANGER

Perhaps the most famous rare animal is panda. Twenty years ago it was nearly extinct. Now, its numbers are growing again. It even became a symbol for wildlife conservation. But many other species have been less lucky than the panda.

By the year 2030, 25% of all animals, birds, fish and insects may be extinct. Why is this happening? Well, there are three main reasons. The first is pollution. Millions of animals die every year because man has polluted their natural home or "habitat". A habitat contains everything a living thing needs: food, water, shelter, space, light. Pollution and destruction change the balance of nature. Each species in a habitat – wood, jungle, marsh or forest – needs and helps the rest.

If one animal, bird or insect disappears, all the rest suffer, too, because some plants and animals provide food for other animals. Forests help to regulate water supplies. We all need the help of all living things to maintain chemical balance of the atmosphere.

After pollution or destruction, habitats take many years (sometimes hundreds or even thousands) to grow again. This is what's happening in the rainforests of South America, Africa and Asia. These are some of the world's oldest habitats. Or they were. But the problem doesn't stop there.

The second reason is the environment itself. It is becoming smaller. Every year man cuts down more trees, builds more roads and uses more land for farming. This leaves fewer jungles, fields and forests for wildlife. In fact scientists believe that thirty British animals, fish, birds may become extinct by the mid of the 21st century.



Today, many more species are in danger not only because man destroys and pollutes their habitat, but because man hunts them. Man has always been a hunter. He still is. But many modern hunters don't just kill for food – they kill for profit. That is why so many rare and protected animals are still dying. Hunters like these are called poachers. In 1981 there were 15,000 black rhinos in Africa. Today, because of illegal hunting, that number is 4,500.

There is only one way to save wild animals and wild habitat – conservation. If it *doesn't* happen, many wild animals will soon have just one habitat – the Zoo.

- **Decide if the following words are used in the text in the given sense.**

1. “*rare*” means *undone*, cooked so that some blood remained.
2. “*extinct*” means *dead*, no longer in existence.
3. “*wild*” is used in the meaning *stormy*, *violent*.
4. “*habitat*” is a natural place, home.
5. “*rainforest*” is the place where it rains hard all the year round.
6. “*species*” means here a group having some common characteristics.
7. “*poacher*” is a hunter having special legal permission to hunt animals.

- **Prepare PowerPoint Presentation on one of the suggested topics.**

1. “***Panda is a symbol for Wildlife Conservation***” – What other animal-symbols do you know? What things are usually called after animals? What features of the animals do they symbolize? What are the sport teams called after animals?

2. “***Many other species have been less lucky than panda***” – Do you know what other species have become extinct? Are they on the Endangered Species List? Where do they live? What is their habitat and what has happened to it? What are people doing to save them?

3. ***“The Region I live in”*** – What species live in your area? Are they extinct or their number is growing? What animals does the law protect in you region? Is there the problem of poaching in your area? What is done to fight it?

Exercise 15. Read the following text and do the tasks below.

Food Safety



There are two sides of the food issue. In poor countries it's a question of life and death. In rich countries it's a question of health and diet.

- Food has become the source of anxiety to many people. Behind it lies a revolution in the way our food is now produced. The problem is that a vast range of chemicals used on the modern farm have crept into our food. Our diet –the food we eat – is not always healthy.

- 30% of Americans and 25% of Europeans are fat because they eat too much junk food: hamburgers, popcorn, pizza, chocolate. Why is junk food bad for us? The answer is simple. It contains too much sugar and fat. This is the reason why so many people die of heart diseases.

- Finally, there are "additives" – a group of chemicals which food factories use. They make food look better, taste better, last longer. The best recommendation is to stop eating processed foods. Instead there is a diet of fruit, vegetables, brown bread, fish and other "health" foods.

- But even health food isn't always healthy. People don't just pollute the atmosphere. They pollute themselves too. Modern farmers and food factories use over three thousand chemicals. Some are "fertilizers" – these help crop to grow. Others are "pesticides" which kill insects. A third group are "hormones" – these make animals, like pigs, grow more quickly.

- Concern about the health risks caused great demand for organic food, grown without chemicals. Chemicals are replaced by crop rotation. Organic agriculture is also kinder to the environment, the soil and the farm workers.

- You may turn your worry about food to action. As a shopper you have a great deal of influence. How you choose to spend your money shapes the supply chain policy. Citizens can choose and campaign for food that is safe to eat, healthy for themselves and environment.

- **Define whether the statement is true or false, give reasons for your answers.**

1. All our food is healthy.

2. Junk food is very good for men.
3. Chemicals used on a modern farm pollute our food.
4. Fruits and nuts, vegetables and wheat are health food.
5. Food additives can add colour, flavour, artificial sweetness.
6. Hormones help plants grow.
7. Fertilizers are used to kill insects and weeds.
8. Chemicals make agriculture safer and healthier.
9. All food grown on a farm can be called organic.

- **Work in pairs. One completes the question, another gives an answer.**

1. Why has our food become ... ?
2. What food do we call ... ?
3. Why is junk food ... ?
4. What substances help ... ?
5. Why isn't health food ... ?
6. How do farmers grow ... ?
7. How can people change ... ?

- **Find in the text the word which matches the definition:**

- a) things we eat;
- b) sort of food eaten by a person or community;
- c) food of little or no value;
- d) substance added to food in small amounts for special purposes;
- e) chemical substances that kill insects and weeds;
- f) food grown without chemicals;
- g) take part in an action against something.

- **Write out from the text actions you would join to help things change.**

Exercise 16. Conduct a survey of the eating habits of your fellow students or neighbours. Include these questions and add some of your own. Present your results to the class.

1. Are you a vegetarian?
2. Do you eat only health food?
3. Do you worry about food safety?
4. Are you fond of hamburgers, pizza?
5. Do you read a label when you buy food?
6. Where do you usually buy food?

Exercise 17. You need to write a report for your English class round-table discussion, but the available material is only in your mother-tongue. Translate the following into English and you'll have your report.

Грінпіс – міжнародна організація, головною метою якої є охорона навколишнього середовища. Вона проводить активні кампанії за без'ядерне майбутнє, проти забруднення біосфери, на захист живої природи. Ця

організація була заснована у 1971 році групою північноамериканських активістів, які закликали боротися за зелену і мирну планету. Сьогодні Грінпіс об'єднує таких людей, як і ті, що у перші роки існування організації на маленькому човні вирушили у зону ядерних випробувань недалеко від острова Амчитка (Аляска). Адже рішучі люди, звертаючи увагу громадськості на варварське ставлення до природи своєю постійною присутністю в зонах екологічного лиха, незважаючи на ризик і небезпеку, здатні змінити дії і навіть мету тих, хто тримає в руках реальну владу.

У 1977 році представництво Грінпіс було відкрито у Великобританії, а у 1979 році її представництва в Австралії, Канаді, Франції, Нідерландах, Новій Зеландії, Великобританії і США об'єдналися у Раду Грінпіс, міжнародну організацію Грінпіс. Грінпіс визнає, що тільки завдяки міжнародній співпраці можна чинити серйозний опір силам, що загрожують нормальному стану природнього середовища. Представництво Грінпіс в Україні почало діяти з 1990 року.

Кампанії Грінпіс мають одну спільну мету: зберегти або відтворити навколишнє середовище, де все живе, з людиною разом, могло б існувати без загрози для свого здоров'я.

Дуже непокоїть Грінпіс загроза існування багатьох видів тварин і рослин. Ця організація також стурбована виробництвом і викидами радіоактивних та інших шкідливих речовин в атмосферу і скиданням токсичних відходів до річок та морів.

Exercise 18. Read the text and discuss it in small groups. Work out the other way to beat the throw-away society.

The Throw-Away Society

Many countries bury and forget millions of tonnes of rubbish every year. But we don't have to throw away all our waste paper, glass, metal and plastic. We can also burn or recycle a lot of it. In fact waste can be wonderful stuff. The Green World dossier reports.

Data-File

The average person in Los Angeles throws away 7 kilos of rubbish every day. The average person in the Third World throws away only 1 kilo of rubbish every day. Britain throws away 7 million tonnes of paper every year. That's the same as 80 million trees.



In one year, a European family with two children throws away:

- 50 kilos of paper (that's six trees)
- 60 kilos of metal
- 45 kilos of plastic (that doesn't sound like a lot of plastic, but it is. You need 300,000 supermarket carrier bags to make one tonne).

In one year, the average person throws away 71 food cans, 34 cans of pet food and 68 drinks cans. Britain produces 3.5 billion cans per year. Half are for food and half are for drinks. That's enough to go to the moon and back and half-way to the moon again. England and Wales produce 500 tonnes of rubbish every year. This costs £600 million to collect and bury.

Packaging

Almost all supermarket food today comes in paper or plastic containers. Some of this “packaging” is necessary. It keeps the food clean and fresh. It also makes it last longer. But some packaging isn't necessary at all. It's just there to make the food look better.

Did you know....?

1. In Britain, over 75,000 people work in packaging factories.
2. The UK packaging industry sells £4 billion of paper and plastic containers every year.
3. 28% of domestic rubbish is packaging.
4. 5% of all Britain's energy goes into making packaging.

Here are the ways to beat the throw-away society. All of them are cleaner and cheaper than burying rubbish.

The Green Answers

1. Throw Away Less Rubbish

In Denmark, for example, it's illegal to sell drinks in cans. And it's not just governments which can produce less rubbish. It's ordinary people, too. For example, anyone can decide to

- 1) buy products with as little packaging as possible;
- 2) use and throw away fewer carrier bags;
- 3) waste less paper.

2. Turn Rubbish into Energy

How? By burning it. This is a good idea because it

- 1) saves fossil fuels;
- 2) means burying less rubbish;
- 3) cuts pollution.

Energy from rubbish is cleaner and 11 cheaper than energy from fossil fuels. At the moment, most countries only turn between 5% and 10% of their rubbish into energy.

3. Use Rubbish Again

A lot of what we throw away is still useful. It's possible, in fact, to recycle 80% of domestic rubbish. This includes most kinds of paper, glass, metal and plastic. But there's a problem. Recycling is expensive. That's (at the moment) we only recycle about 15% of glass, 20% of plastic and 30% of paper. But it's getting cheaper and easier to recycle all the time. One reason for this is the growing number of recycling centres. (For example, there are more “bottle banks” today than ever before.)

Also, some countries now have recycling laws. These mean that

supermarkets pay customers to return tins and bottles.

What is Recycling?

Recycling is the process of converting trash into something that can be used again. This process is an alternative to disposal. Recycling reduces the amount of trash sent to landfills and incinerators.

Recycling begins when you separate recyclable items from your trash. Newspapers, plastic bottles, glass containers, and aluminum and metal cans are the most commonly recycled household items. But some communities recycle cardboard, advertising mail, phone books, and many other items as well.

Once collected, recyclable items go to a materials-recovery facility. There the items are sorted further (for example, tin cans are separated from aluminum cans) and sold to companies that will reprocess the items into new products or packaging. Collecting recyclables can be costly for communities: it requires special trucks, extra drivers, and investments in materials-recovery facilities. The prices that recyclables sell for may not cover the collection costs.

The price that communities can get for recyclables depends on the demand for the recycled products. Companies have little incentive for making products if no one will buy them.

Many communities believe that the benefits of recycling outweigh the drawbacks and that recycling has an important part to play in the way we manage our trash. Some waste-management experts believe that as much as two-thirds of the trash we generate could be recycled. A number of communities are well on the way to meeting that goal.

Trash or Treasure?

We can get a good idea of what trash is all about by looking in the nearest trash can. You might see candy-bar wrappers, empty cups, fast-food packaging, old newspapers – things people don't want or can't use anymore. But what is trash? Are all the things in our trash can really trash? Is a spaghetti-sauce jar or an old pair of jeans really useless? Well, it depends on who you ask. What some people call trash, others call treasure. How do you know when to throw something out and when to hang on to it? Take the bike pictured here, for instance. You won't get very far riding it. So you might as well throw it out. It's trash – or is it? The bike does have some problems: rusty chrome, a broken chain, two flat tires. But a few repairs and a new paint job could put these wheels back on the road. So maybe it isn't trash.



What about car and truck tires? Americans throw away a whopping 240 million of them each year. As those tires pile up, so do the problems. Pests such as mosquitoes and rats can live in old tires. Tire dumps may catch fire and smolder for days, polluting the environment.

But a dump doesn't have to be the end of the road for an old tire. Hang one from a tree to make great swing. Or paint one pink and fill it with petunias. The rubber from chopped and shredded tires can be used to make doormats and hockey pucks. But the biggest and fastest growing use for tires is as a source of fuel – a process that the United States alone has the potential for converting some 200 million tires into fuel each year.

So you see, the definition of trash can vary from person to person. The people who handle our trash simply define it as all the things we've thrown away. Waste-disposal specialists call trash "solid waste" and define it to cover a broad list of categories that includes most everything we might discard.

But think about the bike and those old tires. Would you call them trash? Or treasure?

The Three Rs of Trash

As you make your next trip to the trash can, think about the item you plan to throw away. Maybe there's an alternative to disposal. While there is no easy solution to the problem of trash, there are some things we can do to make less of it. Scientists call those things the "three Rs of trash" – reduction, reuse, and recycling.

We **reduce** the amount of trash we generate and we use fewer disposable items. For example, we can select products that have as little packaging as necessary so that there is less to throw away. Buy hot cereal or cocoa mix packaged loose in a box instead of individual packets and you'll produce less trash. When we **reuse** an item again and again, we cut down on the amount of trash we discard, pour yourself a glass of juice instead of reaching a juice box. You can wash that glass and use many times over. Many communities have "reuse centers" – local thrift shops or materials-exchange facilities – where people can donate reusable items rather than throw them away. By donating, we prevent useful items from being discarded and make them available to others. We conserve the natural resources that would be used to create more of the same product.

When we **recycle**, we separate and collect items that would otherwise wind up in the trash can. These items are then used to make new products. For example, aluminum cans can be recycled into new cans over and over. Used paper can be recycled into new paper products. Plastic bottles and plastic bags can be recycled as well.

Buy a recycled product, and you help to close the recycling loop that began when you separated the materials in the first place. Recycling not only reduces the amount of trash we throw away but also protects the environment and conserves our natural resources. Recycling isn't easy, but it is important. Many communities require residents to separate paper, plastics, metals, and glass from their trash. If you recycle, then you're one of the billions of people who recognize recyclables as valuable resources, not trash.

Student Trash Profile

This activity sheet will help you estimate the weight of the trash you discard during one study day, and then to estimate the weight of trash discarded by your entire group. On the chart below, list the items you think you throw away in a day. Use the list of common items on the next page of this activity sheet to help you calculate the weight of the items in your profile.

Item	Weight of Each Item (grams)	Quantity of Each Item	Total Weight of Each Item (grams)
Estimated Weight of Group's Total Trash (grams):		Est. Total Weight of Student's Trash (grams):	

Discuss the results in your group. Estimate the most and the least environmentally-friendly student. Make up the list of activities to reduce individual trash amount.

Exercise 19. Study the facts given below and express your opinion about the future sources of energy. Will natural energy become more important? Why?

The Fossil Fuel Data-Bank

- The energy in fossil fuels came from the sun thousands of years ago. First, plants stored it. Then the plants died. After that their cells (and all the energy stored inside them) slowly turned into coal, gas and oil.
- Man can't make new fossil fuels. When we've used all the coal, gas and oil on Earth we'll need to get our energy from somewhere else.
- Each person in the First World uses the energy from six tonnes of coal (or the same in gas or oil) every year. 94% of that energy comes from fossil fuels.
- The average American uses twice as much energy as a European (and 1,000 times as much as someone from Nepal).
- In the 21st century there will be less and less oil and gas. As this happens, both fuels will become more expensive.
- Coal will last longer – perhaps for another 300 years.
- Man uses 30% of all fossil fuels to heat buildings.
- It's possible to save 50% of all energy in houses and 30% in industry. Energy conservation like this will become more and more important in the future. Why?
 - ◆ to save fuel
 - ◆ to save money
 - ◆ to cut pollution.
- 60% of all the world's oil becomes petrol for cars, buses and lorries.

- In 1950 there were 4 million cars in Britain, today there are 25 million.
- Modern cars use much less fuel than 20 years ago. But experts think there will be 50% more cars in the year 2010 than now.
- The world's top four coal producers are America, Russia, China, Germany.
- The world's top five oil exporters are Saudi Arabia, Russia, The United Arab Emirates, Venezuela, Nigeria.
- The most important fuel for 2 billion people in the Third World isn't coal, gas or oil. In parts of Africa and Asia, 80% of all energy comes from wood.
- The burning of fossil fuels (and wood) adds to:
 - ◆ the Greenhouse Effect
 - ◆ Acid Rain.

Exercise 20. What do you know about nuclear energy, its sources, way of production? What are its pluses and minuses? Learn more about it from the information about the countries that produce and use it.

The Nuclear Power Data-Bank



- Russia built the first nuclear power station in 1954.
- The fuel which nuclear power stations use is a rare metal – uranium. One tonne of uranium can produce as much energy as 20,000 tonnes of coal.
- Electricity from nuclear power is far more expensive than energy from oil.
- These countries all produce uranium... Russia, Canada, America, South Africa, Australia, China.
- Nuclear power doesn't pollute the atmosphere like fossil fuels. But it does produce waste. This stays radioactive for thousands of years and is very dangerous. At the moment most stations:
 - ◆ bury their waste deep underground.
 - ◆ bury their waste at sea.
 - ◆ send their waste to other countries. (Britain, for example, accepts and buries nuclear waste from several countries.)
- Nuclear experts say it's safe to bury radioactive waste. Other scientists

aren't so sure. Many think it will seriously pollute the sea or the Earth one day.

- Another problem for the nuclear industry is leukaemia. This is a cancer of the blood. Usually it's very rare – but not near several British nuclear power stations. There, the number of people with the disease is much higher than normal. Many of them are children.

- Nuclear power stations are never in cities. That's because of the possibility of accidents. There have already been several serious ones. For example:

- ◆ Sellafield (UK, 1957)
- ◆ Three Mile Island (USA, 1979)
- ◆ Chernobyl (Ukraine, 1986)

- The accident at Chernobyl sent a cloud of radioactive pollution over Scandinavia and Western Europe. This pollution travelled for more than 1,000 kilometres. As a result, farmers had to kill millions of pigs, sheep and cows. But the accident didn't just affect animals – it affected people, too. Doctors expected to see 25,000 extra cancers before the year 2000 because of Chernobyl.

- Since Chernobyl, many countries have stopped building new nuclear power stations. Many, but not all. France, for example, still believes in the future of nuclear energy. But other countries, like Sweden and America, are less sure now than in the '60s or '70s.

- Green organizations all over the world are against nuclear energy. In their opinion it's dirty, unhealthy and dangerous.

Now that you know more about nuclear and other traditional sources of energy, compare them with the new alternative ones. Which of them do you consider most efficient? Why?

Solar Power



More energy arrives at the Earth's surface in one hour than man uses in one year. This clean, natural energy comes from sunlight and it's called solar power. The question is... how can we use it to replace fossil fuels and nuclear energy? There are three answers:

1. We can use it directly.

Many modern buildings have big windows which face south. These collect solar power directly. In fact some buildings in North America and Scandinavia get 100% of their energy from the sun.

2. We can collect it on Earth.

Another way to collect the sun's power is with solar panels. These absorb and store energy on sunny days. But there are two problems with solar panels on Earth:

(a) They're expensive (b) They don't work very well on cloudy days.

3. We can collect it in space.

One answer to the problems of clouds is to collect solar power in space. The idea is expensive, but simple. Satellites with huge solar panels collect the sun's energy. Then they send it back to Earth. A series of satellites like this will be able to work for 24 hours a day.

Wave Power

25% of the world's electricity already comes from dams and rivers. Now, scientists are learning how to use the sea's power, too. What they're doing is collecting the energy contained in waves. Here's how it works. First, water enters a special wave machine. This pushes all the air inside the machine up to the top. Then the water leaves again and pulls the air back down. This pushing and pulling makes enough energy to work an electric motor. At the moment wave machines are small and expensive. They don't produce much electricity, either. But in the future they will be bigger and cheaper. One day scientists think they will produce between 25% and 30% of our electricity.

Geo-Thermal Power

As well as solar, wind and wave power, there are other kinds of natural energy, too. One is from the hot rocks and water at the centre of the Earth. This kind of "geo-thermal" energy already heats thousands of buildings in Iceland, Hungary, Japan and New Zealand. (In fact, 60% of Iceland's energy comes from under the ground.)



Wind Power

Several "wind farms" already exist in Britain and other European countries. Each farm is a group of machines which turn wind power into electricity. The idea is popular in America, too. California, for example, expects to get 10% of its electricity from wind farms by the year 2008.

The problem at the moment is money. It's very expensive to develop and build wind farms. That's because they have to be in high places near the coast or on islands. This makes their electricity expensive, too. But in the future, electricity from fossil fuels and nuclear power will begin to cost more and more. Perhaps then wind farms won't look so expensive after all.

The Future

So ... what's going to happen in the 21st century? Will energy from • the sun • the wind • the sea • under the ground, take the place of fossil fuels and nuclear energy completely? The answer is probably "no", but natural energy will become more and more important. That's because:

- It will become cheaper.
- It will be better for the environment.
- It will make it possible to conserve fossil fuels.
- It will be safer than nuclear power.

Think of the examples of using natural sources of energy in your region, country. Has it proved to be efficient? What obstacles exist as for the massive/wide usage of natural energy?

Exercise 21. Learn about our drinking water; look at where it comes from and how pollutants may get into it. After identifying the water source, test the drinking water for nitrates and chlorine. Discuss relevant water-quality issues.

Water is a precious resource. Although we are surrounded by it in oceans, lakes, rivers, and streams, our supply is limited. Even though the water on earth is constantly changing form, the amount of water never changes. Taking a close look at our "water pie," we use less than 1% of our total water supply.

Where Does Our Tap Water Come From?

by Sharon Cowley

Drinking water starts as rainwater. It's collected underground or on the earth's surface, and then it's piped to our taps. Most big cities have complicated water supply systems that pipe water to many thousands of people. In rural areas, the water in each house may come directly from an underground well. Where does the tap water in your home/university come from? It may come from one of the sources below.



1. A public well pumps water from underground and distributes it to entire communities.

2. A private well is built on private property and shared by only a few people, such as the members of a family. A farmer may own many wells that provide both drinking water and irrigation water.

3. A public reservoir is a specially built basin in which water is stored. (A natural lake may be modified to serve as a reservoir.) A small reservoir may provide water for just one community. Large reservoirs may supply many communities with water. Underground pipes or aqueducts may transport water hundreds of miles from a reservoir to a community.

4. A river or lake can provide water to a public facility that distributes the water or the water from a river or lake can be piped directly to the tap without going through a public facility.

You'll probably need to do some research to find out more about your home/university water source. Use the next questions to help focus your research.

Some possible sources of information:

- your university custodial staff;

- your local water authority;
- your community's public works department;
- local health officials.

Identify your watershed. Once you and your students have identified your watershed, select a surface-water site, such as a stream, river, or lake in your area. Make observations about the water site.

- What plants or animals do you observe?
- How is the land used?
- What does the area look like?
- What indicators of pollution have you observed? What do they signal about?

Describe the water site. Share your findings in small groups, and then open the discussion to the entire class.

Exercise 22. You've been invited to interpret at the ecological conference. Ask your friend to assist you in training for your future job. Work as interpreters in pairs or small groups. Use topical vocabulary to help you.

1. Турбуючись лише про економічне зростання, люди часто зловживають природою і її ресурсами.

2. Надмірне використання агрохімікатів шкідливе не лише для людини, а й для екосистеми взагалі.

3. Щоб знизити коефіцієнт забруднення повітря, ми повинні збалансувати промисловість з суспільством, встановити очисне обладнання, захороняти відходи у призначених для цього місцях, захищати та відновлювати ліси, які є легенями нашої планети.

4. Вирубуючи ліс, вбиваючи тварин, спотворюючи ландшафти людина зловживає природою, що призводить до забруднення води, землі та повітря.

5. На планеті, де водний простір значно переважає земний, населення зіткнулося з проблемою забезпечення питною водою через постійне забруднення води витоками нафти і викидами токсичних речовин, що призводить до виснаження водних ресурсів та порушення водного циклу.

6. Хоча знати все про природу не означає турбуватись про неї, екологічна освіта нині дуже важлива.

7. Високо індустріалізовані країни не повинні ігнорувати проблеми захисту навколишнього середовища.

8. Будучи занепокоєними економічним зростанням і необмеженою індустріалізацією, ми часто забуваємо бути екологічно-свідомими, що призводить до зловживання природою і порушення біологічної рівноваги.

9. Сьогодні нагальним питанням є збереження екосистеми, створення програм по запобіганню катастроф і зниження рівня забруднення.

10. Тільки лісосмуги можуть запобігти вивітрюванню та ерозії ґрунту.

11. Створення лісництв – це спроба зупинити безжальне вбивство тварин і знищення їх ареалів.

12. Коли цілина земля стає культивованою, вона потерпає від надмірного використання агрохімікатів і швидко перетворюється на спустошену землю.

13. Проблеми навколишнього середовища включають такі пункти: забруднення землі, води та повітря й порушення біологічної рівноваги.

14. Багато захисників навколишнього середовища дуже стурбовані необмеженою індустріалізацією, яка призвела до швидкого економічного зростання, розростання ділянок під забудови і надмірних викидів в гідросферу і атмосферу; в результаті чого земля, вода і повітря забруднюються.

15. Транспорт – один з головних шумових забруднювачів.

16. Полювання – це безжальне знищення рідкісних тварин.

17. Людство зловживає природою, не розуміючи, що її багатство не безмежне.

18. Основні завдання, зазначені у всесвітній програмі по захисту навколишнього середовища – зберігати екосистему, захищати і відновлювати популяції тварин і рослин, встановити відчисне обладнання на заводах та фабриках, скидати сміття у спеціально призначених територіях.

19. Необмежена індустріалізація призводить до спотворення та засмічення ландшафтів, а також до концентрації диму та токсичних газів в атмосфері.

20. Щоб зберегти та відновити популяції тварин та птахів ми повинні боротись з забрудненням землі, повітря, води, охороняти середовища існування тварин, звести до мінімуму шумове забруднення та виховати покоління екологічно-свідомих людей.

Exercise 23. Study these “earthly” phrases. Match them with their explanation. Find their equivalents in Ukrainian and use them in the situations of your own.

- | | |
|--------------------------|--|
| 1) out of this world | a) as far or as long as possible |
| 2) Mother Earth | b) to succeed, to make a name |
| 3) on top of the earth | c) earthlike in terms of colour or texture, an informal, solid, realist, and honest personality |
| 4) as big as the equator | d) sleeping very soundly or concentrating so deeply that one is unaware of immediate environment (sound, movement, etc.) |

- | | |
|------------------------------------|---|
| 5) as big as the ocean | e) wonderful, fantastic, unbelievable |
| 6) down to earth | f) extremely happy and content, very successful |
| 7) move heaven and earth | g) an exaggeration for extremely large in area or amount, huge |
| 8) to the ends of the earth | h) seeming to be unaffected by the immediate environment or activity |
| 9) carry the weight of the world | i) close to being fired or kicked or thrown out, close to being beat up, close to dying |
| 10) not for anything in the world | j) an exaggeration for extremely large in circumference |
| 11) don't have a care in the world | k) without question the answer is "no" |
| 12) move up in the world | l) a literary expression for the name of the one who has on one's shoulders planet |
| 13) earthly | m) a person doesn't (or acts as if he/she doesn't) have any responsibility, guilt or worry |
| 14) dead to the world | n) realistic, a solid and calm personality |
| 15) in a world of one's own | o) to do everything possible to get something accomplished |
| 16) set the world on fire | p) to carry a large burden, guilt or responsibility for something |
| 17) not long for this world | q) improve one's personal or professional standing or relationships either economically speaking in terms of position |

Exercise 24. Comment on a list of practical ideas given below. What of them are the easiest for you? What is your idea to help the environment?

What can you do?

- Buy fresh food that doesn't need a lot of packaging.
- Try to buy "organic" fruit and vegetables from farmers who don't use chemicals.
- Save as much water as possible.
- Find out more about Green organizations in your area.
- Write letters to the government in your country about Green problems which worry you.
- Use products that won't stay forever in the earth or sea when you throw them away.
- Use bottles more than once (or take them to a bottle bank).
- Try to save paper. Also, buy and use recycled paper as often as possible.
- Avoid "throw-away" products.
- Make sure that your family and friends use unleaded petrol in their cars.

- Don't buy products (fur or ivory, for example) made from rare or protected species.
 - Use public transport as often as possible.
 - If you're buying wood, don't choose hardwood from tropical rainforests.
 - Look for aerosols which haven't got any of the chemicals called CFCs (chlorofluorocarbons) in them.
 - Try to eat a healthier diet. Avoid too much fat or sugar.
 - Don't buy hamburgers or pizzas in plastic boxes which contain CFCs.
 - Use batteries as little as possible. It takes 50 times more energy to make them than they produce.
 - Don't leave on electric lights, TV, hi-fi, etc, if you're not using them.
 - Take aerobic exercise at least three times per week.
 - Find out more about conservation issues in your area. Are there any woods, fields, etc, in danger, for example?
 - Try to throw away at least 25% less rubbish.
 - Help old people in your area to insulate their homes. This saves energy and helps to keep them warm in winter.
 - Visit any local nature reserves or zoos and talk to the people who run them.
- Add your own conservation ideas to this list.**

Exercise 25. Make a copy of the following statements and rank each on a scale of 1 to 10 from strongest disagreement "1" to strongest agreement "10".

A. Natural resources should not be left untapped if using them could improve living conditions for a group of people.

B. It is important for people to preserve wilderness areas even if a vast majority of people will never visit them.

C. The world's natural resources exist for people to use. Preserving these resources as wilderness is a luxury we often cannot afford.

D. Environmental degradation is the biggest problem facing humanity today.

E. People will eventually develop new technologies to cope with environmental problems.

F. People have a responsibility to protect all life forms on Earth.

G. Protecting a country's natural resources and natural heritage is primarily the Government's responsibility.

H. The Government is doing a good job of protecting your country's environment.

I. Recycling is the most important thing people can do to help improve the environment.

J. People should be able to use their own land (i.e., farming, housing, logging, wildlife habitat) in whatever way they see fit.

K. All people have a legal right to clean air and water.

L. When a dilemma arises between protecting wildlife and protecting jobs for people, we should consider the needs of people first.

M. The fate of the human race is tied to the fate of other living things; if people are to survive, we must protect all species and their habitats.

N. Human overpopulation is the single greatest factor contributing to Earth's environmental problems.

O. The laws the Government has passed to control pollution are sufficient to ensure safe air and water for future generations.

Exercise 26. Look at these facts about the use of natural resources around the world. Then make hypotheses based on them. Use one of the conditional forms in the grammar box.

Mixed Conditional Sentences

First conditional (for present or future situations)

If + present simple, ... will + infinitive (without to) ...

Second conditional

If + past simple, ... would + infinitive (without to) ...

Third conditional

If + past perfect, ... would have + past participle

Mixed second and third conditional

If + past simple, ... would have + past participle

Mixed third and second conditional

If + past perfect, ... would + infinitive (without to) ...

1. The Aral Sea in central Asia (a huge freshwater lake) is now one-tenth of the size it was in the 1960s because water has been used by farmers to irrigate their fields.
2. As a desert town, Las Vegas has to import a lot of water. But a lot of it goes on watering green spaces, particularly the 60 golf courses that have been built around the city.
3. Sixteen million tourists visit Greece each year, causing shortages of water on many of its islands.
4. In the 1970s Britain found a lot of gas in the North Sea. But rather than use it carefully, they used it immediately. Now more than 50 per cent of Britain's gas is imported.

Understanding Video

AQUARIUM ON WHEELS

(from Life. Upper Intermediate/Advanced)

Before you watch

Exercise 1. Study the words that will help you understand the video.

advantageous / ,ædvən'teɪdʒəs / having a good effect

camouflage / 'kæməflɑːʒ / something an animal uses to make it difficult to see

major (v) / 'meɪdʒə/ take a university degree in

mess up (v) / mes 'ʌp / make something look untidy

overall (adj) / 'əʊvərɔːl / general

poison dart (n) / 'pɔɪzn 'dɑːt / a small arrow covered with poison at one end which is fired from a long tube by blowing

Exercise 2. Work in groups. Look at the title of this video and discuss the questions.

- 1 Why do you think the video is called 'Aquarium on Wheels'?
- 2 Do you think aquariums can teach children about more than just fish in the sea?
- 3 What might the programme teach young people?

Exercise 3. Work in pairs. Tick the things you think you will see in the video.

a boy dressed as a monkey, a computer, a crocodile, a diver, a fish tank, a frog, a necklace, seashells, a tiger, a toy snake.

While you watch

Exercise 4. Watch the first part of the video (to 02.17). Choose the correct option to complete the sentences.

- 1 The students in the video are:
a employees of the Aquarium on Wheels programme
b visitors to the National Aquarium
- 2 The students want to help their audience to understand:
a recycling b conservation
- 3 The students perform a play about:
a snakes b monkeys
- 4 The children laugh because the actor says that:
a fighting is going to make his hair look untidy
b he doesn't have any leaves to eat
- 5 Aquarium administrators want to give students:
a training in marine biology
b lessons for life

Exercise 5. Watch the second part of the video (02.18 to the end). Answer the questions.

- 1 What kind of skills do the students need?

- 2 What do these students want to do that other people in their family haven't done?

- 3 What does DejaNé Jones say is the most important thing the programme has taught her?

- 4 What did the students learn from performing the play?

- 5 What does George Faulk want to be?

- 6 Why is the programme personally important for Martha Schaum?

After you watch

Exercise 6. Roleplay an interview with Martha Schaum. Work in pairs.

Student A: Imagine you work for a local newspaper. Use the information below to prepare questions to ask Martha Schaum about the Aquarium on Wheels programme.

Student B: Imagine you are Martha Schaum.

A reporter from a local newspaper is going to interview you about the Aquarium on Wheels programme. Look at the information below and think about what you are going to say to the reporter.

- the overall objectives of the Aquarium on Wheels programme
- who is involved with the programme
- what the student employees have been doing this year
- what the programme gives the student employees
- what Martha gets out of the programme personally

Act out the interview, then change roles and act out the interview again.

Exercise 7. At the end of the video, the narrator says: 'The Aquarium on Wheels programme is having a powerful impact on more than just the rain forests'. What does he mean? Why do you think the programme is so successful?

Exercise 8. Work in groups and discuss these questions.

1 What kind of education about the environment do young children in Ukraine receive? Is it effective?

2 The overall goal of the Aquarium on Wheels programme is to entertain and educate. Do you think these two aims are compatible? Can you think of examples that meet both aims successfully?

EAST TIMOR



East Timor ... for the intrepid few emerging tourist destination with unspoiled natural beauty

Before you watch

Exercise 1. Study the words that will help you understand the video.

asset (n) / 'æset / a valuable possession

emerging (adj) / ɪ'mɜːdʒɪŋ / in the process of being formed

expatriate (n) / eks'pætriət / someone who lives in a foreign country

infrastructure (n) / 'ɪnfə'strʌktʃə / basic services that are necessary for a community to function

intrepid (adj) / ɪn'trepɪd / brave, willing to take risks

meagre (adj) / 'miːgə / small

militia (n) / mi'lɪʃə / an armed group

rampage (v) / ræm'peɪdʒ / behave in a wild and violent way

ruin (v) / 'ruːɪn / destroy

unspoiled (adj) / ʌn'spɔɪlt / in the natural state

Exercise 2. Work in groups. Look at the photo of East Timor and discuss the questions.

- 1 What do you know about East Timor?
- 2 Why do you think the caption says that East Timor is 'for the intrepid few'?
What does this suggest about the country?

Exercise 3. Only two of these scenes appear in the video you are going to watch. Tick the two scenes.

- a a person sunbathing on a tropical beach
- b builders renovating a damaged building
- c a group of people pulling in fishing nets from the sea
- d tourists having drinks in a hotel bar

While you watch

Exercise 4. Watch the first part of the video (to 00.45). Complete the conversation between a journalist (J) and Ann Turner (A).

J: Hi Ann, where do you work?

A: ¹ _____

J: Why did you first come to East Timor?

A: ² _____

J: And when did you decide that you wanted to stay?

A: ³ _____

J: What four things would you say impressed you most?

A: ⁴ _____

J: How many fish species are there?

A: ⁵ _____

J: Why is there such a huge diversity of fish species here?

A: ⁶ _____

Exercise 5. Watch the second part of the video (00.46 to the end). Answer the questions.

- 1 What is the main problem on East Timor?

- 2 How long has East Timor been independent?

- 3 What happened after people in East Timor voted for independence?

- 4 What is the government worried about?

- 5 What policies is the government working on?

- 6 What should people who want to start a tourism business in East Timor do?

Exercise 6. Watch the whole video again. Number the extracts in the order you hear them.

- a The subsequent recovery effort has been painfully slow.
- b Welcome to East Timor, one of the world's newest countries.
- c It faces an age-old predicament: how to make the most of its natural assets without destroying them.
- d East Timor is a former war zone,
- e We are still developing policies and regulations.

After you watch

Exercise 7. Roleplay talking about a new project. Work in pairs.

Student A: Imagine you are an expatriate, living on East Timor. You want to build a small beach hotel. Look at the ideas below. Think about what you are going to say to a government official.

- what you hope to do
- how you will ensure the environment is protected
- how your hotel will benefit the local economy

Student B: Imagine you are an East Timor government official. Look at the information below. Think about what you are going to say to an expatriate business person.

- You are interested in attracting tourism to your country but you also want to protect the environment.
- Find out how the beach hotel project will do both.

Act out the conversation. Then change roles and act out the conversation again with a new business. Decide whether the business is a good idea or not.

Exercise 8. Work in groups and discuss these questions.

- 1 Which areas of your country attract tourists?
- 2 How does tourism contribute to the economy of your country?
- 3 What impact does it have on natural assets?
- 4 Do you think the government does enough to protect the natural assets of your country?

CANADA OIL SANDS



Before you watch

Exercise 1. Study the words that will help you understand the video.

bitumen (n) / 'bɪtjumən / tar, a thick black oil-based substance

bog (n) / bɒg / a marsh or wetland

boreal (adj) / 'bɔːrɪəl / belonging to the Arctic climate zone

crude (adj) / kruːd / not refined, in its unprocessed form

flare (v) / fleə (r) / ignite suddenly with a strong flame

muskeg (n) / 'mʌskəg / an acidic type of soil

nesting spot (n) / 'nestɪŋ spɒt / a place where birds can make their nests

peat (n) / pi:t / soft, partly carbonized vegetable matter found in bogs and marshes

wilderness (n) / 'wɪldənəs / an area of wild, deserted land

strip mining (n) / strip 'maɪnɪŋ / getting at material near the surface by removing the top soil

viscous (adj) / 'vɪskəs / thick, of a liquid

Exercise 2. Work in pairs. What do you know about where oil is normally found and how it is extracted? Discuss with your partner. Use these words to help you:

deposits drill oil rid pump out rock

Exercise 3. Look at the photo and the title of the video and answer the questions.

- 1 Where do you think the oil is found here?
- 2 What effect does extracting the oil have on the landscape?
- 3 Why has this method of extracting oil become popular recently?

While you watch

Exercise 4. Watch the first part of the video (to 02.13) and answer the questions.

- 1 What does the woman say you cannot see any longer on the

landscape?

- 2 What is this area normally home to?
- 3 What level of oil reserves does Canada have?
- 4 What was photographer Peter Essick's mission?

Exercise 5. Watch the second part of the video (02.14 to 2.37). Complete the description of the mining process using one word in each space.

First the ¹ _____ is cut down. Then the top ² _____ is removed and the sand ³ _____ by enormous shovels. It's then carried by dump ⁴ _____ to a processing facility. Each truck can carry almost 400 tons of oil-rich sand. After processing, the synthetic crude is shipped via ⁵ _____ to refineries in the United States.

Exercise 6. Watch the third part of the video (02.38 to end). Has Canada's oil boom had a positive (P), negative (N) or unknown (U) effect on the following?

- a the cost of living in the area
- b employment opportunities in the area
- c local people's lives in general
- d the soil
- e the climate
- f wildlife

After you watch

Exercise 7. Role play: an interview about the Canada oil sands. Work in pairs.

Student A: Imagine you are a journalist from a local newspaper. You are going to interview a spokesperson for an oil company that extracts oil from the Canada oil sands. Look at these points and prepare a list of questions to ask the spokesperson.

- the reasons why this kind of exploitation of oil is necessary
- what the company is doing to mitigate the impact of its activities

Student B: Imagine you are a spokesperson for an oil company that extracts oil from the Canada oil sands. A journalist from a local paper is going to interview you. Consider these points and prepare what you are going to say to the journalist.

- the arguments for defending what you are doing
- how you plan to protect the environment from lasting damage

Act out the interview, then change roles and act out the interview again.

Exercise 8. Work in groups. Look at these other ways in which people exploit natural resources. Which are the most damaging to the environment? Which are the least damaging? Discuss what can be done to mitigate the effects of the damage in each case.

- growing trees for wood and paper
- large-scale fishing

- farming especially for meat
- hydro-electric power
- coal mining

MEGA GREEN MUSEUM

Before you watch

Exercise 1. You will watch a video about the California Academy of Sciences Natural History Museum, which has been described as «a green building that breathes». Brainstorm answers to the following questions:

1. What kind of exhibits might you see in this kind of museum?
2. What things give a building the label «green»?

While you watch

Exercise 2. Read the sentences about the museum's green credentials. Then watch the video (from 01.50 – 03.16) and complete the sentences.

1. The museum's roof is covered with flowers and plant life and allows _____ from inside the building to escape.
2. The building is constructed entirely from _____ materials.
3. The domes which contain the planetarium and the rainforest are _____ high.
4. The museum's roof also contains _____ solar panels.

Exercise 3. Watch the whole video and complete the summary of the architect Renzo Piano's design process.

The first stage of an architect's job is to visit the site and understand the topography of the 1_____. For Renzo Piano, the next stage is to make a simple 2_____ sketch of the building. The simplicity of this sketched design does not reveal how 3_____ the building actually is. In fact, in this case, it's one of the largest 4_____ buildings in the world. The 5_____ of the museum is one of the most innovative design features and once Renzo Piano has approved this, work can start on the next phase.

After you watch

Exercise 4. Work in small groups. Think about a building which has inspired you. Which of these terms you heard in the video apply to this building?

<i>elegance</i>	<i>innovative</i>	<i>like a flying carpet</i>	<i>living architecture</i>
<i>low environmental impact</i>	<i>simplicity</i>	<i>state-of-the-art</i>	<i>stunning visual</i>
<i>impact</i>	<i>sustainable</i>	<i>unique</i>	<i>visionary</i>

Exercise 5. Tell your group about your chosen building. Say where it is, what your experience of it was and how it made or makes you feel.

Part II. Ecological Situation in Ukraine

Topical Vocabulary

Radioactive Contamination: nuclear disaster, a catastrophic meltdown, to release ... into the atmosphere the worst nuclear accident, radioactive fallout, to form an exclusion zone abandoned cities, installation of a sarcophagus, to seal a damaged reactor, to seep into the soil, radioactive isotopes, to recover from the 1986 accident, consumption of contaminated mushrooms.

Aftermath of the Chernobyl accident: to resurface, to die from radiation exposure, to have a devastating health impact on people, to be born with severe birth defects, rare types of cancer, birth abnormalities, palliative cancers and tumours, genetic disorders, mortality rates.

The Impact of the Military Conflict on Environment: deterioration of ecological situation, to result in global ecological disaster, high destiny of potentially dangerous industrial productions, chemically hazardous industries, irreversible consequences for ecology of Donbas, to flood the mines, poisonous mining water, to mix with ground fresh water, to make mass graves from disused mines, to bring epidemic of hepatitis and other infections, the soil, to avert impending disaster, to affect all the component of the environment, impact from combat operations, waterlogging and salinization of soils, lead to radioactivity of groundwater and surface waters.

Exercise 1. Read the text and discuss the most acute problems of environment in Ukraine.

Nature protection, conservation of a favourable for life environment, ecological safety all together are becoming top national priorities in Ukraine. In this area the Ministry for Environmental Protection of Ukraine was organized in 1991.

Ukraine has the possibility to play an outstanding role among the countries of Central Europe. However, this potential is hampered by many economical, political and ecological problems.

Rivers and reservoirs of Ukraine are polluted mainly by organic compounds, nitrogenous compounds, heavy metals, phenols and petroleum products. The most heavily polluted rivers are in the catchment areas of the rivers Zakhidny Bug, Siversky Donets and in the area of the Sea of Azov. The capacity and effectiveness of water purification facilities are not growing adequately to the increase of quantities of waste-water. In some cases this leads to accidental discharge of polluted waste-water to the outside environment. The Dnipro River, the main water-body of Ukraine, can serve an excellent example: only 45% of the total amount of wastewater discharged to it is treated.

The main pollution sources of air in Ukraine are thermal electric power stations and metallurgy that are emitting correspondingly 32% and 38% of the total pollution caused by stationary sources. Many enterprises of metallurgy, mining, etc. located in the Donetsk-Dnipro Region are one of the causes of the ecological

crisis there. Moreover, most of them are located in the centres of the cities. The chemical industry also adds to pollution of the air. Oil refineries from time to time are polluting underground waters.

Every year the economy of Ukraine is consuming 1.3-1.5 billion tons of natural materials. Most of them are returned back to the environment as waste of industries and consumers. Up to the present day problems concerning the treatment and storage of highly toxic waste have not yet been solved: 2.7 million tons of such waste are now dumped in Donetsk Region, 3.2 in Dnipropetrovsk Region, 1.3 in Kirovograd Region. About 52% of toxic chemicals are utilized in Ukraine.

Still a pressing problem in Ukraine is the storage of radioactive waste (RAW) and the use of radioactive materials. First of all, this concerns the enormous amounts of RAW resulting from the Chernobyl radiation accident. Secondly, attention should be drawn to more than one thousand sources of radiation that are being applied for industrial, agricultural, medical and scientific purposes. In the third place, more than 70 million cub. m. of RAW are dumped or stored by the uranium industry, mining and processing industries.

Some years ago some attempts were made by foreign companies to bring into Ukraine from abroad raw materials that were in reality mere waste. Usually this is waste that is difficult or expensive to treat and often it consists of toxic chemicals. There is an urgent need for arranging an ecological service that will operate at the country's borders and regulations should be worked out and adopted at the international level in order to stop Ukraine becoming a dumping place for the rest of Europe.

Exercise 2. Read the article below and sum up the information about the major problems the Black Sea faces. Browse the online sources and add some facts about pollution of the Ukrainian coast.

Pollution of the Black Sea

Scientists have identified several serious problems for the Black Sea associated with various types of pollution. Their impact can be observed along the Bulgarian coast. We have already mentioned the eutrophication phenomenon or the over-fertilization of the sea by compounds of nitrogen and phosphorus (also called nutrients), largely as a result of pollution from agricultural, domestic and industrial sources. This is the most significant process degrading the Black Sea. Eutrophication has changed the structure of the Black Sea ecosystem. It has been estimated that the six coastal countries contribute about 70% of the total amount of nutrients flowing to the Black Sea as waste from human activities. Some of this amount and nearly all of the remaining 30% (from the countries with no direct access to the sea) enter the Black Sea through the Danube River.

Another major problem is the discharge of insufficiently treated sewage waters, which results in microbiological contamination and poses a threat to public health. Oil pollution threatens the Black Sea coastal ecosystems and the levels of pollution are unacceptable in many coastal areas and river mouths. Oil enters the marine environment as a result of operational or accidental discharges from

vessels, as well as through insufficiently treated wastewaters from land based sources. Other toxic substances such as pesticides and heavy metals appear mostly as 'hot spots' near well identified sources. Heavy metals such as cadmium, copper, chromium and lead are usually associated with waste from the heavy industry and ash remaining from burning coal for generating electricity. Pesticides enter the sea mostly through rivers and streams due to agriculture. Radioactive substances have been introduced to the Black Sea in small quantities from nuclear power plants and in more significant amounts after the nuclear power plant disaster in Chernobyl in 1986. An unusual form of pollution from ships is the introduction of exotic species, mostly through exchange of ballast waters or other wastewaters. Introduced by accident into the Black Sea they proliferate in the new environment for lack of natural predators that can limit their numbers. The final major type of problematic pollutants is solid waste, dumped into the sea from ships and some coastal towns. Any floating or semi-submerged waste inevitably ends on the seashore. Therefore the Black Sea beaches tend to accumulate a lot of garbage, which is unsightly and presents a risk to the health of humans and marine species.

All pollution problems described here have analogs on the Bulgarian coast. Almost all riverine inputs in the Black Sea are enriched in organic matter, nitrogen and phosphorus compounds and heavy metals. Most of the rivers discharging into the sea from Bulgarian territory contain industrial and sewage effluents. A total of some 0.3 cubic km of effluent is discharged annually, of which 33% is discharged directly into the sea. An estimated 70% comes from industry and 30% from sewage waste. Some 30% of the total volume of effluent is subject to primary and secondary treatment before discharge.

River inputs and sewage effluent discharged into the sea are the principal source of eutrophication and algal blooms, associated with using up seawater oxygen and the death of many marine inhabitants. Effluents from the oil refinery and plant in Bourgas are discharged into Lake Vaya and then into the Bourgas Bay. This area of the coast is now unsuitable for recreational use.

It is worth thinking about what happens to the pollutants that enter the Black Sea and what has to be done to restore the sea's environmental health. The Convention on the Protection of the Black Sea against Pollution and the Strategic Action Plan for the Rehabilitation and Protection of the Black Sea are the result of the concern and efforts of the international community aimed at saving the Black Sea. In the reference section of this edition you can find some further sources of information related to the international and the Bulgarian legal framework on the Black Sea. It is important to realize that nature can cope with part of the pollution but its capacity for restoration is limited. The larger part of the pollution caused by human activity will not simply disappear. The toxic and chemical substances that enter the soil and waters will not vanish but will be washed away to the sea. Their removal is likely to take decades and the resources necessary for that are difficult to calculate. What will happen to the fish swimming in polluted waters? Is there a risk for the health of people swimming in the sea? What happens to the various

kinds of waste dumped into the sea or left on the beach? These are questions that every visitor to the coast and the beach should try to think upon and answer.

<http://www.cceg.ro/clean-rivers-clean-sea/ro/component/k2/item/123-pollution-black-sea>

Exercise 3. Read the article and brainstorm the ways out of the Sea of Azov ecological crisis.

POLLUTANTS OF THE SEA OF AZOV

The Sea of Azov is semi-enclosed sea of the Atlantic Ocean in the East of Europe. It is the shallowest sea in the world: the depth does not exceed 13.5 m, the average depth of about 7.4 m. This sea is gentle, warm, calm and shallow. It attracts thousands of tourists every summer.

The fishermen like to fish in its gentle waters. The favourite species of fish are bullheads, flatfish, pikeperch and many others. The people like this sea very much and harm the flora and fauna of it at the same time.

The first and most important factor that contributes to pollution of the Sea of Azov is flowing into the reservoir of the river, which receives industrial waste and household water. At the same time, this sea is one of the most productive seas in the world, but these days it almost lost its main purpose – fishing. In recent years, the concentration of rhodanite in the reservoir exceeds norms by 12 times, and the content of phenols increased by 7 times. The main pollutant is "Azovstal", which is annually dumped into the sea more than 850 million cubic meters of waste, which is 99% of the total discharge of pollutants. In particular, December 1, 2014, the plant dumped into the sea 86118.3 m³ of wastewater. The effluent is observed exceeding the maximum permissible concentration (MPC) of nitrogen ammonium to 2.74 times, the total iron 4 times, copper - 2.26 times, zinc - 1.76, oil products - 2.26 times. Close contaminant is Mariupol Sea trading port. Worried environmentalists steady growth in volume of sulfur overloaded in Ukrainian seaports. In the port of Mariupol overload of sulfur in 1998 - 2000 years increased by more than 2.5 times and reached 2 million. With regard to waste, in areas of the coast of the coast system, purification and supply of purified water are in very poor condition, because some of them were built about a century ago. In some residential areas sewerage systems, followed by the purification of waste water, non-existent, so the sea is polluted through the river water. Besides, not less important factor having an impact on the pollution of the reservoir, are the oil and the oil itself. As a result of maritime traffic and activity in the ports of the Sea of Azov dumped thousands of tons of fuel oil, sulfur and oil. This leads to unprecedented contamination of the bottom of the reservoir, offshore islands, as well as the death of the huge number of fish, mammals and birds, many of which are listed as endangered.

It is necessary to apply a set of measures to smooth make worse ecological status of the Sea of Azov. These measures are dependent not only on the large industrial enterprises, but also from each person in particular. The range of these measures should include: - priority change in the development of the seaside

(enhancing control over the activities of transport and shipping ports, reduction of hazardous cargo on board ships in the Sea of Azov, the structure of innovative wastewater treatment plants); - significant decrease of irrevocable water consumption and increased river flows; - adjustments in agricultural activities along the coast (minimization of crops that require chemical additives for growing (pesticides)); - significant increase in land and water areas that require additional protection in order to preserve the gene pool and the Eco Fund.

It is obvious that nowadays the Sea of Azov is in great danger. If in the nearest future not to take certain measures, the sea will perish, flora and fauna will die. It is necessary to reduce the catch of fish, or to prohibit it for not less than five years, as well as to reduce the amount of emissions and clean them with newer and more powerful equipment.

<https://conf.ztu.edu.ua/wp-content/uploads/2017/05/75.pdf>

Exercise 4. Think of a place in Ukraine that is very special and should be protected (e.g. a local green space, a traditional community). Write a short description of it (100 – 150 words) using emotive language. Then read your description to the class. Vote on which description is the most persuasive.

Exercise 5. Read the article by Peter Ray Allison and explain your point of view on:

- *turning Exclusion Zone to a tourist attraction. Would you like to go there? Why?*
- *building a large scale solar farm in Chernobyl?*
- *What are merits and demerits of solar panel technology?*

HOW SOLAR MAY SAVE UKRAINE'S NUCLEAR WASTELAND

The Ukrainian government wants to turn part of the Chernobyl Exclusion Zone into a solar farm. Could the site of the world's worst nuclear accident get a new lease of life?

In April 1986, the Chernobyl Nuclear Power Plant suffered a catastrophic meltdown. The resulting explosion released some of the reactor core into the atmosphere, creating the worst nuclear accident in history. The subsequent radioactive fallout – some of which fell as far as Wales – resulted in the Exclusion Zone being formed around Chernobyl.

The Chernobyl Exclusion Zone today covers an area of 1,000 square miles (2,600 sq km), including an area that was once home to 120,000 people, most of whom lived in the now abandoned cities of Pripyat and Chernobyl. The Exclusion Zone remains in effect, as the area is considered too contaminated for residential or agricultural use.

Despite the meltdown in Reactor 4, Reactors 1-3 of the Chernobyl Nuclear Power Plant continued to be operated, because Ukraine needed the energy. Reactor 3 was only decommissioned in December 2000.

Apart from a handful of radiation hot-spots, the Chernobyl Exclusion Zone has become a comparatively safe area to visit, as long as you're staying for only a short time. Due to significant interest in the area, as well as the unique biodiversity there, the Chernobyl Exclusion Zone was officially declared a tourist attraction in 2011. And with the successful installation of the new sarcophagus, which will seal in the damaged reactor for 100 years, the disaster site is about to see renewed activity.



Nearby towns were evacuated hours after the accident - and residents never returned.

Earlier this year Ostap Semerak, the minister for ecology and natural resources in Ukraine, announced plans to build a large-scale solar farm in Chernobyl's Exclusion Zone. "The first phase will install solar panels with a total capacity of one gigawatt," says a ministry spokesperson. "In the future there are plans for capacity increase."

A large field of 25 acres, filled with solar panels, generates approximately 5MW. To put this into perspective, the football pitch at Manchester United's Old Trafford ground is 1.75 acres and would only generate 0.35MW. So, for a solar farm to generate a gigawatt of power, it will need an area of 5,000 acres, which is nearly eight square miles. There is, fortunately, a lot of available land in the Exclusion Zone.

Solar panels are relatively complex in their manufacture but are relatively simple in their form and resistance to interference or deterioration.

The idea of building a solar farm in the Exclusion Zone has merit. "The decision is based on the presence of a network of electric power lines, which are hardly loaded, and their proximity makes it possible to connect to the power grid at minimal cost," says a spokesperson from the ministry. Along with the existing high-voltage infrastructure, there is an existing population trained in power plant operation, and the area can't be used for agriculture because of the residual fallout.

Solar panels generate electricity from the Sun's photons, storing electrons within a top layer of silicon that then flow to another silicon layer on the bottom, generating an electric current.

"Solar panels are relatively complex in their manufacture but are relatively simple in their form and resistance to interference or deterioration," says Alan Thomson, the global head of energy for Arup. This makes solar panels ideal for power generation in remote or hard-to-reach areas.

There are over 40 different types of solar panel technology available, and whilst they operate in effectively the same way, some are more efficient. In cases such as the Exclusion Zone, where there is lots of space, the Ukrainian government will most likely be seeking cost-effective methods for using the most durable types of solar panel technology. The exact solution will be determined once the feasibility study is completed.

The Chernobyl Exclusion Zone lies on approximately the same latitude as southern England. This location offers excellent solar power generation during the summer months, but less so during winter.



The panels will be tilted so that snow can fall off - which will also help keep them clean and working efficiently.

Building a solar farm capable of generating 1GW in the Exclusion Zone will present a series of engineering challenges, however.

The first key point will be determining where exactly to build the solar farm. There are various points that will need to be considered, the primary issue being the need to avoid any radiation hot spots.

These radiation hot spots are already quite reliably mapped out. Although solar panels will not be affected, there is always the possibility that workers could be exposed to high radiation levels during installation or subsequent maintenance, either onsite or travelling within the zone.

Another issue will be keeping the solar panels clean so they work as efficiently as possible

Since radioactive isotopes from the Chernobyl accident have now seeped into the soil, engineers must avoid disturbing the ground as much as they can. “Screw-piles, which are giant corkscrews which provide the foundation, rather than digging a hole for a big lump of concrete” could be one way to install the panels without disturbing too much soil, says Thomson.

Another issue will be keeping the solar panels clean so they work as efficiently as possible. Given the environment, solar panels will need to be installed at a 30-degree angle so they can shed snow, which will also have a cleaning effect as it slides off. Many solar panels also use special coatings that make dust collection less of an issue than it was in the past.

The solar farm will also need a transformer to “step-up” the electrical output from the farm to the 750V used by the Ukrainian energy grid. “The output from the nuclear power plant would not be comparable to the solar panels,” says

Thomson. “You will need to put in some form of substation to step-up transforming capability.” However, building a new substation may involve digging foundations, which could then potentially disturb the ground contaminants.

There would also be environmental considerations, as there has been significant interest in the area’s biodiversity as it recovers from the 1986 accident. Since the disaster, when tens of thousands of residents were evacuated, the Exclusion Zone has become a haven for wildlife. Existing animal populations have flourished and some rare species, such as Przewalski's horses, have returned. “You would want to be careful to not be encountering environmental objections because you are interfering with something that people did not want in the first place, but they are quite interested now that it is there,” says Thomson.

One of the key advantages of solar farms is that they can be monitored remotely, meaning the on-site personnel will not be required to perform inspections. Solar panels can be checked off-site to assess their performance.

The Exclusion Zone could resurface, 30 years after the accident, [to] become the centre of the Ukrainian energy sector – Ukraine’s Ministry for Ecology and Natural Resources

Once a certain number of solar panels need to be replaced, a maintenance team can be sent with precise details of which panels are to be replaced and where they can be found, minimising their time spent in the Exclusion Zone.

One of the greatest problems of solar panels is that they only generate energy during the day, which is naturally far less during the winter months. This could be offset by storing any excess energy generated during the day. One such way this could be achieved is through using the pump storage hydro scheme located in the nearby city of Dniester, which is expected to be finished in 2017.

Looking to the future, it would not be surprising if other forms of renewable energy are employed. “The implementation of solar energy projects is one of the development priorities of the Exclusion Zone,” says the ministry’s spokesperson, “but not excluding other forms if they are attractive to investors, such as wind power and biofuels.”

Read more on UNIAN: <https://www.unian.info/society/2371870-pollution-turning-ukraine-reservoirs-into-estuaries.html>

Exercise 6. Read the passage about radioactive contamination and say what facts you didn’t know before reading.

WHAT IS RADIOACTIVE CONTAMINATION?

Put simply, radioactive contamination is just radioactive material somewhere it shouldn’t be. This could be anything from nuclear fallout from a dirty bomb (the whole purpose of which would be to disperse radioactive contaminant), to a lab worker splashing some of a radioactive solution on his pants and taking them home. The most common source of contamination is from mistakes or accidents in the production of radionuclides, like those used in the medical field.

Pripyat in Ukraine had to be abandoned after the Chernobyl accident due to the high amount of radioactive contamination.

Contamination on or in a surface can be either “fixed” or “removable.” An example of fixed contamination, or contamination that isn’t able to be removed, would be in metal recycling: If a batch of recycled metal included something with radioactive material in it, the final product would have that radioactive material mixed in and permanently part of it. Removable contamination is, of course, removable, such as a loose powder or something that can be cleaned and safely disposed of. Disposal of radioactive waste can consist of reprocessing it for commercial use, though in some cases where this isn’t possible the best solution is burying it in concrete, rock, as this helps prevent the spread of the contamination any further.

DOES BEING EXPOSED TO RADIATION MAKE ME RADIOACTIVE?

Exposure to radiation does not immediately make a person radioactive. The only type of radiation that is capable of directly causing other material to become radioactive is neutron radiation, which is generally only found inside nuclear reactors or in a nuclear detonation. Anyone in those conditions is, put plainly, going to have bigger problems.

CT Scans and other routine medical procedures expose someone to radiation without leaving that person radioactive afterward.

However, the ingestion of radioactive material does have the potential of making a person radioactive, at least on a temporary basis. This is the principle behind the medical use of many radioactive materials, as it aids in imaging, diagnosis, and other areas. Between the short half-lives of the elements involved and the body’s natural means of disposing of many radioactive elements, a person’s individual radioactivity is usually short-lived. However, certain types of contamination, depending on the isotopes involved and the availability of treatment, can become more permanently deposited in a person’s organs or bones.

<https://www.mirion.com/introduction-to-radiation-safety/radiation-vs-contamination/>

Exercise 7. Read the interview with an ecologist and brainstorm the ways of environmental degradation in Donbas.

ON THE BRINK OF CATASTROPHE: PART OF DONBAS TERRITORIES MAY BECOME UNINHABITABLE IN 5-10 YEARS

*Donetsk region takes one of the leading places in Europe and the first place in Ukraine for the level of environmental degradation. The situation in the region has deteriorated since the beginning of the military conflict in Donbas. The consequences of the hostilities can provoke a real ecological catastrophe affecting the entire territory of Donbas, and not only Donbas, claimed **Dmitriy Averin**, ecologist, Zoi Environment Network expert, in an interview to “Ostrov”.*

Does the war in Donbas influence the region’s ecology?

Donbas is the most technogenically loaded region of Ukraine and Europe. According to 2013 data, the amount of air emissions in the region was 44% of the total emissions in Ukraine.

Military operations in the east affect virtually all the components of the environment. The natural environment is polluted as a result of both direct impact from combat operations and indirect effects, for example, during outages at large industrial enterprises, disruptions in the work of critical infrastructure facilities.

What dangerous industries are currently concentrated in Donbas?

There are several large metallurgical enterprises in Donbas, which, one way or another, were damaged as a result of the conflict. These are Makiivka, Donetsk and Yenakiievo iron and steel plants, Alchevsk metallurgical plant, Avdiivka coke plant, Luhansk, Sloviansk, Vuhlehirsk and Mironivska thermal power plants. There were interruptions in the work of Starobeshivska, Kurakhivska and Zuyivska TPP. Enterprises of the chemical industry – Lysychansk oil refinery, Donetsk state chemical plant, the SeverodonetskAzot and the HorlivkaStirol – also suffered damage. Coal mining enterprises, which are the most vulnerable during the fighting, are also very ecologically dangerous, since they need uninterrupted power supply.

What are the dangers of damage to such large enterprises?

An emergency disruption in the work of large enterprises, in my opinion, can have the most dangerous and unpredictable impact. The destruction of production infrastructure and emergency shutdowns of enterprises may result in higher risks of such impacts. Emergency emissions lead to polluting the air, surface and ground waters, and soils.

For example, in 2015, firing at the Avdiivka coke plant resulted in a fire and a coke oven gas leak, volley emission of coke oven gas with a high content of benzene, hydrogen sulphide, and ammonia. Many people are aware of the situation with the Dzerzhinsky phenol plant, which is practically on the contact line. If a dam is destroyed, liquid chemical waste can get into the Siversky Donets river and further downstream – to the Sea of Azov.

One of the main environmental problems of Donbas is coal mines flooding due to the lack of water drainage, especially in the Horlivka area. This leads to changes in groundwater dynamics and entails a number of negative environmental consequences. Waterlogging and salinization of soils are not improbable, since mine waters in Donbas are highly mineralized. Salinization of soils leads to their phasing-out, higher mineralization and radioactivity of groundwater and surface waters, and so on.

Why are the Donbas mines flooded?

Operational disturbances, emergency power outages, destruction of buildings, structures or pumping equipment during the shelling lead to suspended pumping of mine waters. Today, water drainage does not work practically in the whole territory from Horlivka to Zolote.

How soon will the local population of Donbas feel negative environmental consequences?

Water level of the rivers in Donetsk region has increased, which is indicative of the increased groundwater level. This water enters surface water sources unpurified. Therefore, the salt concentration changes, which in its turn affects the quality of drinking water and the chemical composition of water in the rivers of the region.

Besides, when the groundwater level rises, the territories are flooded, and methane is displaced to the surface. Methane is a flammable gas that can accumulate in basements and entrances of houses, causing dangerous situations.

I think that part of the Donbas territories may become uninhabitable within 5-10 years due to the impossibility of its economic exploitation. First of all, it will affect the territories near the contact line.

The OSCE focuses on the Donetsk filtering station, the destruction of which may result in an ecological catastrophe. What dangers are posed by this facility?

Water at all filtering stations is purified with the help of chlorine – an active substance, which is very dangerous both for the population and for the environment. Therefore, damage to the station may result in releasing chlorine and polluting the territory for a distance of several kilometers from the emission epicenter.

Is there a danger of increased radiation in the uncontrolled territory of Donbas?

There are several objects in Donetsk region, the destruction of which may result in radiation contamination of large areas. Firstly, it is the Yunkom mine in Bunhe (formerly Yunokommunarivsk), where in the late 1970s, an underground nuclear explosion was conducted as part of an experiment to reduce tension in the rocks. Since the mine is flooded, radiation contamination of mine waters can occur, which in the future will also affect surface water. Secondly, there is a radioactive waste storage facility of the USSR Ministry of Defense in the territory of the Donetsk state chemical plant, the state of which was already poor in the 2000s. The situation with the seal of the storage facility is unknown now, especially given the fact that several powerful explosions occurred in the plant territory in 2014-2015.

What measures are taken by the Ukrainian side to prevent an ecological catastrophe?

The Ministry for Temporary Occupied Territories, the Ministry of Ecology of Ukraine, and various international organizations are actively working on this issue.

For example, at the request of the Ministry of Ecology, the Coordinator of OSCE projects in Ukraine is currently working on a project to investigate the damage caused to the environment by the armed conflict in eastern Ukraine. Besides, the Ukrainian side deals with restoring electricity and water supply, strengthening dams and so on. However, such work depends not only on the Ukrainian side, because repairs require the ceasefire that must be also agreed with the SCCC with the Russian side.

In the future, we together with international organizations and partners should find the ways to coordinate our efforts in organizing the work to preserve Donbas.

Exercise 8. Read the text attentively. Do you know the sources of water in Ukraine? Are they protected?

A NATURAL SOLUTION TO WATER SECURITY

When you turn on the tap in Quito, Ecuador, the water that emerges does so after a long journey. It starts high in the Andes, in springs and streams that merge into rivers, and flows downhill.

There, the water filters through cloud forests and grasslands, picking up more spring water and snowmelt from glaciers, continuing its downstream journey until it eventually reaches Quito's municipal water system.

The quality of the water entering Quito, and many other cities around the world, is directly dependent on the landscapes through which the water flows. Good land management can promote water filtration, produce more reliable downstream flows, and reduce the amount of sediments and nutrients that can make their way into the rivers, springs and aquifers that feed urban water supplies. The city of Quito and upstream landholders have invested in taking care of their water sources for many years.

Unfortunately, many of our lands around the world are not always managed well, which leads to impaired downstream water quality and flows. Deforestation, poor agricultural practices and other land uses have led to moderate to high degradation in 40 percent of the world's urban source watersheds. Water quality and quantity challenges have typically been met with the addition of more gray infrastructure – including aqueducts, reservoirs and treatment plants – to move and treat water for human and industrial purposes.

But the path to water security doesn't have to be lined exclusively in concrete. Improving the health of the lands around our water sources – a strategy called source water protection – can improve water quality, restore reliable water flows and bring added benefits to local ecosystems and communities.

There are many effective source water protection activities, including forest protection, reforestation and improvement of agricultural practices on lands near water sources.

To implement these strategies, The Nature Conservancy is working with cities and water users around the world to create water funds, which enable water users to collectively invest in source water protection activities for the purpose of securing better water quality and improving the health and well-being of local communities. The Conservancy and its partners already have 29 water funds in operation and another 30 in development. The first of these was created more than 15 years ago – in Quito.

“Communities downstream are going to benefit if their water comes when they want it and how they want it,” said Andrea Erickson, managing director for water security at The Nature Conservancy. “Source water protection can provide

that connection between downstream users and upstream individuals – the farmers, ranchers and other community members that are a critical part of the solution.”

At a time when there is growing demand for limited water supplies – and when climate change is making availability of water even more uncertain – source water protection is a powerful strategy to not only secure clean water but also mitigate and adapt to climate change, protect biodiversity, and support human health and well-being across watersheds.

<https://global.nature.org/content/beyond-the-source>

Exercise 9. Browse the website of Ministry of Ecology and Natural Resources of Ukraine. Prepare short information about Ministry’s Mission and tasks. (<http://eng.menr.gov.ua>).

Exercise 10. Read the text and discuss the most acute problems of environment in Ukraine.

Nature protection, conservation of a favourable for life environment, ecological safety all together are becoming top national priorities in Ukraine. In this area the Ministry for Environmental Protection of Ukraine was organized in 1991.

Ukraine has the possibility to play an outstanding role among the countries of Central Europe. However, this potential is hampered by many economical, political and ecological problems.

Rivers and reservoirs of Ukraine are polluted mainly by organic compounds, nitrogenous compounds, heavy metals, phenols and petroleum products. The most heavily polluted rivers are in the catchment areas of the rivers Zakhidny Bug, Siversky Donets and in the area of the Sea of Azov. The capacity and effectiveness of water purification facilities are not growing adequately to the increase of quantities of waste-water. In some cases this leads to accidental discharge of polluted waste-water to the outside environment. The Dnipro River, the main water-body of Ukraine, can serve an excellent example: only 45% of the total amount of wastewater discharged to it is treated.

The main pollution sources of air in Ukraine are thermal electric power stations and metallurgy that are emitting correspondingly 32% and 38% of the total pollution caused by stationary sources. Many enterprises of metallurgy, mining, etc. located in the Donetsk-Dnipro Region are one of the causes of the ecological crisis there. Moreover, most of them are located in the centres of the cities. The chemical industry also adds to pollution of the air. Oil refineries from time to time are polluting underground waters.

Every year the economy of Ukraine is consuming 1.3-1.5 billion tons of natural materials. Most of them are returned back to the environment as waste of industries and consumers. Up to the present day problems concerning the treatment and storage of highly toxic waste have not yet been solved: 2.7 million tons of such

waste are now dumped in Donetsk Region, 3.2 in Dnipropetrovsk Region, 1.3 in Kirovograd Region. About 52% of toxic chemicals are utilized in Ukraine.

Still a pressing problem in Ukraine is the storage of radioactive waste (RAW) and the use of radioactive materials. First of all, this concerns the enormous amounts of RAW resulting from the Chernobyl radiation accident. Secondly, attention should be drawn to more than one thousand sources of radiation that are being applied for industrial, agricultural, medical and scientific purposes. In the third place, more than 70 million cub. m. of RAW are dumped or stored by the uranium industry, mining and processing industries.

Some years ago some attempts were made by foreign companies to bring into Ukraine from abroad raw materials that were in reality mere waste. Usually this is waste that is difficult or expensive to treat and often it consists of toxic chemicals. There is an urgent need for arranging an ecological service that will operate at the country's borders and regulations should be worked out and adopted at the international level in order to stop Ukraine becoming a dumping place for the rest of Europe.

Exercise 11. Summarize the given information and expand on the consequences of the Chernobyl nuclear accident.

Radioactive Contamination Knows No Bounds

It was not until the accident at the Chernobyl nuclear plant that information began to leak into the open press on the scope of radiation pollution on the territory of the former Soviet Union.

The first centres of radiation pollution on the territory of the former USSR began to develop late in the 1940s, when under the guidance of Lavrenty Beria, the head of the secret police (NKVD), the objectives of the nuclear military-industrial complex were rapidly being built in different parts of the country and hurriedly put into operation.

When Beria's authorized representatives arrived in the South Urals to select a site for a plutonium plant, nobody asked the opinion of native residents. The construction of the secret structure began near the village of Myuslyumovo. It was only ten years later that the inhabitants of this village realized what a dangerous neighbour they had acquired.

On September 29, 1957 a tank with highly radioactive waste exploded at a secret plant (now the Mayak production association). In an instant, two million curies of mainly long-life radionuclides were ejected into the environment in the form of vapors and aerosols. Two hundred and seventeen towns and villages with 275.000 people were situated on the contaminated territory.

The Chernobyl disaster has undoubtedly made the most substantial contribution with regard to the scope of pollution and the consequences for the population. The density of plutonium pollution within the 30 kilometre sanitary-protective zone exceeded 3 700 Becquerel per square metre.

Conduct a survey of the consequences of the Chernobyl accident, present the result to the class.

Exercise 12. Read the text and express your opinion on nature preservation in Ukraine. Work out the draft of expansion of existing reserves (such as the Polisky Reserve, the Kanivsky Reserve, the Ascania-Nova Reserve, etc.) and the arrangement of the new ones. Where must they be established? What is the purpose of arranging them?

Standards of Wildlife

Few places in the world are left untouched, not adapted by human beings for satisfying their ever increasing demands and needs. The number of species included into the Red Book is ever increasing, which testifies to the sad fact of the land habitants flora and fauna extinction.

The loss of flora and fauna species, original landscape and other unique nature phenomena is not only the disaster for nature, but for mankind. Such loss limits the possibilities of progress. Since every plant and animal species has its own peculiarities, inherited by generation after generation which empowered the species with the possibility to adapt to the conditions of the environment and occupy their own place in the tightly knitted chain of life.

In case any species gets extinct – the chance of using its unique possibilities either now or in the future is also lost. The link in the life chain is missing.

The problem of nature preservation is acute for Ukraine, since its territory was subjected to strong anthropogenic pressure and ecologically unsustainable economic activities, obsolete technologies and equipment used here have deteriorated the ecological situation to the extreme.

Yet long-suffering but blessed land of Ukraine has not totally lost its charm, it is still abundant in treasures and unique natural resources. And our sacred duty is to preserve them from reckless and thoughtless destruction.

The genetic pool of flora and fauna, biodiversity of landscapes of Ukraine demand great care and concern. The network of reserve territories, which involves nature reserves, biosphere reserves, national parks, regional landscape parks, preserves, nature monuments, isolated terrain features, botanical gardens, dendrological gardens, zoological gardens, areas of unique natural beauty, is designed to conserve nature treasures.

Exercise 13. Regional ecological problems are the main theme of the discussion in Association of Ecologists. Choose one of the given regions and present the results in a PowerPoint Presentation. Make use of the given words and word combinations. Do not forget to include the map of the region into your PPP.

The Technogenic Overstrain of the Donetsk-Dnipro Region:

- to cover an area of 112.3 thousand sq. km;

- to be occupied by some 5 thousand enterprises of metallurgy, chemistry, energetics, machine-building, mining etc.;
- intensive land use for agriculture;
- to implement highly effective purification facilities;
- resource-saving, energy-saving and high scientific technologies;
- to close down the enterprises heavily contributing to pollution;
- to develop an industry of waste recycling;
- to implement stricter regulations concerning the payment for natural resources;
- to fine for discharging pollutants to the environment;
- significance of international collaboration.

The Azov-Black Sea Region:

- to accumulate pollutants from almost all the territory of Ukraine;
- to discharge to the seas 28 thousand tons of organic pollutants;
- intensive irrigation, especially regarding rice fields;
- hydrological changes influencing coastal territories;
- highly mineralized drainage waters;
- the degradation of sea inlets and bays;
- a threefold drop in fish catches;
- to save these seas from total ecological destruction;
- international cooperation;
- to implement international measures to improve the water quality of the Danube River;
- a Declaration on the Protection of the Black Sea.

The Ukrainian Polissya:

- the northern parts of Volynsk, Rivne, Zhytomyr, Kyiv, Chernihiv, Sumy and Lviv regions;
- the degradation of soil involving the depletion of the humus layer;
- acidic and eroded areas;
- irreversible hydrological changes;
- decrease in area and number of specific flora;
- to challenge the negative impact of drainage and radioactive pollution;
- the Resolution "On Urgent Measures Concerning the Improvement of Ecological Conditions in the Polissya";
- to establish ecological groups for the monitoring of amelioration activities;
- land reclamation.

The Ukrainian Carpathians:

- to cover only 4% of the country's territory;
- to concentrate 1/3 of the forest resources of Ukraine;
- 2110 plant species are met here;

- to act as "lungs";
- to be severely endangered by timber-cutting, soil erosion, destruction of the natural vegetation;
- overgrazing livestock in alpine meadows (polonyny);
- chemical contamination;
- acid rains;
- biodiversity conservation;
- to become a recreation zone;
- to introduce environmentally unarmful technologies;
- international collaboration.

The Dnipro River:

- to supply water to 2/3 of the population of Ukraine;
- intensive consumption of water;
- discharge of pollutants coming from the industries, agriculture and sewerage;
- the run-off of fertilizers and pesticides from fields;
- the negative influence of irrigation;
- wetland drainage;
- a cascade of fairly shallow reservoirs (6 reservoirs);
- to destroy the river ecosystem;
- contamination by long-living radionuclide (cesium – 137, strontium – 90);
- to concentrate heavy metals and other toxic elements;
- the decline of fish catches;
- low water quality unsatisfactory for agricultural or domestic use;
- the ecological rehabilitation of small rivers;
- to adopt an all-nation complex program;
- close cooperation with Belarus and Russia.

Exercise 14. Read the following text and speak on ecological education, and public ecological movement. State its importance for you personally and your community. What should be done to make this ecological movement all-Ukrainian?

Environmental Education and the Public Ecological Movement

An essential precondition for gaining a sustainable future is forming an ecological view in the general outlook of both individuals and society on the whole. This should be achieved by a system of step-to-step environmental education and by working out ecological thought.

It can be stated that there is a growing interest in Ukraine to environmental education and the ecological way of thought. For this, there exists a certain scientific and methodological basis. An active search is being done for finding ways and methods of forming an ecological view in various age categories and

professional groups. However, these activities are irregular, spontaneous, and often are supported by initiative and enthusiasm of particular individuals or groups.

Today there is an urgent need to work out a concept, and later a national program of a permanent and step-to-step educational process backed up by appropriate methods and a legal mechanism of procuring funds for supporting it.

Experience of countries where environmental education is well developed shows that the main burden of day-to-day activities (excluding state educational institutions and programs) is put on nature protection NGOs (Non-Governmental Organizations).

In Ukraine the most numerous or active ones are the Ukrainian Society for Nature Protection, the Ukrainian Ecological Association "Zeleny Svit", the National Ecological Centre of Ukraine, the Ukrainian Ecological Academy, the Green Party of Ukraine and some other regional societies.

The economic crisis in Ukraine, lack of financial support naturally have had an impact on the mind of society forcing underestimation of values and causing a withdrawal of many active people from the environmental movement. Today none of the mentioned organizations can totally fulfill all the functions usually carried out by a typical NGO such as raising public awareness, consisting a constructive opposition to governmental institutions, generating and testing new ideas, mechanisms, solutions, etc. Somewhat closer to this are the Ukrainian Ecological Association "Zeleny Svit" (uniting various groups), and the National Ecological Centre of Ukraine, the members of which are mainly scientists, politicians, state employees. In 1992 the Centre started to issue the first in Ukraine environmental journal "Oykumena. Ukrainian Ecological Review".

In Ukraine there is no special mechanism worked out for the interaction of NGOs and governmental structures regarding the solution of ecological problems. This actually depreciates many public activities.

Name anti-pollution protests/campaigns conducted by Ukrainian environmentalists.

Exercise 15. You need to write a report for your English class round-table discussion, but the available material is only in your mother-tongue. Translate the following into English and use this information in your report.

Unit Four

The Man Who Talked with Books

By Lucille Lewis

Old Mr. Spry tiptoed down the hall, listened carefully, then eased open the door to Miss Pringle's room.

He wasn't concerned about Katie, the maid, who was noisily running the sweeper over the spacious floor; he just didn't enjoy Mrs. Terboven, the landlady, ordering him about when not too long ago he'd owned his own home. But that was when his wife Mary was alive, the three boys were little, and everything was different.

Through a bay window which looked out on a garden, morning light revealed crowded bookshelves lining the walls. Mr. Spry felt betrayed. A month ago when he'd come to look at the room, Mrs. Terboven had assured him that his own books would soon adorn the shelves as Miss Pringle would be leaving. But Miss Pringle had stayed on, and Mr. Spry wanted the room more than he'd ever wanted anything in his whole seventy years.

He couldn't expect Mrs. Terboven to understand the importance of this room. He was a collector, psychologist, student of crime — and even more important, a retired librarian; and his catalogued library was enormous. With Mary gone, and the boys all married, he had done all he could to make room for the huge collection, but books had overflowed everywhere.

Mr. Spry hesitated, then stepped gingerly into the room and ran a practiced finger over the book titles, muttering endearments. The haphazard arrangement offended his professional eye - from *Black Beauty* to Euclidean geometry.

The books certainly didn't fit Miss Pringle's personality. Or anyone's. After a lifetime of observation as a public librarian, he knew with certainty what type of book would be owned by what kind of person. Miss Pringle remained the rare exception, and for a month he'd pondered the mystery of the motley collection.

"Come out of that room, Mr. Spry. I have to tell you that every day." Mrs. Terboven loomed in the doorway.

"Miss Pringle gave strict orders—nobody's to touch those books. She even dusts them herself."

"My family would be so happy if they could see me living in this lovely room," Mr. Spry murmured.

"Well, all you have to do," Mrs. Terboven said airily, "is to think up some way to get Miss Pringle out."

Mr. Spry squeezed into his tiny room, sat on the bed, and patted a book carton lovingly. Getting Miss Pringle out was a tempting idea. But how? He weighed the problem. Miss Pringle must get married and move away. But married to whom? He considered those eligible — the other boarders in the house. Mr. Uhl was even older than he was; Mr. Denton was attached to a wispy little wife who lived with him in his stark room. Mr. Abbott?

Getting Miss Pringle and Mr. Abbott together would be just about as difficult as wrapping two watermelons, as a matter of fact. Drab and morose, they didn't merit a second look from anybody, not even from each other.

And yet, he had the strange feeling that somehow they did belong together. The idea disturbed him because usually everything in Mr. Spry's life was neatly catalogued, ready at an instant's notice, and now he couldn't name the source of the absurd idea.

As a collector and student of crime, he began to scissor police stories from a stack of old newspapers while one corner of the psychologist's mind dealt with the problem of Miss Pringle and Mr. Abbott. He remembered a movie he'd seen recently where two mousy people found each other and lived happily ever after. He paused in his clipping. Miss Pringle and Mr. Abbott must find each other. He'd see to that.

Across the dinner table that night he studied Miss Pringle with keen interest. She was hopeless. Dull hair pinned severely away from a face devoid of makeup, her eyes obscured by heavy, bone-rimmed glasses. But in the movies he'd seen greater transformations take place. The hero usually looked at the girl with a more perceptive eye than others and said, "Why, you're lovely!" And she immediately became so.

But Mr. Abbott was no hero. Above a blank, pasty face a bald head gleamed, and he seemed too puny to contemplate making any such remark. Later that evening Mr. Spry, the psychologist, rummaged through a carton and emerged with a text on the behavior of the abnormally shy.

The next morning at breakfast he launched his campaign. "Why, Miss Pringle, your hair is red. I'd never have noticed if Mr. Abbott hadn't mentioned it." The effect on Miss Pringle was more than Mr. Spry had hoped for. A dull red, matching the roots of her hair, flooded her face. Wordless, she snatched her purse and gloves and streaked from the dining room.

Mr. Spry knew he was on the right track. Miss Pringle was merely afraid of her true self, as the book said.

With jaunty self-confidence Mr. Spry fell into step beside Mr. Abbott, who ate breakfast later downtown.

"If I had your looks, young fellow, I'd dress up to them,' Mr. Spry said. "Miss Pringle told me she thought you were a most unusual looking man. Wear a gray flannel suit - a pink shirt, grow a moustache..."

"Any particular color?" Mr. Abbott snarled, his face ashen.

"No - er - that is, no." Mr Spry gaped as Mr. Abbott hurled himself into the subway entrance.

At dinner that evening, Miss Pringle and Mr. Abbott, who had formerly ignored each other, threw such looks of hatred at one another and at Mr. Spry that they forced Mr. Spry to go to his room earlier than usual. He felt hurt and a little ridiculous at such fury; he was only trying to help them to a rich, full life.

The vision of the back room, so bright that morning, faded. Instead, his gaze met the stack of newspapers. Disheartened, he began clipping crime stories.

He settled back comfortably to review a three-month-old story of the upper-Manhattan bank robbery, but he couldn't keep his attention on the printed page. Besides, he knew the story by heart; how the holdup had been so perfectly timed that no one suspected the tall, well-dressed woman who had engaged the bank guard in conversation while her male companion had forced the teller to surrender the cash. Mr. Spry forced his attention back to the newspaper. The bank teller remembered the dapper little man: well-tailored, well-barbered, with a neat mustache; the bank guard recalled the tall woman's red hair and regal figure.

In the silence of his tiny room Mr. Spry could hear the sound of his heart beating, and it was a terrifying sound. Mr. Abbott and the mustache, Miss Pringle and the red hair—the details he had selected because he'd read this story before and his memory had been trying to tell him that they belonged together.

And the money? The books with their ill-assorted titles suddenly made sense.

The next morning Mr. Spry, librarian, was calmly measuring empty bookshelves in Miss Pringle's room, despite the crowd of detectives, policemen, and photographers. Two detectives were still examining the remaining books, rifling the pages and extracting twenty-dollar bills which they added to the stacks on the floor.

"What a hiding place!" One detective, with a puzzled frown, turned to Mr. Spry. "What made you think of the books?"

Mr. Spry studied his tape measure. "I didn't think of them – they told me," he murmured absently.

Commentary

Black Beauty is Anna Sewell's novel, told in the voice of Black Beauty himself. It was first published just before Christmas 1877. Originally aimed at those who worked with horses it has become a children's literary classic.

Euclidean geometry /juːˌklɪdiən dʒiˈɒmətri/ is geometry based upon the postulates of Euclid, especially the postulate that only one line may be drawn through a given point parallel to a given line.

Speech Patterns

1. Dull hair pinned severely away from a face **devoid of makeup**, her eyes obscured by heavy, bone-rimmed glasses.

Lisa kept her voice devoid of emotion.

England's captain and vice-captain find themselves in a team **devoid of leadership.**'

Near the Gulf of Mexico is a giant dead zone devoid of fish and other aquatic life.

It shows the artist hard at work in his studio, a room entirely **devoid of visual stimulation.**

2. But Mr. Abbott was **no hero**.

I'm **no Tom Sawyer** – I wasn't looking for anybody to paint that fence (H.A.Smith).

But she had a good heart and she was **no fool** (W. S. Maugham).

“I look like my mother, which is a pity as *she's no beauty*”(S. Montefiore).

3. Mr. Spry **felt betrayed**.

He **felt hurt** and a little ridiculous at such fury; he was only trying to help them to a rich, full life.

I **felt miserable** at having made such a bad beginning, and plunged recklessly into the subject of French plays.

She **felt embarrassed** when she fell, as most of the guests were around.

Two-thirds of readers have *felt deceived* upon realizing that an article was sponsored by a brand, and 54 percent of readers don't trust sponsored content

Phrases and Word-Combinations

to step gingerly	a source of the absurd idea
to run a practiced finger over something	to streak from
to mutter endearments	to launch one's campaign
a haphazard arrangement	with jaunty self-confidence
to remain the rare exception	to fall into step beside somebody
to ponder the mystery	a holdup
a motley collection	to be perfectly timed
a tempting idea	to surrender the cash
to weigh the problem	to make sense
not to merit a second look from anybody	to rifle the pages
at an instant's notice	a puzzled frown

ESSENTIAL VOCABULARY

1. **hesitate**, *v* 1) to pause briefly because of uncertainty, *e.g.* He hesitated before answering. The diver hesitated for a minute on the diving-board.

hesitate to do something, *e.g.* My mother never hesitates to tell me when I look bad. *Syn.* delay, wait.

hesitate over, to pause before acting on something, to suspend action about someone or something, *e.g.* Do not hesitate too long over this matter.

2) to be unwilling (to do something) because one is not sure it is right. *e.g.* I hesitate to say he lied but he certainly misled me. Don't hesitate to tell me if you have any complaints.

hesitation, *n* a pause before doing something, or a feeling that you should not do it, especially because you are nervous, embarrassed, or worried, *e.g.* After a brief hesitation, he answered 'Yes'. *Syn.* uncertainty, doubt, reservation

to have no hesitation in doing something, *e.g.* I would have no hesitation in recommending him for the job.

hesitancy, *n* a way of behaving in which you do something slowly or pause before you do it, because you are nervous, embarrassed, or worried. *Syn.* uncertainty, doubt, reservation

hesitant *adj* making or having frequent hesitations, as a hesitant speaker; I'm hesitant to tell her she's wrong.

hesitantly *adv* with hesitation; in a hesitant manner, *e.g.* She approached the teacher hesitantly.

2. **fit** *vt* 1) to be/ to cause to be/ to measure for the proper size and shape for, *e.g.* These shoes fit me. The tailor fitted the trousers by shortening them. She fitted me for a new jacket.

2) to be appropriate to, suit, as music that fits your mood, *e.g.* The punishment must always fit the crime.

3) to be in conformity or agreement with, as observations that fit the theory nicely.; fit into, *e. g.* His writing did not fit into any traditional literary category.

4) to make suitable, adapt, *e.g.* He fitted the shelves for large books.

5) to make ready, prepare, *e.g.* Specialized training fitted her for the job.

6) to equip, outfit, as fit out a ship, *e.g.* We were advised to fit a burglar alarm.

7) to provide a place or time for, *e.g.* You can't fit any more toys in the box. The doctor can fit you in today.

8) to insert or adjust so as to be properly in place, as to fit a handle on a door. *e.g.* You can't fit all types of human behaviour into a clear pattern.

9) *vi* to be in harmony; agree, *e.g.* His good mood fit in with the joyful occasion.

fit *adj* 1) Suited, adapted, or acceptable for a given circumstance or purpose, as not a fit time for flippancy.

2) appropriate, proper, *e.g.* Do as you see fit.

3) physically sound, healthy, *e.g.* My brother keeps fit with diet and exercise.

fit for, *e.g.* McCarthy hopes to be fit for the match on Saturday.

fit to do something, *e.g.* You have to be reasonably fit to do this job.

get fit , *e.g.* I need to get fit before the football season starts.

fit *n* 1) the state, quality, or way of being fitted, as the proper fit of means to ends.

2) The manner in which clothing fits, as a jacket with a tight fit.

3) a sudden acute attack or manifestation of a disease, esp. one marked by convulsions or unconsciousness, as a fit of epilepsy, **a coughing/sneezing fit, e.g.** When his sneezing fit was over, Milton resumed lecturing.

4) an onset or period of emotion, inclination, activity, etc., as a fit of weeping, **fits of laughter, a fit of the giggles, a fit of rage/jealousy/panic, fit of depression, e.g.** She smashed the plate in a fit of rage.

Idioms: fit to be tied, roused to great anger or indignation; outraged.

by or in fits and starts, at irregular intervals; intermittently.

to throw a fit, to become extremely excited or angry.

fit (someone) like a glove, fit extremely well

fit for a king/queen, of very high quality, *e.g.* She made me a dress fit for a queen.

be (as) fit as a fiddle (UK also be (as) fit as a flea), be very healthy and strong, *e.g.* My grandmother's 89, but she's as fit as a fiddle.

3. **tempt** *v* 1) to (try to) persuade or attract to do something; to make (someone) want to do (something), *e.g.* The sunshine tempted them (to go) out.

be tempted (to do something) - to think that it would be pleasant, interesting *etc* to do (something), *e.g.* I'm tempted to go to the party.

tempt someone into (doing) something, *e.g.* You try to tempt the defender into making a tackle.

to tempt fate - to take a foolish risk because you depend too much on luck, *e.g.*

Leaving your door unlocked is just tempting fate.

temptation *n* 1) the act of tempting, as the temptation of Christ (by the Devil).

2). something that tempts, *e.g.* He was surrounded by temptations.

tempting *adj* having strong appeal; enticing: as a tempting repast, attractive. *e.g.* That cake looks tempting.

temptingly *adv* in a tempting seductive manner, *e.g.* The idea that the solution to the one lies in the other is temptingly simple, it must be said.

4. **belong** *v i* 1) to be proper, appropriate, or suitable, *e.g.* A napkin belongs at every place setting.; to be in an appropriate situation or environment, *e.g.* That plant belongs outdoors.

2) To be a member of a group, such as a club; to fit into a group naturally, *e.g.* No matter what I did, I just didn't belong.

3) to be owned by someone: **belong to**, *e.g.* "The earth belongs to the living" (T. Jefferson).

4) to be a part of something else, *e.g.* These blades belong to the food processor.

belonging *n* 1) Acceptance as a natural member or part, as **a sense/feeling of belonging**, *e.g.* After three years here, I feel a strong sense of belonging.

2) **belongings**, personal items that one owns; possessions, *e.g.* He was identified only by his uniform and personal belongings.

5. **keen** *adj* 1) having a fine, sharp cutting edge or point.

2) having or marked by intellectual quickness and acuity, as a keen mind/brain/intellect

3) acutely sensitive, as a keen ear, *e. g.* Vultures are known for their extremely keen eyesight.

4) sharp, vivid, strong, *e. g.* His business training was combined with a keen sense of duty.. "His entire body hungered for keen sensation, something exciting" (Richard Wright).

5) intense or bracing, as a keen wind.

6) ardent, enthusiastic, as a keen chess player.

7) eagerly desirous, as keen on going to Europe in the spring, **keen on**, very enthusiastic about, interested in or fond of, *e.g.* She's been keen on that boy for years. **be keen to do something**, *e.g.* The government is keen to avoid further conflict with the unions.; **very/particularly keen**, *e. g.* We are very keen to encourage more local employers to work with us.; **be keen on doing something**, *e.g.* The captain wasn't keen on having him in the team.; **be keen for someone to do something**, *e. g.* Of course I'm keen for him to be successful.

6. **shy** *adj* 1) Easily startled, timid, as a shy deer.

2) tending to avoid contact or familiarity with others, retiring or reserved, as a shy student who stayed in the back of the room, *e.g.* Archie was shy and awkward.; characterized by reserve or diffidence, as a shy glance, *e.g.* I'd love to meet her but I'm too shy to introduce myself.

3) distrustful, wary, as shy of strangers, *e.g.* Shy behaviour shows that someone is nervous or not confident.

4) not having a sufficient or specified amount, as of money, as was shy \$100 on his rent, was two victories shy of the school record.

shy *v.i* 1) to move suddenly or draw back, as if startled or afraid, *e.g.* The horse shied at the loud sound.

2) to avoid engaging in, treating, or discussing something, as "a film adaptation that would not shy away from the novel's controversial themes" (S.French).

shyly *adv.* in a shy way, *e.g.* She smiled shyly at him.

shyness *n.* the condition of being shy, *e.g.* His face went red with shyness when he walked into the crowded room.

7. **behaviour** *n* 1) manner of behaving or conducting oneself.

2) **AE on one's best behaviour** behaving with careful good manners.

3) *psychol* . the aggregate of all the responses made by an organism in any situation, a specific response of a certain organism to a specific stimulus or group of stimuli.

4) the action, reaction, or functioning of a system, under normal or specified circumstances **behaviour towards**, *e.g.* I was shocked by his behaviour towards his family. **pattern of behavior**, the patterns of social behaviour that we learn

behavioural *adj* expressed in or involving behavior, *e. g.* Emotional and behavioral problems were most prevalent in school-aged children.

behave *v i* 1) to conduct oneself in a specified way, especially in relation to others, exhibit behavior, *e.g.* The child behaved badly at the party.; to conduct oneself in a proper way, *e.g.* I told the child to behave.

2) to act, react, function, or perform in a particular way, *e.g.* This fabric behaves well even in hot weather.

v t1) to conduct (oneself) properly, *e.g.* Did you behave yourself at the party?

2) to conduct (oneself) in a specified way, *e.g.* The witness behaved herself with great calmness.

Idiom to ape (someone's) behavior - to mimic the behavior of someone, generally in a mocking or derisive manner, *e.g.* It is pretty standard now for comedians to ape the president's behavior and manner of speech.

8. **afraid** *adj* 1) filled with fear, frightened, as afraid of ghosts; afraid to die; afraid for his life, *e.g.* The children were so afraid that they ran away. *Syn.* frightened, scared.

2) having feelings of aversion or unwillingness in regard to something, as not afraid of hard work; afraid to show emotion, *e.g.* Many crime victims are afraid to go to the police.

3) filled with regret or concern (to soften an unpleasant statement), *e.g.* I'm afraid you're wrong.

afraid (that), *e.g.* I was afraid that you'd miss the flight.

afraid of, *e.g.* He's afraid of the dark.

afraid of doing something, *e.g.* I was afraid of getting lost.

afraid to do something, *e.g.* If you don't know the answer, don't be afraid to say so.

To be afraid for someone (=to believe that someone is in danger), *e.g.* People here are afraid for their children.

To be afraid of one's own shadow – to be very timid and fearful, *e.g.* Richard constantly worries about security; he's afraid of his own shadow.

9. **sense** *n* 1) any of the special faculties of the body, *e.g.* The five senses are sight, hearing, smell, taste and touch.

2) a feeling, understanding, as a sense of duty (humour, beauty, proportion, time, security, danger, pain, cold, etc.), *e.g.* He has a strong sense of duty.

3) (*pl*) a normal, ordinary state of mind, as in one's right senses. *Ant.* **to be out of one's senses** to be insane, *e.g.* Are you out of your senses that you talk such nonsense?

4) intelligence; practical wisdom, *e.g.* He is a man of sense. He has plenty of sense (common sense). There is a lot of sense in what he says. There is no sense in doing it. What's the sense of doing that?

5) a meaning, as in a strict (literal, figurative, good, bad) sense, *e.g.* This word cannot be used in this sense,

to make sense to have a meaning that can be understood, *e.g.* I cannot make sense of what he is saying. *Ant.* **to make no sense**, *e.g.* It makes no sense.

to come to one's senses, to regain one's good judgment or realistic point of view; become reasonable.

in a sense, according to one explanation or view, to a certain extent, *e.g.* In a sense it may have been the only possible solution.

a sense of optimism/confidence/well-being, *e.g.* A little bit of praise and appreciation can give people a real sense of well-being.

a sense of foreboding/unease/panic, *e.g.* Beth read Jake's letter with a mounting sense of panic.

a sense of identity/belonging/community, *e.g.* It's a small village with a strong sense of local identity.

sense of smell/taste/touch etc, *e.g.* Dogs have a sense of smell that is five times more sensitive than that of humans.

sense of humour (the ability to laugh at things or say funny things), *e.g.* She's got a great sense of humour.

sense of direction (=an ability to know where you are going, even when you are in a place that you do not know), *e.g.* I'm sure he'll be able to find the house – he has a pretty good sense of direction.

business sense, *e.g.* Our father was a good designer, but he had no business sense.

sensitive *adj* easily hurt, as to have a sensitive skin; to be sensitive to pain (other people's suffering, blame, criticism); to be sensitive about one's physical defects

sensible *adj* reasonable, as a sensible fellow (idea, suggestion), *e.g.* That was very sensible of you. *Syn.* practical, sensible, rational.

10. **to run into** *phr.v.* 1) to hit another vehicle or something near the road, such as a tree or a telephone pole, (when you are driving), *e.g.* Ali was driving too fast, and he ran into a telephone pole.

2) to meet people unexpectedly or unintentionally. *Syn.* to bump into, *e.g.* We ran into Karen and her new boyfriend at the supermarket yesterday.

3) to unexpectedly encounter difficulties or problems, *e.g.* I thought it would be easy to fix my car, but I've been running into problems.

run over (to) *phr.v.* 1) to run from where you are to where someone else is, *e.g.* I saw a man hitting a child, and I ran over and stopped him.

2) to run... over *phr.v.* to drive over people or things with a car, truck, or other vehicle causing damage, injury, or death, *e.g.* I ran over a glass bottle and got a flat tire.

3) run over *phr.v* . When liquid in a container fills the container and goes over the top, *e.g.* Keep an eye on the bathtub so that it doesn't run over.

4) run over *phr.v.* to go beyond a limit, *e.g.* I hope the 11:00 meeting doesn't run over; I'm meeting a client for lunch at 12:00.

run up (to) *phr.v.* 1) to run to a higher level or place, *e.g.* Run up and answer the phone if it rings, okay?

2) run ... up *p.v.* to accumulate a number of debts, resulting in a total debt of a certain amount, *e.g.* Giving my son a credit card was a mistake — he ran up a \$2,500 bill in only one month.

3. run up (to) *p.v.* to run toward people, *e.g.* The prince didn't have any bodyguards. Anyone could have run up and attacked him.

run out (of) *p.v.* 1) to leave a place very quickly. *Ant.* to run in/into There's Sofia across the street — run out and ask her to come over here.

2) run out (of) *p.v.* not to have any more of something because you have used, consumed, or sold all of it, *e.g.* I'm sorry I can't give you sugar for your coffee — I've run out.

3) run out *p.v.* to have something completely used, consumed, or sold, *e.g.* I played poker last night, and for a while I was ahead by \$3,000. But then my luck ran out, and I ended up losing it all.

to run across - to find or meet unexpectedly, *e.g.* I hadn't seen Gloria for ages when I ran across her in the supermarket.

to run away – to leave home permanently before you are a legal adult, escape from a place or suddenly leave, *e.g.* The child ran away because her parents beat her.

to run around - to be very busy doing lots of things, *e.g.* I'm always running around trying to get everything done on time.

to run down - 1) to move quickly to a place in a lower position. *e.g.* When I called her, she ran down so fast she nearly fell.

2) to criticize, *e.g.* My boss runs everyone down.

3) to deliberately reduce the size of something, for example stock, *e.g.* Stock is very expensive. We're trying to run it down to a minimum

4) to run someone down - to hit a person when driving your car. *e.g.* She's in hospital after being run down by a car on Market Street.

to run off to escape or leave a place quickly, *e.g.* The boys took some sweets from the shop and ran off laughing.

to run off with smth., to steal it. They hit the man and ran off with his wallet and mobile phone.

Reading Comprehension Exercises

Exercise 1. Consult a dictionary and practise the pronunciation of the following words. Listen to your group-mates' reading of these words. Correct the mistakes if any.

Psychologist, endearment, haphazard, arrangement, Euclidean, geometry, eligible, wrapping, catalogue, scissor, puny, rummage, flood, moustache, dapper, calmly, measure, rifle, frown.

Exercise 2. Ask ten questions with introduction about the text. Your fellow-students will answer them in the class.

Exercise 3. Translate the following sentences into English using the patterns.

1. Чоловік був цілком незалежний у своїх судженнях - новоспечений герой позбавлений почуття сорому. 2. Він почувався приниженим і розгубленим через отримані новини. 3. Я не актриса, щоб притворятися бездушною і черствою. 4. Через двійки студент почувався ображеним, невдахою, позбавленим засобів для існування. 5. Він не був політиком позбавленим почуття власної гідності. 6. Села в Україні – це часто малонаселені території, позбавлені перспективи сталого розвитку. 7. Я не дитина і не лялька, позбавлена права приймати рішення самостійно. 8. Він відчував, що його люблять, поважають і дослухаються в середовищі колег. 9. Він не закоренілий холостяк, позбавлений підтримки і турботи.

Exercise 4. Make up five sentences on each speech pattern.

Exercise 5. Make up and act out a dialogue using speech patterns.

Exercise 6. Recount the situations with the following:

to step gingerly, to run a practiced finger over something, to mutter endearments, a haphazard arrangement, to remain the rare exception, to ponder the mystery, a motley collection, a tempting idea, to weigh the problem, not to merit a second look from anybody, at an instant's notice, a source of the absurd idea, to streak from, to launch one's campaign, with jaunty self-confidence, to fall into step beside somebody, a holdup, to be perfectly timed, to surrender the cash, to make sense, to rifle the pages, a puzzled frown.

Exercise 7. Find in the text English equivalents of the following Ukrainian words and phrases.

Ступати обережно/крадькома, тихенько говорити/ бурмотіти ніжності, безладне розташування, залишатися рідкісним винятком, обдумувати таємницю, випадково зібрана колекція, спокуслива ідея, зважувати варіанти вирішення проблеми, не удостоїтися повторної уваги, за мить, витoki безглуздої ідеї, швидко зникнути, почати кампанію, молодеча впевненість у

собі, йти в ногу з кимось, пограбування, досконало сплановано, віддати готівку, стати зрозумілим.

Exercise 8. Translate the following sentences into English using phrases and word combinations from the text:

1. Дитина обережно ступила на ганок будинку, весь вкритий льодом. 2. Всі події були досконало сплановані і мали розпочатися за мить. 3. Письменник провів рукою по пожовтілому рукопису і почав ніжну бесіду зі своїми героями. 4. Безладне розташування речей в шафі говорило про імпульсивну поведінку власника тих речей. 5. Чесні політики залишилися рідкісним винятком в українській політиці. 6. Вчені століттями досліджують та обдумують таємницю людської психології. 7. Випадково зібрана колекція книжок дає можливість зрозуміти особистість та характер власника. 8. Виграти в лотерею – це спокуслива ідея. 9. Він годинами зважував варіанти вирішення проблем і за мить прийняв рішення. 10. Витоки безглуздої ідеї швидкого збагачення варто шукати у юнацькій безтурботності та самовпевненості.

Exercise 9. Work in pairs. Make up and act out dialogues using phrases and word combinations:

- a) between Mr. Abbott and Miss Pringle discussing Mr. Spry's behavior and hints;
- b) between Mr. Spry and Miss Pringle about her collection of books;
- c) between Mrs. Terboven and the policeman about boarders in the house.

Exercise 10. Retell the text:

- close to the text
- as if you were Mr. Spry
- as if you were Mrs. Terboven
- as if you were Miss Pringle
- as if you were Mr. Abbott

Exercise 11. Give the summary of the text.

VOCABULARY EXERCISES

Exercise 1. Translate into Ukrainian paying special attention to the words from the essential vocabulary.

A. 1. Should you ever need anything, please don't *hesitate* to contact me. 2. He *hesitated* before ringing her, fearful of what she might say. 3. He spoke fluently and without unnecessary *hesitations*. 4. We are *hesitating* over the final decision because we have some doubts about the competitors. 5. She answered effortlessly, fluently, without *hesitancy*, aided by her innate gift for words. 6. They seemed anxious and *hesitant* about leaving, as if uncertain of which direction to take. 7.

Most were reluctant, defensive, or simply *hesitant* to blow their own trumpet. 8. I couldn't find a key which *fitted* the lock. 9. You might be able to *fit* some small flowering plants between the larger bushes. 10. I don't think we'll be able to *fit* any more people into the car. 11. His natural authority *fitted* him *for* a senior position. 12. Some of the patients we see do not *fit* neatly into any of the existing categories. 13. After a while, it *fit like a glove*, and I became comfortable with it. 14. Psychiatrists said he was *fit* to stand trial. 15. This book is not *fit* for publication! 16. He is not *fit* to govern this country! 17. We were all in *fits* of laughter trying to clear up the mess. 17. I managed to get everything into the suitcase, but it was a tight *fit*. 18. This means the machine tends to go forward in *fits and starts*, sometimes quite quickly but at other times embarrassingly slowly. 19. It would take a lot of money to *tempt* me to quit this job. 20. If you leave valuables in your car it will *tempt* thieves. 21. Too many investors *are tempted* by the idea of making a quick fortune. 22. By building houses in the steep canyons, Californians *are tempting fate* in the form of mudslides and fires. 23. Resist the *temptation* to buy the item until you're certain you need it. 24. The chocolate cake was *tempting* but I couldn't have any because of my diet. 25. As if we were all adopted, no one *belonged* anywhere. 26. All that is necessarily involved is a *sense of belonging* that excludes indifference to the group as well as alienation from it. 27. There are plenty of after-school opportunities for people who are *keen on* athletics. 28. First, each has a *keen* eye for talent. 29. Japanese investors are *keen on* obtaining more foreign assets. 30. The Swiss group is said to *be keen to buy* a stake in the company. 31. Perhaps his anxiety leads him to be excessively *shy* and almost apologise for his existence. 32. Most are Type A personalities, very outgoing, although a few are very *shy* and express themselves through their cars. 33. I retreated into my shell, being painfully *shy*. 34. I was *shy* about meeting well-known writers people whose names were printed black on white. 35. This simple test showed that all mankind was one; but it was difficult to do with exotic or *shy* creatures. 36. Yet science has consistently *shied* away from the task. 37. These memories are still quite fresh, and Clevelanders do not shy away from them. 38. Dean gave the girl a hug as she *shyly* took Franny's outstretched hand. 39. As she began to speak to him, she was struck with *shyness*.

B. 1. They have extended their protests to the legal process and judges' *behaviour* in court. 2. And if what Cadfael suspected was indeed true, he had now good reason *to be on his best behaviour*. 3. She complained of her boss's inappropriate *behaviour* towards her. 4. Eric's *behaviour* towards his family surprised me. 5. Different *patterns of behaviour* exist in different cultures. 6. Emotional and *behavioral* problems were most prevalent in school-aged children. 7. I'd never *behave* like that in public. 8. He *was afraid* that the other kids would laugh at him. 9. He had a terrible temper and everyone *was afraid of* him. 10. She was tense, almost afraid to breathe, almost afraid to meet his gaze. 11. Many of us *were afraid for* our jobs. 12. You can't live life *being afraid of your shadow*—you need to get

out into the world and taste adventure! 13. In the dictionary the different *senses* of each word are marked by numbers. 14. Through each *sense*, children not only react to the world, they also comprehend their world. 15. Although there were cousins in Los Angeles, too, the warm and sometimes overbearing *sense of family* was gone. 16. The notion of randomness is especially unclear, in the *sense* that it has never been defined in any consistent way. 17. The Western *sense of security* was shattered. 18. In character he was kindly, genial, and modest, with an abundant *sense of humour*. 19. Millions of years of evolution have equipped us to delicately manipulate our environment through our *sense of touch*. 20. It doesn't *make sense* to drive if you can walk. 21. If anyone has any *sensible* suggestions as to how to deal with this, please let me know. 22. It's *sensible* to keep a note of your passport number. 23. The administration claims that the documents contain information of a highly *sensitive* political nature. 24. Former one-store towns now *run into* one another, linked by new buildings and storefronts that cut a swath across sugar-cane fields. 25. Is there someone to call if the customer *runs into* problems or has questions? 26. Make sure the lights on your bike are working. I don't want you getting *run over*. 27. They *run over* cross-country courses and pay through the nose for it. 28. Continue to add water until it begins *to run over* the edge. 29. He *ran up* thousands of pounds worth of debts using other people's credit cards. 30. They *ran out of* money and had to abandon the project. 31. A pretty smile *ran across* her face as she listened to his answer. 32. Fat screaming women *ran across* the boulevard to get in line for the quiz shows. 33. I *ran away* at the age of twelve but my Dad came and found me at the bus station before I could leave town. 34. Maria *was running around* trying to get the house tidy. 35. A lot of people feel *run down* in the winter months, when the days are short and there's very little sunlight. 36. The coal industry is being slowly *run down*. 37. Amy's husband had run off and left her with two children to bring up. 38. The dog *ran off with* my shoe. 39. I was *run into* by a drunk driver. 40. I owe Frank \$300, so I hope I don't *run into* him. 41. The speaker was given fifteen minutes for her speech, but she *ran over*. 42. If I'd heard the baby crying, I *would have run up* to his bedroom. 43. You shouldn't swim where the sewage *runs off* into the ocean.

Exercise 2. Give the English equivalents for the following phrases:

- сумніватися, робити паузу через невпевненість, сумніви, не мати жодних сумнівів щодо, сумнівний, невпевнений у собі промовець, сумніваючись;
- бути правильного розміру/ форми, підходити за розміром, знімати мірки, підлаштувати, підготувати до роботи, обладнати корабель, вмістити, тримати себе у гарній фізичній формі,

епілептичний напад, приступ кашлю, приступ ревматизму, ривками, ідеально підходити, королівський (найкращої якості), здоровий як віл;

- спокушати, спокушати долю, привабливий/спокусливий, спокусливо;
- належати, належати комусь, відчуття належності до чогось, бути складовою частиною механізму, особисті речі;
- гостре лезо, гострий розум, чутливий слух, гострий зір, пронизливий вітер, зацікавлений,
- пологий птах, сором'язливий хлопчик, сором'язливий погляд, злякатися голосного звуку, утриматися від обговорення, сором'язливо/скромно, скромність;
- поведінка, вести себе в найкращій манері, зразок поведінки, проблеми поведінки, погано себе вести, гарно себе вести, копіювати чийсь поведінку(глузувати);
- переляканий, боятися привидів, боятися смерті, боятися за власне життя, не боятися важкої роботи, боятися проявити емоції, боятися заблукати, боятися власної тіні;
- відчуття, почуття обов'язку/гумору/прекрасного, відчуття болю/страху/часу/небезпеки, при пам'яті/здоровому глузді, безумний, здоровий глузд, в прямому/ переносному значенні, мати раціональне зерно, бути нісенітницею, почати тверезо мислити, певною мірою, чутлива шкіра, практичний/розсудливий юнак ;
- таранити щось, зіткнутися з кимось, погрузнути в проблемах, підбігти до когось, збити машиною, вийти за рамки. вибігти нагору, накопичити боргів, вибігти до людей, втекти, закінчитися, неочікувано зустріти, втекти з дому, метушитися, критикувати співробітника, скорочувати, вкрати дорогоцінності.

Exercise 3. Review the essential vocabulary and translate the following sentences into English:

A.

1. Вона зробила паузу, ніби сумніваючись чи варто продовжувати сповідь.
2. Сумніви – найперший ворог у досягненні мрій.
3. Вона не мала жодних сумнівів щодо паузи у стосунках, але боялася відсторонитися від нього.
4. Лектор, який невпевнений у собі, рідко справляє враження розсудливої людини.
5. Батько погодився на шлюб доньки зі скромним молодим чоловіком, хоча сумніви все ж залишалися.
6. Автобус не може вмістити більше 50 пасажирів.
7. Літак був повністю укомплектований для перельоту.
8. Пальто сиділо на ній ідеально.
9. Коли приступ кашлю закінчився, вона

продовжила розмовляти по телефону. 10. Не вір йому, у нього просто напад ревнощів. 11. Машина рухалася ривками, так ніби мотор був не від неї. 12. Кожен, хто боїться за своє життя має підтримувати себе у гарній фізичній формі. 13. Сучасні комп'ютери вміщаються у маленьку сумочку, а перші – займали цілі кімнати. 14. Мені довелося змінити замок після того, як я загубив ключа. 15. Спокусливий вигляд кремового торта не давав йому заснути. 16. Ти ніяк не зможеш утриматися від обговорення спокусливих тем на вечірці. 17. Він спокусився ідеєю залишок життя провести у мандрах. 18. Якщо ви залишаєте дорогі речі без нагляду, це приманка для крадіїв. 19. Належати до якоїсь організації означає - залежати від неї. 20. Кожен пасажир може взяти особисті речі на борт літака, уникаючи лише гострих предметів. 21. Пронизливий вітер змушував її натягнути шапку на самі очі. 22. Гострий розум необхідний не лише в математиці, а й в політиці та бізнесі. 23. Гострий слух допомагає рухатися в темряві. 24. Полохливе совеня злякалося звуку фотоапарата. 25. Він боявся здатися сором'язливим, надто чутливим і невпевненим у собі. 26. Сором'язливі люди часто бояться прояву власних емоцій. 27. Чому ти увесь час ухиляєшся від обговорення цього питання? 28. Підлітки з неблагополучних сімей відомі схильністю до неконтрольованої поведінки та частими втечами з дому. 29. Ваша поведінка стосовно агресивних людей демонструє вашу вихованість. 30. Мама дуже гнівається, коли синова поведінка далека від зразкової. 31. Коміки часто копіюють політиків, роблячи із них посміховисько. 32. Скромна манера поведінки прикрашає будь-яку людину. 33. Соціальна психологія вивчає поведінку людини у суспільстві. 34. Дитина боялася загубитися в натовпі незнайомих. 35. Нападами ревнощів страждають лише невпевнені у собі особистості. 36. Я завжди роблю зарядку, не боюся важкої роботи і здоровий як віл. 37. Кожна аристократична родина має свої скелети в шафі і боїться привидів минулого

В.

1. Почуття гумору допомагає подолати страхи. 2. Чутлива шкіра вимагає особливого догляду. 3. Жодна людина при здоровому глузді не буде накопичувати борги у банках. 4. Важливо змалечку виховувати у дітей почуття відповідальності. 5. Юнак дуже чутливий до критики і похвали. 6. Слово «гордість» можна вжити в прямому і переносному значенні. 7. Це ніколи не спаде на думку людині при здоровому глузді. 8. Ми випадково зустріли своїх однокурсників на виставці сучасного мистецтва. 9. Задзвонив телефон і мені довелося вибігти нагору, щоб відповісти. 10. Актор у перерві між актами вибіг до фанатів щоб поспілкуватися. 10. Не метушися: сплануй свої дії - і ти все встигнеш. 11. Хлопчик не мав наміру втікати з дому, він просто заблукав. 12. Начальник постійно критикував співробітників. 13. Злочинці зникли разом з коштовностями. 14. У нас закінчився пральний порошок, доведеться іти до крамниці. 15. Тваринництво в Україні зводиться нанівець. 16. Діти схопили по жмені вишень з тарілки і побігли геть наввипередки. 17. Жінка не встигла і оком змигнути, як грабіжник побіг геть

з її телефоном. 18. Відчуття небезпеки змусило хлопця пожалкувати, що він утік з дому. 19. Машина протаранила дерево і зупинилася, водій уже не вперше спокушав долю швидкою манерою кермування. 20. Запам'ятай, це останній раз, коли я допоможу позбутися боргів, які ти накопичив! 21. Його збила машина, коли він намагався перейти дорогу біля кінотеатру. Президент не може просто вибігти до людей, бо оточений цілою армією охоронців, які бояться за його життя.

CHARACTER DEVELOPMENT

Topical Vocabulary

Innate qualities: sensitive, arrogant, amiable, capricious, complacent, confident, bore, obedient, trustworthy, calm, easy-going, cheerful, ambitious, neat, cool, proud, conceited, emotional, serious, active, quick, sullen, disobedient, touchy, sleepyhead, sloven, nuisance, composed, irritable, yielding, superstitious, rational, defiant, boastful, worldly, vivacious, callous, inert, irrational, peevish, villain, self-confident, slowpoke, hot-tempered, sober-minded, spiritually-mined, unpretending, self-assured, self-blaming, self critical, self-denying, self-disciplined.

Powers of mind: broad-minded, narrow-minded, quick-minded, slow-minded, quick-witted, slow coach, bright, dull (dummy), clever, sluggish, sharp, foolish, smart, fool (n.), wise, silly, intelligent, stupid, witty, blunt, deep, shallow, well-read, ill-read, (un)educated, knowledgeable, ignorant, erudite, ignorant, scholarly, illiterate, learned, unlettered, enlightened, mediocre, talented, feeble-minded, gifted, ordinary, genius, simple-minded, sophisticated, unreasonable.

Volitional powers: cautious, fearless, lost, obstinate, resolute, strong-willed, firm, daring, doubtful, fearful, inert, submissive, weak-willed, wavy, stands one's ground, able to stand up to, unable to control one's emotion, show resistance to pressure, show presence of mind, lacking self-reliance, capable of prolonged effort

People and other people: amiable, withdrawn, communicable, detached, (un)fair, faithful, disloyal, straightforward, frank, hypocritical, honest, suspicious, (un)just, merciful, merciless, sincere, false, sympathetic, indifferent, (un)reliable, open, double-faced, outspoken, reserved, trustful, trustworthy, treacherous, quarrelsome, trusting, sociable, keeping aloof, awesome, contemptuous, ingenuous, sly, cunning, meek, haughty, composed, hot-tempered, affectionate, jealous, snobbish, gentle, harsh, tender, severe, flexible, tough, mild, strict, genial, rigorous, humane, cruel, good-natured, firm, submissive, dominant, undermanding, exacting, compliant, pushy, kind, wicked, friendly, hostile, dignified, mean, regretful, noble, base, altruistic, egoistic, selfless, selfish, moral, evil, reputable, scoundrel, honorable, villainous, (im)polite, tactful, tactless, courteous, uncivil, (in)considerate, (dis)respectful, warmhearted, scornful, well/ill-mannered, well/ill-behaved.

People and property: generous, greedy (mean), open-hearted, stingy (informal), economical (frugal, thrifty), spendthrift (showing disapproval, wasteful, intemperate (formal) (especially in alcohol, food)

People and their work: generous, greedy (mean), open-hearted, stingy (informal), economical (frugal, thrifty), spendthrift (showing disapproval), wasteful, intemperate (formal) (especially in alcohol, food), (ir)responsible, conscientious, careless, attentive, casual (neglectful), diligent, indifferent (unconcerned, apathetic), hard-working (industrious), lazy (idle), disciplined, punctual, concentrated, , distracted, committed, shirker, accomplished (e.g. in art, music, sport) (masterly, skilled), unskilled, (in)competent, dedicated, slacker (informal), concerned.

Emotional states: anxious (nervous), quiet, upset (= sad + worried + angry) (frustrated, agitated), glad (joyful = very happy), sad (sorrowful, blue - informal), happy, jovial (= cheerful+friendly), gloomy (grim), cheerful, elated (= extremely happy + excited), miserable (unhappy), delighted (enthusiastic, , disappointed, inspired, distressed (low and sad), ecstatic, (dis)pleased (displeased - formal), in a good mood (in high spirits), in a bad mood (in low spirits, moody, excited, passionate (hot - informal), hopeful, hopeless

CHARACTER IDIOMS

Exercise 1. Study the following idioms. Pay attention to their use:

1. A SOCIAL BUTTERFLY

A **social butterfly** enjoys being with people, goes to lots of parties and social gatherings, and has a large circle of friends. The phrase is usually used positively, but it can also be slightly negative.

To have/ get butterflies in one's stomach means to have a nervous feeling in the stomach.

2. DOWN TO EARTH

Someone who is **down to earth** is straightforward and unpretentious. He/She is honest, practical, sensible, easy to get along with, and fun to be around.

Down-to-earth can also be used as an adjective that describes advice that is unpretentious and practical, as in: I can always count on my sister Amy to give me **down-to-earth** advice whenever I need it.

3. DIAMOND IN THE ROUGH

A **diamond in the rough** is a person who has many excellent qualities despite having a coarse or clumsy exterior. A **diamond in the rough** turns out to be a great person who would make a good friend or companion. Think of a raw diamond that after it's been cut and polished looks shiny and beautiful.

4. TOUGH COOKIE

A **tough cookie** is someone who is strong-willed and determined and not swayed by what other people say or do. But the phrase can also have negative connotations—implying that the person is inflexible. **Tough- cookie** (with a hyphen) can also be used as an adjective, as in the example below. Maddie puts on a **tough- cookie** exterior in front of her school friends, but at home, when she's with her older siblings, she's quite passive and even docile.

5. LIVE WIRE

A **live wire** is an energetic, vivacious person, someone who is full of life and always on the go. But the phrase also has a negative sense: it can describe a person who is a bit too aggressive or confrontational.

Exercise 2. Match the idiom on the left with its definition on the right.

1.A social butterfly	a. commonsensical, effective, empirical, practical, pragmatic, rational, reasonable, sane, sensible, solid, sound, systematic, utile, utilitarian, workable
2.Down- to- earth	b. a person who has good qualities despite a rough exterior; a person with great potential..
3.Tough cookie	c. an ostentatious, carefree person who goes out often and has a lot of friends.
4.Live wire	d. someone who is very determined to do what they want and who usually succeeds even in difficult situations
5.Down to earth	e. to be nervous, uncertain, or anxious.
6.A diamond in the rough	f. A highly alert or energetic person.
7.To have butterflies in one's stomach	g. practical, reasonable and friendly

Exercise 3. Which idiom do these pictures make you think of?

a)



b)



c)



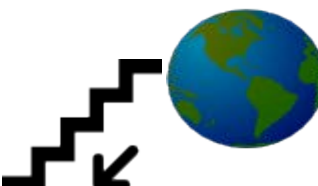
d)



e)



f)



Exercise 4. Translate the sentences into Ukrainian. Provide equivalents of the English idioms:



1. You've done nothing but trail me round on the last three trips, asking surprisingly intelligent questions for a *social butterfly*, I'll admit... (D. Cusack, 'Picnic Races')
2. The popular young-adult novel is about a *social butterfly* who, through her large circle of acquaintances, helps the local police solve crimes.
3. In high school, Tara was shy and introverted, but since starting college, she has become something of a *social butterfly* and is quite popular.
4. You can always count on Mark and Georgia Wilson to show up at village social events. They are both *social butterflies* who enjoy having a good time.
5. William is simply too much of to take a *social butterfly* his studies seriously.
6. I hate public speaking, I always get *butterflies in my stomach* beforehand.



1. She's the most *down-to-earth* person I've met.
2. Mitch and Carol don't seem at all right for each other. He's arrogant and extravagant while she's *down to earth* and pragmatic.
3. Though he's a huge international star, the actor was surprisingly *down to earth* and friendly when he gave a lecture on campus last weekend.
4. I really like that chef's cookery show because he has such a *down to earth* approach to preparing gourmet food.



Diamond in the rough

1. And in fact he is himself, *a diamond in the rough*; a very kind and loving and beautiful person.
2. On paper, Eric was the best candidate for the job, but there was something about Murray I really liked. To me, he's *a diamond in the rough* with great potential.
3. One TV talent-show judge is somehow always able to identify the *diamond in the rough* among the contestants and to intuitively sense who will be the next big star.



Tough cookie

1. I tried to like her for Tom's sake but I'm not keen on those *tough cookie* women.
(Cathy Kelly *JUST BETWEEN US*)
2. For a seven-year-old, Ellen is a real *tough cookie* who will stop at nothing to be the best at everything she sets her mind to.
3. You'd have to be a like Jeannie to be the *tough cookie* only woman working on a construction site with a lot of men.



Live wire

1. Sally's a real *live wire*; she brightens up any gathering.
2. At first, Jack came across as a little dull, but he later proved to be a *live wire* who has done everything and been everywhere and loves to talk about his experiences.
3. We all knew Carlos was a *live wire*, but we never imagined he would challenge Big Mike to a fistfight on the playground.

Exercise 5. Complete the following sentences using the idioms:

1. By the self-important way Marsha talks you would think she was president of the country not head of the Parish council, she is so
2. Coach Miller is He really earns the respect of the players and gets the most out of each of them.
3. Annabelle is such ... who is great fun to hang out with once in a while, but can be exhausting to be in her company for too long.

4. Don't be put off by Jack's scruffy clothes. He is a... and will scrub up nicely once I have worked my magic on him.
5. The party had no atmosphere until my friend Jessica arrived; she is an accomplished ... who soon introduced everyone and had them chatting away like lifelong friends.
6. Female celebrities often claim to have been insignificant ... during their teenage years, but I am not sure I believe them.
7. Every now and again my usually calm, placid dog goes as ..., running around in circles as fast as possible until he completely exhausts himself.
8. Our new babysitter is going to have his hands full looking after my two little brothers every day after school. They are both real....
9. Being ... is one thing, but being hostile and rude is another.

Exercise 6. Translate into English using idioms.

1. Вона справжня «світська левиця», не пропускає жодної вечірки, навіть уві сні.
2. Кожна світська красуня, якою б реалісткою вона не була, мріє про справжнє кохання, коли ти ні жива, ні мертва від хвилювання.
3. Жодна здравомисляча людина не пропадатиме цілими днями в казино.
4. Я віддаю перевагу практичним рецептам приготування їжі щоб нагодувати свого маленького «живчика».
5. В кожному класі знайдеться маленький непосида, «живчик», який вимагатиме посиленої уваги вчителя-початківця.
6. Молода актриса не виділялась надзвичайною красою чи манерами, але режисер зрозумів, що в ній прихований справжній талант, тільки-но вона заспівала.
7. Любов і підтримка здатні з кожного «невідшліфованого алмазу» зробити справжній шедевр, проявити найкращі риси, зробити людину щасливою.
8. Новий менеджер мав звичку добиватися свого, незважаючи на заперечення та протести оточення.
9. Кожна дитина – маленький хуліган, якщо вихователь не може знайти практичних способів уникати її маніпулювань.

Exercise 7. Think about some people you know, complete this sentence and give your reasons:

(name of a person) is - (not) very down to earth / a live wire / a diamond in the rough / a social butterfly / a tough cookie.

Exercise 8. Render the story into English. Use the idioms.

Все у твоїх руках



Дуже давно в стародавньому місті жив Майстер, оточений учнями, яким ще треба було багато навчитися на своєму шляху до мудрості. Найбільш жвавий із них якось задумався: “Чи є питання, на яке наш Майстер не зміг би дати практичної відповіді?”

Він пішов на квітучий луг, піймав найкрасивішого метелика й сховав його між долонями. Метелик чіплявся лапками за його руки й учневі було лоскотно. Посміхаючись, він підійшов до Майстра і запитав:

– Скажіть, який метелик у мене в руках: живий чи мертвий?

Він міцно тримав метелика в зімкнутих долонях і був готовий у будь-яку мить стиснути їх заради своєї істини.

Не дивлячись на руки маленького хулігана, Майстер відповів:

– Все у твоїх руках.

TOPICAL VOCABULARY EXERCISES

Exercise 1. Read the article by Judy W. Bell and define the difference between character and personality and the possibility of their development. Discuss the main ideas of it with your partner.

Is There a Difference Between Character and Personality?

Many times the words character and personality are used interchangeably. While related, there are distinct differences between the two words and their meanings.

Character is often used to define a person's integrity, such as he has “upstanding character” or “his character is lacking.” Character is actually a set of behavior traits that define what type of person you are. Do you follow the rules of your “group?” Many times people who do not follow the rules of the group, whether it is a family group, work group, or religious group, are not accepted by the group. This tenant and tendency has been in place since the beginning of time. Are you upfront and honest when dealing with others? People who have a positive social character are often found to be more easily trusted by others. Again, this follows the same age-old truism mentioned above.

Personality, on the other hand, is defined as the traits with which you were born. People tend to be either analytical in nature or socially outgoing. Most people fall into the realm of being either extroverted or introverted. Other common distinctions are dominant, influencing, steady, or compliant personalities.

Personality is inborn. Character, however, comes from learned behavior inside your early relationships. This learning comes from both observation and interaction with your parents, teachers, and other social networks. While character does have an “inborn” link due to its finite relationship to personality, character is actually designed and developed from and during our early relationships until they become ingrained. Character as well as belief and value systems are inherently linked.

Does this mean that character is not changeable? No, character can be changed purposely in order to better get along in groups or it can vary situationally. An example of situational character is the person who never misses a church service but does have absences at work. Or vice versa.

Character traits are the attitudes and beliefs that you have toward your life, work, family, and community. Character traits may be positive, negative, or somewhere in between. There is a direct link between positive character traits and a happy and successful life. Negative character traits that have been “strongly and long” ingrained usually do cause strife at some point. But a focus on positive change can and does work. The desire to change can and does bring great results!

Exercise 2. Read the following information and say:

- a) What are the habits of highly effective people?
- b) What can you do to form these habits?
- c) What habits do you consider useful in your everyday life?

The 7 Habits of Highly Effective People

By S. R. Covey

The 7 Habits of Highly Effective People, Covey's best-known book, has sold more than 15 million copies worldwide since its first publication in 1989. Covey argues against what he calls "The Personality Ethic", something he sees as prevalent in many modern self-help books. He instead promotes what he labels "The Character Ethic": aligning one's values with so-called "universal and timeless" principles. Covey adamantly refuses to confound principles and values; he sees principles as external natural laws, while values remain internal and subjective. Covey proclaims that values govern people's behavior, but principles ultimately determine the consequences. Covey presents his teachings in a series of habits, manifesting as a progression from dependence via independence to interdependence.

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Our character is a collection of our habits, and habits have a powerful role in our lives. Habits consist of knowledge, skill, and desire. Knowledge allows us to know what to do, skill gives us the ability to know how to do it, and desire is the motivation to do it.

The Seven Habits move us through the following stages: 1. Dependence: the paradigm under which we are born, relying upon others to take care of us. 1. Independence: the paradigm under which we can make our own decisions and take care of ourselves. 2. Interdependence: the paradigm under which we cooperate to achieve something that cannot be achieved independently.

Much of the success literature today tends to value independence, encouraging people to become liberated and do their own thing.

The reality is that we are interdependent, and the independent model is not optimal for use in an interdependent environment that requires leaders and team players. Therefore, the first three habits focus on self-mastery, that is, achieving the private victories required to move from dependence to independence. The first three habits are:

- Habit 1: Be Proactive
- Habit 2: Begin with the End in Mind
- Habit 3: Put First Things First

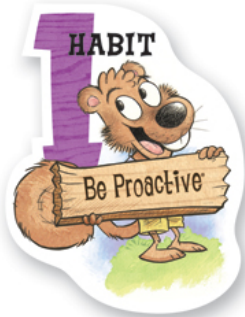
Habits 4, 5, and 6 then address interdependence:

- Habit 4: Think Win/Win
- Habit 5: Seek First to Understand, Then to Be Understood
- Habit 6: Synergize

Finally, the seventh habit is one of renewal and continual improvement, that is, of building one's personal production capability.

To be effective, one must find the proper balance between actually producing and improving one's capability to produce. Covey illustrates this point with the fable of the goose and the golden egg. In the fable, a poor farmer's goose began laying a solid gold egg every day, and the farmer soon became rich. He also became greedy and figured that the goose must have many golden eggs within her. In order to obtain all of the eggs immediately, he killed the goose. Upon cutting it open he discovered that it was not full of golden eggs. The lesson is that if one attempts to maximize immediate production with no regard to the production capability, the capability will be lost. Effectiveness is a function of both production and the

capacity to produce. The need for balance between production and production capability applies to physical, financial, and human assets.



Habit 1: Be Proactive Focus on the things you can actually do something about. Change starts from within, and highly effective people make the decision to improve their lives through the things that they can influence rather than by simply reacting to external forces.



Habit 2: Begin with the End in Mind Begin everything you do with a clear picture of your ultimate goal. Develop a principle-centered personal mission statement. Extend the mission statement into long-term goals based on personal principles



Habit 3: Put First Things First Manage your life according to your needs and priorities. Spend time doing what fits into your personal mission, observing the proper balance between production and building production capacity. Identify the key roles that you take on in life, and make time for each of them



Habit 4: Think Win-Win Integrity: Stick with your true feelings, values, and commitments Maturity: Be considerate of the feelings of others Abundance Mentality: Believe there is plenty for everyone. Seek agreements and relationships that are mutually beneficial. In cases where a "win/win" deal cannot be achieved, accept the fact that agreeing to make "no deal" may be the best alternative. In developing an organizational culture, be sure to reward win/win behavior among employees and avoid inadvertently rewarding win/lose behavior.



Habit 5: Seek First to Understand, Then to Be Understood Learn how to communicate clearly and listen to others. Stephen Covey presents this habit as the most important principle of interpersonal relations. Effective listening is not simply echoing what the other person has said through the lens of one's own experience. Rather, it is putting oneself in the perspective of the other person, listening empathically for both feeling and meaning.



Habit 6: Synergize "Two heads are better than one." Through trustful communication, find ways to leverage individual differences to create a whole that is greater than the sum of the parts. Through mutual trust and understanding, one often can solve conflicts and find a better solution than would have been obtained through either person's own solution.



Habit 7: Sharpen the Saw Allow yourself to grow by maintaining a balanced program in the four areas of your life: physical, social/emotional, mental, and spiritual. Take time out from production to build production capacity through personal renewal of the physical, mental, social/emotional, and spiritual dimensions.

Sources: 1) Summary of Stephen R. Covey's 7 Habits of Highly Effective People/Quick MBA Management, Knowledge to power your business.;
2) <http://www.theleaderinme.org/the-7-habits-for-kids>

Exercise 3. Use the words from the box to define what you call a person:

sincere, philanthropic, arrogant, sensible, impartial, witty, perverse, dignified, inconsistent, considerate, greedy, servile, intolerant, conceited, presumptuous, a Nosy Parker, dishonest

1) full of verbal wit? 2) who doesn't keep to his principles? 3) who relies too much on his abilities, influence or other things? 4) who behaves like a slave? 5) who is setting too high a value on himself? 6) who is self-respecting? 7) who is doing good to his fellow men? 8) who can't be relied upon? 9) who is haughty and insolent? 10) who is obstinately or willfully in the wrong? 11) who is avaricious, hoarding money? 12) who can't bear people to have opinions and views other than his own? 13) who is just to everyone? 14) who is not given to pretence? 15) who is anxious not to hurt other people's feelings? 16) who likes to poke his nose into other people's affairs?

Exercise 4. Complete these phrases by adding the appropriate word chosen from those at the end of the exercise. Make six sentences of your own using these phrases.

1) as hard as ... 2) as bold as ... 3) as brave as ... 4) as cool as ... 5) as cunning as ...
6) as obstinate as ... 7) as good as ... 8) as true as ... 9) as proud as ... 10) as *safe* as .
11) as lively as ... 12) as wise as ... 13) as sweet as ... 14) as busy as ... 15) as innocent as ...
16) as mad as 17) as melancholy as ... 18) as slippery as ...
(an eel, brass, a fox, a cricket, a cat, a mule, gold, nails, a lion, a cucumber, sugar, steel, a bee, a peacock, an owl, the Bank of England, a babe unborn, a March hare)

Exercise 5. Say which of these adjectives have a positive meaning and which negative:

famous; fussy; cooperative; pedantic; sociable; notorious; elegant; learned; foppish; stubborn; scrupulous; firm; composed; modest; polite; tactless; inquisitive; discreet; officious; enthusiastic; considerate; servile; insolent; ambitious; impartial.

Exercise 6. Find adjectives, synonymous to the compound adjectives below. Make up your own examples with the words from the list:

double-faced; tongue-tied; close-fisted; down-hearted; lion-hearted, swollen-headed; chicken-hearted; featherbrained; soft-hearted; hard-boiled; pig-headed; open-handed; long-headed; light-minded; cool-headed; open-hearted.

Exercise 7. Say in short what sort of person he /she is.

a) Choose one of the adjectives or nouns from the list below.

Model: His gloomy remarks and sad face would spoil the mood of any company. He was a killjoy.

1) Robinson Crusoe was very clever in finding a way out of all his difficulties. 2) You could rely upon Maggie. She would never let the cat out of the bag. 3) He was wonderful. Would never grudge you anything, be it money, books, ideas. 4) Rebecca easily won the hearts of all those who met her. 5) Martin never dropped any work half-way. 6) Doctor Chillip hadn't a word to throw at a dog. 7) Dobbin was easy to deal with. 8) June always had her own way in everything. 9) Mike was never good at doing anything about the house. He was always sure to drop or break something. 10) Bart had always a good joke tucked away in his memory. 11) Huckleberry Finn never let a friend down. 12) Christine was a very pleasant companion. 13) Barkis turned out to be a regular miser. 14) There was nothing Tom was afraid of. 15) Oliver was afraid of everybody and everything. 16) He always had a ready answer to every remark.

(easy-going, submissive, reliable, jolly, brave, resourceful, good, cheerful, a loud-mouth, greedy, apprehensive, shy, persistent, generous, kind, courageous, open-handed, timid, sad, hardworking, a butter-fingers, assiduous, obstinate)

b) Write down the word which has the opposite meaning.

1) Ann is a sincere, open-hearted woman, easy-going at that. 2) Jack is a very clever man, all brains to his boots. 3) She is a very mild, gentle, considerate creature, benevolent, always merry and cheerful. 4) He is honest and generous. 5) Lord Sannox was a humble, inconspicuous man, modest and weak-willed. 6) He is a man of high principles, very self-determined. 7) She is greedy and perverse. 8) He is very proud and dignified. 9) The woman is a nuisance, tactless and fussy. 10) He seemed to be handy and skillful, a very energetic fellow.

Exercise 8. Describe two literary personages who are antipodes.

Suggestions:

Harry Potter and Draco Malfoy

Mrs. Copperfield and Mr. and Miss Murdstone.

Exercise 9. Write a detailed description of the appearance and character of some personage from a well-known book or film. Don't mention the name. Let your fellow-students guess who you mean.

Exercise 10. Give answers to the so-called "Century-old Questionnaire".

The questionnaire, containing 18 questions was compiled a century ago and was widely known in Western Europe. Many prominent people amused themselves filling it in. The questionnaire might turn out helpful to you too. It might make you think and look back on your life, try to see the prospects for the future and to define your attitude to vitally important questions.

Your replies are not supposed to be given as brief formulas but they should contain a detailed explanation of what you have in mind.

Here are the questions.

1) Your favourite virtue (in man, in woman). 2) Your chief characteristic. 3) Your idea of happiness. 4) Your idea of misery. 5) The vice you excuse most. 6) The vice you detest most. 7) Your aversion. 8) Favourite poet. 9) Favourite occupation. 10) Favourite prose writer. 11) Favourite hero. 12) Favourite heroine. 13) Favourite flower. 14) Favourite colour. 15) Favourite name. 16) Favourite dish. 17) Favourite maxim. 18) Favourite motto.

Exercise 11. A. Match up the words and definitions. Provide Ukrainian equivalents.

1 a big shot	a) is always borrowing money and living off other people.
2 a blackleg	b) is very lazy and avoids responsibility and work.
3 a busybody	c) is unfairly blamed or punished for something, because the public wants to see that someone is punished or blamed.
4 a chatterbox	d) has a low position in a company and gets all the boring jobs that no one else wants to do, e.g. photocopying, making coffee, etc.
5 a daredevil	e) is extremely intelligent and successful at their job, even though he/she is very young.
6 a figurehead	f) is important and influential.
7 a gatecrasher	g) is unable to stop taking drugs.
8 a general dogsbody	h) hates to spend or give money.
9 a jaywalker	i) always wants to know about other people's private lives.
10 a junkie	j) crosses the street in a careless or dangerous way, often ignoring traffic lights.
11 a killjoy	k) turns up at a party without being invited to it.
12 a lay about	l) drops rubbish everywhere and never puts it in
13 a litter lout	
14 a pain in the neck	
15 a ringleader	
16 a scapegoat	
17 a skinflint	
18 a sponger	
19 an underdog	
20 a whiz kid	

	<p>the bin.</p> <p>m) is expected to lose in a competition with someone else or a weaker person who is always treated badly by others.</p> <p>n) can't stop talking.</p> <p>o) disapproves of things that other people enjoy and who tries to stop them from enjoying themselves.</p> <p>p) loves taking risks and doing dangerous things.</p> <p>q) carries on working when other workers are on strike.</p> <p>r) leads others to do wrong or make trouble.</p> <p>s) is head or chief but in name only as he/she has no real power.</p> <p>t) is a really annoying person who most people can't stand.</p>
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1. Name some big shots in your country. Would you like to be a big shot? Why? Why not?
2. What is your opinion of blacklegs? How effective are strikes?
3. Have you ever known a busybody? Tell other students about this person.
4. Who is the biggest chatterbox in your class? In general, are men or women the bigger chatterboxes?
5. Bill Gates, the founder of Microsoft, was a computer whiz kid. Do you know any other famous whiz kids?
6. Have you ever been a gatecrasher? If so, tell the others about it. What about you? Have you ever had gatecrashers at a party you held? Who were they and what happened?
7. Is it against the law to be a jaywalker in your country?
8. Can you think of any sporting event (football, tennis, boxing, etc.) where an underdog has won?
9. Which would you least like to be known as - a pain in the neck, a skinflint or a sponger? Give reasons.

Exercise 12. Complete each of these words with examples of your own, write as many variants as possible. Write a sentence to illustrate the meanings of each of your words.

1. *self-confident*, self -
2. *hot-tempered*,-tempered;

3. absent-minded,-minded

Exercise 13. We all have stereotypes about different things, places, ideas and people. Answer the questions:

Do you believe in stereotypes?

What is the stereotype for an English man or woman?

What do you think is the stereotype for your nationality?

Read the text and define the characteristic features of Ukrainian mentality

Think positively!

Ukrainian people are superstitious. They are afraid of calling themselves happy. When an American is asked about his frame of mind, he invariably answers "I'm fine. Everything is O.K." A Ukrainian says "I feel rotten. Everything is going wrong".

The Ukrainians are regarded as malcontents and pessimists. They are usually dissatisfied with life? They have a strong sense of wrong and they are convinced that all calamities happen only to them, of course unjustly. Therefore, they have the right to lay claims to everything and blame on everybody.

Such negative thinking has a very negative impact on the person as well as on the people around. On the one hand, the person cannot achieve a state of contentment. On the other, those people cannot function normally. It has been proved by psychologists, that people need a positive interpersonal climate if they are to be open to developing new ideas and learning new things.

This fact is especially important for teachers to know. Teacher, irritated by everyday problems? Often tend to make their students scapegoats for their bad moods. But nobody learns well in a climate of hostility and sarcasm. At the same time, when people are approved of and safe, they often surprise others with their results. Thus, one of the things which a skilled teacher should learn is how to create an atmosphere of interpersonal warmth in the classroom. Although many non-psychologists, including, unfortunately, some teachers, believe that we can learn when we are tense and anxious. There is no psychological evidence for all that, not when it comes to education, anyway.

It seems that the best way to become happier and more optimistic is to accept and make friends with yourself. People who consider themselves less clever, less interesting or less successful than others are not likely to ever be happy. At the same time, people pleased with their lives tend to lavish their positive energy upon people around them.

American psychologists have invented a simple therapy which helps to change the negative attitude towards oneself. One should stand before the mirror, look at his or her own reflection and repeat to himself, "I'm great. I'm satisfied with life". One should say it with a deep conviction not laughing or being ashamed.

It is also essential to realize that you are not the hub of the Universe and there are many people around you who are less fortunate than you.

People also should not expect other people to solve their problems but be active about their lives. They should remember that happiness overlooks passive and lazy people. One should not delude oneself that happiness is a permanent state. Fortune is fickle but one should not give up when something goes wrong.

Another thing to remember is that people are not machines, they should have a break and let things slide and not to be strained. Optimists live longer. Because they enjoy life and keep smiling.

Which words in the box do you think go with the nationalities below?

- hard-working • easy-going • punctual • friendly
- reserved • emotional • outgoing • hospitable
- sociable • formal • casual • enthusiastic
- quiet • tolerant • talkative • sophisticated
- well dressed • fun-loving • respectful • athletic
- humorous • serious • nationalistic • romantic

American	German	Ukrainan
French	British	Italian

Exercise 14. Read the essay written about body language. Describe the situation in which you could read body language.

1. Discuss the following questions in pairs.

- Do you always tell the truth?
- How do you feel if you tell a lie? Can you lie well?

- What kind of expressions, gestures or body postures might reveal that someone is lying?

2. Read paragraphs 1-2 of the article and answer the questions.

- Which shows what we really feel - a person's words or their body language?
- Can people control their body language when they are speaking?
- What kind of people does the article suggest can become very good at lying with body language?
- What does the term 'non-verbal leakage' mean?

3. Read the rest of the article (paragraphs 3-8) and answer the questions.

- What four things do people do when they are lying?
- What are the reasons that lie behind each of these actions?
- Does the writer imply that it is easy to tell when a person is lying?
- If you see someone scratching their face, how do you know if they have a genuine reason for doing so?
- What message do people convey when they 'shrug their shoulders'?
- How should your interpretation of body language change if someone is temporarily not talking?

4. Read the article again and find words and phrases in the article which mean the following:

- movements with the hands or arms (paragraph 1);
- highly skilled (paragraph 2);
- hide something, especially an emotion (paragraph 2);
- saying something intimate in a quiet way (paragraph 3);
- move in a quick, irregular way (paragraph 3);
- a strong feeling that is difficult to resist (paragraph 4);
- passing quickly; not lasting long (paragraph 4);

- h) prevent something from being noticed (paragraph 4);
- i) an action showing you do not know something or do not understand (paragraph 5);
- j) confused; not able to understand (paragraph 5);
- k) twist the body due to feeling of shame, discomfort or nervousness (paragraph 6);
- l) in a state of extreme anger or unrest (paragraph 7);

5. Discuss the following questions:

- Do you agree with the points made in the article?
- Do you think they apply to people all over the world, regardless of culture or race?
- Do you have any personal experience of interpreting body language?

Body language

1. Body language is much more influential than most people recognize. The main reason it is so important is because it is more truthful than the official elements of our social encounters. We lie much more easily with our spoken words than with our expressions, our gesticulations and our body postures. We can control our utterances down to the last syllable, but what are our fingers doing as we speak? How are our feet shifting as we talk? We may be able to control and manipulate some of our gestures but not all of them. There are too many and we are too preoccupied with what we are saying to be able to concentrate on all the finer points of our bodily actions.

2. Some individuals - such as great actors and devious politicians - do become extremely adept at lying with their bodies. They often fool us, and we believe them. They manage to avoid what has been called 'non-verbal leakage' -something that most of us do every day. Despite our attempts to suppress tell-tale signs, we give the game away by leaking little bits of information as we speak. We do this in several ways.

3. When we are telling lies we gesticulate less. This is because, unconsciously, we sense that if we use our hands their actions may not fit with our words. Our hands may be clenching tight, for example, when we are cooing soft words of love. Or they may flutter limply while our words insist that we are taking a firm stand. So we intuitively reduce our hand movements. But this in itself then becomes a clue that deception is taking place. It may not be easy to spot but to a trained eye it is clear enough.

4. Although the liar is less likely to wave his hands about in the air, he is more likely to use them in other ways. When deception is taking place he feels a strange compulsion to touch his face. Every so often one or both hands move up towards his mouth, as if trying to mask the lie that is issuing from his lips. Once there, another fleeting sensation takes over - the feeling that covering the mouth is too

obvious. So the hand moves on and rubs the cheek, strokes the nose, scratches the eyebrow or touches the forehead. This attempt to cover up the cover-up usually works well. The companion imagines that the speaker's nose must be itching and ignores the trivial action, while continuing to listen to the honeyed words. I am sometimes challenged on this point by people who say, 'But supposing the nose really is itching?' The answer is to study the scratching. Someone who has been stung by an insect will scratch in a more intense, specific way than the liar whose hand-to-face actions are almost casual by comparison.

5. Another hand posture that increases when deception is taking place is the hand shrug. The hands are held in front of the body, palm up and with the fingers slightly curled. The degree of curling increases little by little from the first finger to the fourth. Some observers have been puzzled as to why this particular action should increase when someone is lying. The answer is to be found in the message that is transmitted during ordinary shrugging. The full shrug, with shoulders raised, mouth corners pulled down, head tilted, eyes turned up and hands held out, is used as a disclaimer: 'I don't know', 'I can't help', 'I don't understand'. It is always a negative message, in which the gesturer essentially is saying, 'This has nothing to do with me.' When people start to lie, they unconsciously want to distance themselves from what they are doing and their small hand shrug is the tell-tale clue.

6. Another form of non-verbal leakage is the body shift. When we are telling the truth we may wave our hands about, we may even lean forward, or leap up, but we do not squirm. The bad liar does squirm a little, his body showing a strong urge to escape, while held firmly in place by the need to brazen out the lie. The good liar manages to suppress most of this body shifting but not all. There are nearly always a few tiny body movements left that he finds it impossible to eliminate. They may be no more than a slight shift of weight or pressure but they can be spotted if the listener is alert to them.

7. All these tell-tale signs can be observed not only in people who are in the process of telling lies but also when they are momentarily silent. Then, the gestures must be interpreted in a slightly different way. If, for example, somebody is asked a difficult question - one that he does not wish to answer - he may touch his nose or shift the weight of his body before he replies. What is happening is that, while he is thinking about the question and how to answer it, he appears calm but his brain is seething. That is the deception: outward calm, inward panic. When he finally does reply he may be lying or he may in fact be telling the truth.

8. So caution must be used when interpreting these small 'leaks' in our body language. They certainly indicate that something is going on inside the brain of the companion that is not being shown to the outside world but whether this amounts to a downright lie or a moment of soul-searching followed by a difficult truth will vary from case to case. Despite this weakness, however, non-verbal leakage does provide valuable clues about how simple and straightforward a companion is being in any particular encounter, or how complex and devious he is.

Exercise 15. Read the information given below about negative effect of news consumption. Summarise this article and give your own examples to prove the influence of colour on our life.

The Power of Colour

Colour therapy works on the premise that each colour has its own energy and that we absorb this through our light-sensitive cells. The aim is to create a balance and a free-flow of this energy. Obviously, no two people respond to colour in the same way, so this is a highly subjective practice, but there are some general rules. The most calming colours are the cool ones - blues, greens and violets - so the theory is that if we are aiming for peace and tranquility, we should avoid red walls (far too energizing for a stressed-out soul) and stick to the more gentle side of the spectrum.

'Violet,' explains colour therapist Catherine Cumming, 'is a tranquil colour that promotes inspiration and contemplation. Green is a balancing colour, neither hot nor cold, and is particularly effective in the city, where there are few green fields, but blue is the most calming of all. Being in a blue environment makes you breathe out and really slows you down. It is a perfect colour for bedrooms and promotes good, cozy dreams.'

So if we want to create that Zen-like haven, should we paint our house in blocks of blue, green and violet? No. 'Too much of a single colour,' explains Cumming, 'can in fact have a negative effect. Too much deep blue, for example, can slow us down so much that it makes us melancholy [so that's where the term 'the blues' comes from], so all colours must be balanced by their complementary colour.' This means that a violet room must contain some intellectually stimulating yellow, while a blue room needs a splash (just a splash, mind - too much will lead to confusion rather than calm) of orange, the colour of joy and physical activity.

Interior designer Tricia Guild agrees that a home should be primarily decorated in colours from the cool end of the spectrum, but she still has room for punches of hot shades, such as red and magenta.

The secret of making these bold colours work as part of a calming colour scheme, argues Guild, is white, 'the classic colour of simplicity', which not only functions as a cool colour in its own right but also, she says, 'gives other colours room to breathe, to stop competing, to be themselves'.

Colour therapy is increasingly used to improve office working conditions, too, according to Theo Gimbel, president of the International Association for Colour Therapy. 'There is no doubt that colours are very powerful and can reduce or raise stress levels,' he says. 'Bright reds and oranges raise blood pressure and make people work faster, but increased output will inevitably be outweighed by exhaustion and errors, as employers have discovered to their cost in the past.' According to Gimbel, the effects of colour have been proved scientifically. He recommends an office colour scheme that is mainly blue to promote calm, with pastel oranges to encourage creative productivity.

Well, what are you waiting for? Painting walls is, after all, a relaxing activity!

a. Fill in the table after reading the text.

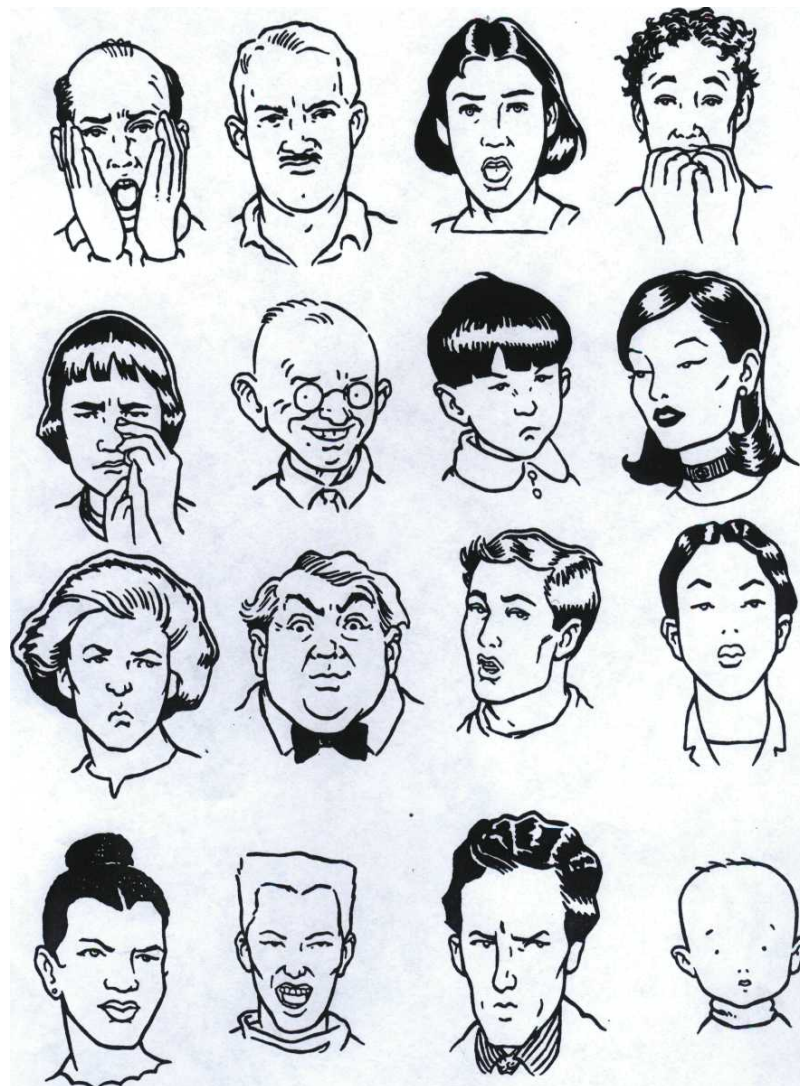
Colour	Effect
blue	calming
green	
violet	
	depressing
	energizing
yellow	
	simplifying

b. Work out the interior design of an imaginary flat: think about the colour of the walls, furniture, etc.

Exercise 16. Use words and expressions to describe feelings and emotions of the people in the picture.

1. amazed—affected with surprise or great wonder
2. anxious—worried about some uncertain event or matter
3. astonished—filled with sudden wonder or amazement
4. bored—tired with repetition or dullness
5. cautious—avoiding danger or harm; careful
6. chagrined—embarrassed or humiliated, caused by failure or disappointment
7. cheerful—being in good spirits; happy
8. cheery—in good spirits; pleasant
9. cunning—shrewd; crafty; clever; sly
10. deceitful—given to cheating or deceiving; misleading
11. devious—departing from the correct or proper way; acting in an underhanded manner
12. disgruntled—discontented; disagreeable
13. ecstatic—in a state of delight
14. engrossed—with one's attention completely occupied; wholly absorbed
15. harried—disturbed; annoyed
16. hearty—expressed with warmth of feeling; exuberant and unrestrained
17. impassioned—filled with passion; ardent
18. impassive—revealing no emotion; without expression
19. nonchalant—appearing unconcerned; indifferent; cool
20. noncommittal—revealing no preference or purpose
21. nonplussed—perplexed; baffled
22. overwhelmed—overcome emotionally; upset
23. pained—showing distress or suffering

24. pensive—deep in thought
25. perplexed—not certain about the solution of a problem
26. pleased—satisfied; gratified; agreeable
27. puzzled—uncertain as to the solution of a problem
28. restrained—controlled; checked; limited; restricted
29. satisfied—relieved of doubt; assured
30. snobbish—pretentious; arrogant; condescending toward inferiors
31. sorrowful—sad; mournful
32. supercilious—proud; scornful; haughty
33. tearful—filled with or causing tears
34. wondering—doubtful; having questions



Exercise 17. For each sentence, choose the best word or phrase to complete the gap from the choices below.

1. Someone who is sure of their own abilities and so does not feel nervous or frightened.
a) dependable b) confident c) sincere
2. A person who is trustworthy and reliable
a) rational b) dependable c) observant
3. Someone wishing to do what is right, especially to do one's work or duty well and thoroughly.
a) conscientious b) generous c) modest
4. A person, showing good or outstanding judgment and understanding.
a) stubborn b) idealistic c) discerning
5. Someone having or showing an excessive willingness to please others.
a) servile b) reckless c) vain
6. Someone who is not thinking or caring about the consequences of an action.
a) reckless b) dependable c) conscientious
7. A person having or showing an excessively high opinion of one's appearance, abilities, or worth.
a) servile b) conscientious c) vain
8. A bigoted person, someone having or showing a dislike or distrust that is derived from prejudice.
a) stubborn b) prejudiced c) observant
9. Someone who is quick to notice things.
a) observant b) tactful c) logical
10. As good as or better than others of a comparable nature.
a) conscientious b) competitive c) rational

Exercise 18. Match the trait of character with its definition.

- | | |
|--------------------|---|
| 1. Responsibility | a) Telling the truth, admitting wrongdoing; being trustworthy and acting with integrity. |
| 2. Perseverance | b) Doing the right thing in face of difficulty and following your conscience instead of the crowd. |
| 3. Caring | c) Practicing justice, equity and equality; cooperating with one another; recognizing the uniqueness and value of each individual within our diverse society. |
| 4. Self-discipline | d) Showing high regard for an authority, other people, self and country; treating others as you would want to be treated; understanding that all people have value as human beings. |
| 5. Citizenship | e) Being accountable in word and deed; having a sense of duty to fulfill tasks with reliability, dependability and commitment. |
| 6. Integrity | f) Being law abiding and involved in service to school, community and country. |
| 7. Honesty | g) Pursuing worthy objectives with determination and patience |

- while exhibiting fortitude when confronted with failure.
- 8. Courage h) Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.
 - 9. Fairness i) A love for and loyalty to one's country.
 - 10. Respect j) Demonstrating hard work controlling your emotions, words, actions, impulses and desires; giving your best in all situations.
 - 11. Patriotism k) A firm adherence to a code of especially moral or artistic values; being honest, trustworthy and incorruptible.

Exercise 19. Mark Twain once said, “A man’s character may be learned from the adjectives which he habitually uses in conversation” Choose the correct adjective. Explain your choice.

1. Mary’s very *sensible* / *sensitive*. She tends to think everything over and she doesn’t often make stupid decisions.
2. He’s a bit *talkative* / *bossy*. He likes telling people what to do.
3. Bill’s wonderfully calm and *relaxed* / *reserved*. I don’t think I’ve ever seen him lose his temper!
4. My sister’s *sensible* / *sensitive*. She always cries when she hears something bad has happened to someone.
5. Andrew’s too *generous* / *ambitious*. He’s never satisfied unless he’s the best.
6. Diane is very *friendly* / *nasty*. She’s usually the first one to talk to newcomers at school and help them.
7. Chris is a loyal, *polite* / *reliable* friend. I trust him completely.
8. They say I’m *rebellious* / *responsible*. I say I’m independent. I just don’t like other people telling me what to do all the time!
9. He’s so dreadfully *selfless* / *selfish*! He never thinks of anyone but himself.

Exercise 20. Studying Zodiac signs and the personality traits that are associated with these signs is a great way to quickly improve your vocabulary related to personality. Make a short overview of the main characteristics of your Zodiac Personality.

Exercise 21. a) Agree or disagree with the following statements. Give your arguments:

“Live your life in such a way that you'll be remembered for your kindness, compassion, fairness, character, benevolence, and a force for good who had much respect for life, in general.”(Germany Kent)

“A tree that grows too quickly without developing deep roots falls over in the slightest wind. Develop depth not shallowness of character.”(David Cuschieri)

“The best index to a person's character is how he treats people who can't do him any good, and how he treats people who can't fight back.”(Abigail Van Buren)

“Courage. Kindness. Friendship. Character. These are the qualities that define us as human beings, and propel us, on occasion, to greatness.” (R.J. Palacio, Wonder)

“You can judge a man's true character by the way he treats his fellow animals.” (Paul McCartney)

Be careful of your thoughts, for your thoughts become your words. Be careful of your words, for your words become your actions. Be careful of your actions, for your actions become your habits. Be careful of your habits, for your habits become your character. Be careful of your character, for your character becomes your destiny. (Chinese proverb, author unknown)

“Top 15 Things Money Can't Buy: Time. Happiness. Inner Peace. Integrity. Love. Character. Manners. Health. Respect. Morals. Trust. Patience. Class. Common sense. Dignity.”(Roy T. Bennett, The Light in the Heart)

Patience is a virtue.(William Langland)

Slow and steady wins the race.(proverb)

The face is the index of the mind(proverb)

It is unhealthy never to show any emotions.

Exercise 22. Answer the following questions:

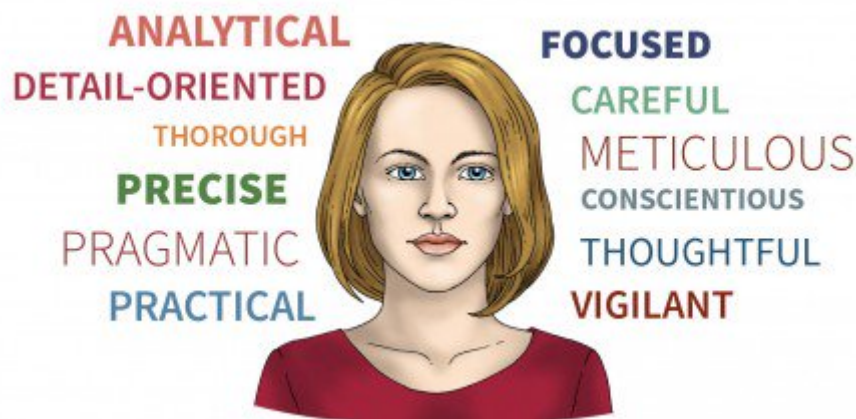
1) How does work influence and develop one's character? 2) Imagine you are staying on an uninhabited island with another person. What traits of character would you like her/him to possess? 3) Are men and women different emotionally? How? 4) Should people fight adverse circumstances and obstacles or should they yield to them? 5) What are the essential factors that help to mould a person's character? 6) What are the ways and means by which a person's character is revealed and estimated? 7) What kind of people are often lonely? 8) What are some important qualities of a good supervisor (boss)? Use specific details and examples to explain why these qualities are important.9) Do you agree or disagree with the following statement? «There is nothing that young people can teach older people. Use specific reasons and examples to support your position.10) Who is the smartest person you know?) How would you try to motivate a friend who is lazy? 11) Have you ever worked with someone who was unreliable? How did you handle the situation? 12) Are you typically more decisive or indecisive? Have you ever regretted a decision you made? 13) Are you more outgoing or more reserved? 14) Who is the most talkative person you know? 15) Describe an act of kindness that you have done for someone (or someone has done for you). 16) Do you know anyone who is mean or rude? 20) Describe a situation you have experienced in which you had to be brave

Exercise 22. Describe yourself for different situations
Are You Empathetic?



Words to Describe Yourself Professionally (Unique Adjectives to Use on a Resume): inventive, exciting, thoughtful, powerful, practical, proactive, productive, professional, meticulous, quick, balanced, achiever, knowledgeable, leader, diplomatic, logical, initiator, original, outgoing, particular, patient, active, positive, consistent, compassionate, incredible, independent, precise, mediator, emotional, cheerful, forgiving, responsive, candid, industrious, cooperative.

b) a job interview
Are You Analytical?



Positive Descriptive Words to Use in a Job Interview: conscientious, dynamic, customer-oriented, persistent, mature, methodical, motivated, objective, tenacious, sociable, friendly, realistic, reliable, resourceful, respectful, responsible, creative, confident, traditional, trustworthy, unconventional, unique, eclectic, observant, innovative, imaginative, thorough, honest, assertive, attentive, direct, broad-minded, committed.

c) college application.



Positive Descriptions for College Applications: optimistic, accomplished, adept, analytical, articulate, artistic, self-disciplined, controversial, individual, tolerant, reflective, participatory, unselfish, sophisticated, committed, strong, successful, diplomatic, talented, team player, fun, intelligent, changeable, passionate, intense, intuitive, upbeat, vibrant, funny, constructive, hard-working, dependable, direct, collaborative, loyal, engaged, empathetic, observant, thoughtful

Are You Diplomatic?



If you've already been interviewed for a job, you know the question: What would you say is your best quality? It can be an uncomfortable question to answer, especially since you're already nervous about the interview. What do they want to hear?

The good news is that it's possible to be completely honest. Because we can all identify with 90% of these adjectives in some situation or other, pick 10 to 15 words that describe you *most* of the time, regardless of the situation. It might be

helpful to think about who are you when you are on your own, doing your own thing. There will be very few other people who will identify the exact same combination, because we're all different.

Once you've come up with a few words, think of situations from your life that demonstrate that quality.

How to Turn a "Negative" Into a Positive

What would you say if you were asked, "What's your biggest weakness?"

Not sure? You might even wonder why employers even ask such a weird question. The objective with a question like this is to see how a person responds when they're thrown off base a little. It's also a way to force an applicant to reflect on how they've grown or want to grow.

The key to answering this question successfully is to show that you've reflected on your personality and have identified ways to improve.

Come up with a few words that you think describe your negative traits. Here are a few examples: controlling, rude, shy.

Ok, now with a little thinking and reflection these traits could provide insights into your best qualities. For example, a controlling person might have a hard time asking for help. Have you ever wished you'd accepted an offer of help from a friend or co-worker? Are you aware of the benefits of not always being in charge? If so, you're looking for opportunities to let go and work with others for better results.

Rudeness can easily be re-framed as bluntness and honesty. But you may feel that you can be a bit *too* honest at times. Describe a situation when you said something that may have been true, but that you wished you'd kept to yourself. Then explain that you're working on making your feedback more constructive.

There's nothing wrong with shyness, but you may feel that it holds you back from participating fully. Maybe there have been times when you wished you'd been more assertive. Explain that you're working on speaking up more and overcome your fear of offending others.

d) online dating

Words to Describe Yourself on Online Dating Sites:

direct, enthusiastic, spontaneous, open, adventurous, lighthearted, communicative, passionate, witty, self-aware, playful, strong-willed, easy-going, intellectual, silly, responsive, big-hearted, intense.

Unique Adjectives to Describe Your Personality:

competitive, political, socially conscious, modest, courageous, enthusiastic, enterprising, entrepreneurial, facilitator, focused, genuine, open-minded, wise,

sensitive, witty, sensible, sincere, skilled, solid, communicative, helpful, fast, responsible, results-driven, results-oriented, self-reliant, organised, knowledgeable, amiable, persuasive, trustworthy, imaginative, diplomatic, logical, personable, flexible, adaptable, perceptive, insightful, easy-going, visionary, warm, ambitious, curious.

Exercise 23. Render the following fables into English and comment on their morals:

a) Одного разу учні прийшли до старця і запитали його: чому погані риси так міцно вкорінюються у людині, а добрі – залишаються бути хиткими і непостійними?

- Що буде, якщо здорове насіння залишити на сонці, а хворе зарити в землю?
- Запитав старець.
- Добре насіння, що залишено без ґрунту, загине, а погане насіння проросте, дасть хворий паросток і плід, – відповіли учні.
- Так чинять люди: замість того, щоб потай творити добрі справи і глибоко в душі рости добрі початки, вони виставляють їх напоказ і тим гублять. А свої недоліки і гріхи, щоб їх не побачили інші, люди ховають глибоко в душі. Там вони ростуть і гублять людину в самому її серці.

b)

Притча про двох вовків



Колись давно старий індіанець відкрив своєму онукові одну життєву істину.

У кожній людині йде боротьба, дуже схожа на боротьбу двох вовків. Один вовк представляє зло - заздрість, ревності, жаль, егоїзм, амбіції, брехню ... Інший вовк представляє добро - мир, любов, надію, істину, доброту, вірність

Маленький індіанець, зворушений до глибини душі словами діда, на кілька миттєвостей задумався, а потім запитав:

- А який вовк в кінці перемагає?

Старий індіанець ледь помітно посміхнувся і відповів:

- Завжди перемагає той вовк, якого ти годуєш.

с)

Кожен знаходить те, що шукає

Один старий сидів біля дороги, що вела в одне близькосхідне місто. До нього підійшов юнак і запитав:

- Я жодного разу не був у цьому місті. Які люди живуть тут?

Старий подумав і відповів запитанням:

- А які люди були в тому місті, з якого ти пішов?

- О! – вигукнув юнак. – Це були егоїстичні та злі люди. Саме тому я з радістю поїхав звідти!

- На жаль, мушу тебе засмутити, - відповів йому старий. – Тут ти зустрінеш таких самих людей.

Трохи згодом ішов інший подорожній та також підійшов до старого:

- Я щойно приїхав. Скажи, старий, які люди живуть у цьому місті?

Старий відповів так само, як і першому юнаку:

- А скажи, синку, які люди були в тому місті, звідки ти прийшов?

- О, це були добрі, гостинні та благородні люди! У мене там залишилося багато друзів, і мені нелегко було з ними розлучатися.

- Що ж, радій, - відповів старий. – Ти знайдеш таких самих людей і тут.

Купець, неподалік поїв своїх верблюдів, чув обидві розмови. Коли подорожній пішов, він звернувся до старого з докором:

- Як ти можеш двом людям дати дві абсолютно протилежні відповіді на одне й те саме питання.

- Сину мій, кожен носить свій світ у своєму серці. Той, хто в минулому не знайшов нічого хорошого, тут також не знайде нічого. І навпаки, той, у кого були друзі в іншому місті, тут теж знайде вірних друзів. Секрет у тому, що кожен знаходить лише те, що вміє шукати. А люди, які нас оточують, стають тим, що ми в них знаходимо.

d)

Легенда про Любов

Колись, дуже давно, на Землі був острів, на якому мешкали усі духовні цінності. Та одного разу вони зауважили, що острів почав опускатись під воду. Усі цінності сіли на свої кораблі і поплили світ за очі. Залишилась тільки Любов.

Вона чекала до останнього, але коли вже чекати було нічого, їй теж закортіло податися геть. Тоді вона звернулася до Багатства і попросилась до нього на корабель. Але Багатство відповіло:

– На моєму кораблі багато дорогоцінностей і золота, для тебе тут не вистачить місця.

Коли повз пропливав корабель Суму, вона попросилась до нього, але той відповів:

– Вибач, Любове, я такий сумний, мені треба завжди залишатися насамоті.

Тоді Любов побачила корабель Гордості і попросила про допомогу її, але та сказала, що Любов порушить гармонію на її кораблі.

Поруч пропливала Радість, але вона така була перейнята веселощами, що навіть не почула, як її кликала Любов.

Тоді Любов впала у відчай. Але раптом вона почула голос десь позаду:

– Ходімо, Любове, я заберу тебе з собою.

Любов озирнулася і побачила старого. Він довів її до суші, і коли старий поплив, Любов спохопилась, адже вона забула запитати його ім'я.

Тоді вона звернулася до Знання:

– Скажи, Знання, хто врятував мене? Хто був цей старий?

Знання подивилось на Любов:

– Це був Час.

– Час? – перепитала Любов. – Але чому він врятував мене?

Знання ще раз поглянуло на Любов, потім вдалеч, куда поплив старий:

– Тому що тільки Час відає, якою важливою в житті є Любов.

Exercise 24. Personal Traits and Qualities

Your personal traits and qualities influence how you act in different situations. Below you find a list of traits and qualities. Some of them describe you as a person. You may also find words on the list that describe characteristics that you would like to improve.

a) Underline those that fit your personality. Mark traits and qualities that you wish to improve with a + sign. Add if something is missing.

accountable enterprising questioning accurate flexible quick active forceful
realistic adaptable friendly reliable adventurous generous responsive ambitious
gentle risktaking analytical happy self controlled artistic honest sensitive brave
humble service oriented calm impulsive silent committed independent skeptical
competetive innovative spontaneous confident intense straightforward consistent
loyal structured creative outgoing supportive curious patient sympathetic

determined persistent systematic dominant positive tolerant eager practical verbal energetic proactive wise

b) Rank your five most positive traits. Describe situations when these traits are most obvious to yourself and others.

c) Chose five traits you would like to improve or develop. How could you improve them?

Exercise 25. Watch the video and be ready with the tasks given below.

Video 1

Be the best you. 7 keys to positive personality

You can find the video at <https://www.youtube.com/watch?v=m70vQ5u4a50>

1. Pre-viewing.

Explain the meaning of the following phrases:

- Mental fitness
- To recharge batteries;

2. Viewing.

Write down the 7 keys to positive personality.

3. Post-viewing.

1. Comment on the following saying: "Formal education will make you a living, self-education will make you a fortune"
2. Define the most important steps to be taken to become a positive personality.

Video 2

The № 1 Personality Trait of Successful People

You can find the video at <https://www.youtube.com/watch?v=PssDsuv2CVI>

1. Pre-viewing activity.

Consult the dictionary and learn the meaning and pronunciation of the following words and expressions:

DNA
Finger prints
Embrace
Autonomy
Cutting edge
Miniscule
Malaysia
Oppressive

2. Viewing.

3. Post-viewing.

Answer the following questions:

1. Name and explain the types of society mentioned in the clip.
2. What type of society are we living in?
3. What ideas are necessary to bear in mind if you want to be a successful person?

Video 3

The big five personality traits

You can find the video at

<https://www.youtube.com/watch?v=oWpRKJPCI7M>

1. Pre-viewing.

a. Consult a dictionary and learn the meaning and pronunciation of the following words: *openness, conscientiousness, extroversion, agreeableness, neuroticism, vulnerability, gregariousness, assertiveness, compliance.*

b. Give the definition of notion “personality.”

c. Find out the meaning of the abbreviation *o.c.e.a.n.*

2. Viewing.

While viewing compare your definition of personality with given in the clip.

Write down the characteristics of every trait:

Openness - ...

Conscientiousness - ...

Extraversion - ...

Agreeableness - ...

Neuroticism - ...

3. Post-viewing.

1. Consult your notes and give the correct name of the trait:

	<ul style="list-style-type: none">• Anxiety• Angry Hostility• Depression• Self-Consciousness• Impulsiveness• Vulnerability
	<ul style="list-style-type: none">• Warmth• Gregariousness• Assertiveness• Activity• Excitement-Seeking• Positive Emotions
	<ul style="list-style-type: none">• Fantasy• Aesthetics• Feelings• Actions• Ideas• Values
	<ul style="list-style-type: none">• Trust• Straightforwardness• Altruism• Compliance• Modesty• Tender-mindedness
	<ul style="list-style-type: none">• Competence• Order• Dutifulness• Achievement• Striving• Self-Discipline• Deliberation

2. Sum up the information you have learned about *o.c.e.a.n*

3. Give examples of TV characters with different predominant traits.

Additional Information

Traits of the Big Five personality test

Human resources professionals often use the Big Five personality dimensions to help place employees. That is because these dimensions are considered to be the underlying traits that make up an individual's overall personality. The Big Five traits are Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism or OCEAN:

Openness - People who like to learn new things and enjoy new experiences usually score high in openness. Openness includes traits like being insightful and imaginative and having a wide variety of interests.

Conscientiousness - People that have a high degree of conscientiousness are reliable and prompt. Traits include being organized, methodic, and thorough.

Extroversion - Extraverts get their energy from interacting with others, while introverts get their energy from within themselves. Extroversion includes the traits of energetic, talkative, and assertive.

Agreeableness - These individuals are friendly, cooperative, and compassionate. People with low agreeableness may be more distant. Traits include being kind, affectionate, and sympathetic.

Neuroticism - Neuroticism is also sometimes called Emotional Stability. This dimension relates to one's emotional stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions. Traits include being moody and tense.

Video 4

"What is Happiness?"

1. Pre-viewing.

Find the answers to the following questions:

What is "World Happiness Report"?

What place does Ukraine occupy in it?

Comment on the following sayings:

"Thousands of candles can be lighted from a single candle, and the life of the candle will not be shortened. Happiness never decreases by being shared." Buddha
"Happiness held is the seed; happiness shared is the flower." ~Author Unknown

2. Viewing.

While viewing compare the places of the USA and Ukraine in the "World Happiness Report".

3. Post-viewing.

Comment on:

- the level of happiness in Ukraine and the USA;
- the correlation between hard work, success and happiness;
- the characteristic features of happy people
- “the pebble effect”.

Video 5

3 Powerful Techniques to Beat Procrastination.

You can find the video at <https://www.youtube.com/watch?v=VA8D1cGW5Qk>

1. Pre-viewing.

a) Read the article and give definition of procrastination.

Have you ever put something off until it was too late? If so you are not alone, but some people find themselves in a perpetual never ending cycle of postponing and avoidance. In a nutshell, you procrastinate when you put off things that you should be focusing on right now, usually in favor of doing something that is more enjoyable or that you're more comfortable doing. According to psychologist Professor Clarry Lay, a prominent writer on the subject, procrastination occurs when there's “a temporal gap between intended behavior and enacted behavior.” That is, when there's a significant time period between when people intend to do a job, and when they actually do it. It is debatable what cause procrastination but it could be linked to issues related to anxiety, low self worth, and self defeating mentality. Research suggests that there is a stronger correlation between procrastination and impulsiveness.

b) Comment on the picture.



2. Viewing.

3. Post-viewing. Answer the following questions:

1. Is procrastination a positive or negative feature? What are the consequences of procrastinating?
2. Explain the effect of “10 minute rule”.
3. What are “Three magical questions”? What can you achieve answering them?
4. Do you consider “Ultimate goal vs immediate desire” technique useful?
5. Sum up the techniques used to beat procrastination.

SUPPLEMENTS

Supplement to Unit 2. Painting

British Art

The Portrait of Mrs. Sarah Siddons, a famous British actress executed

A. by J. Reynolds



B. by T. Gainsborough



Expressions to Be Used While Doing Rendering

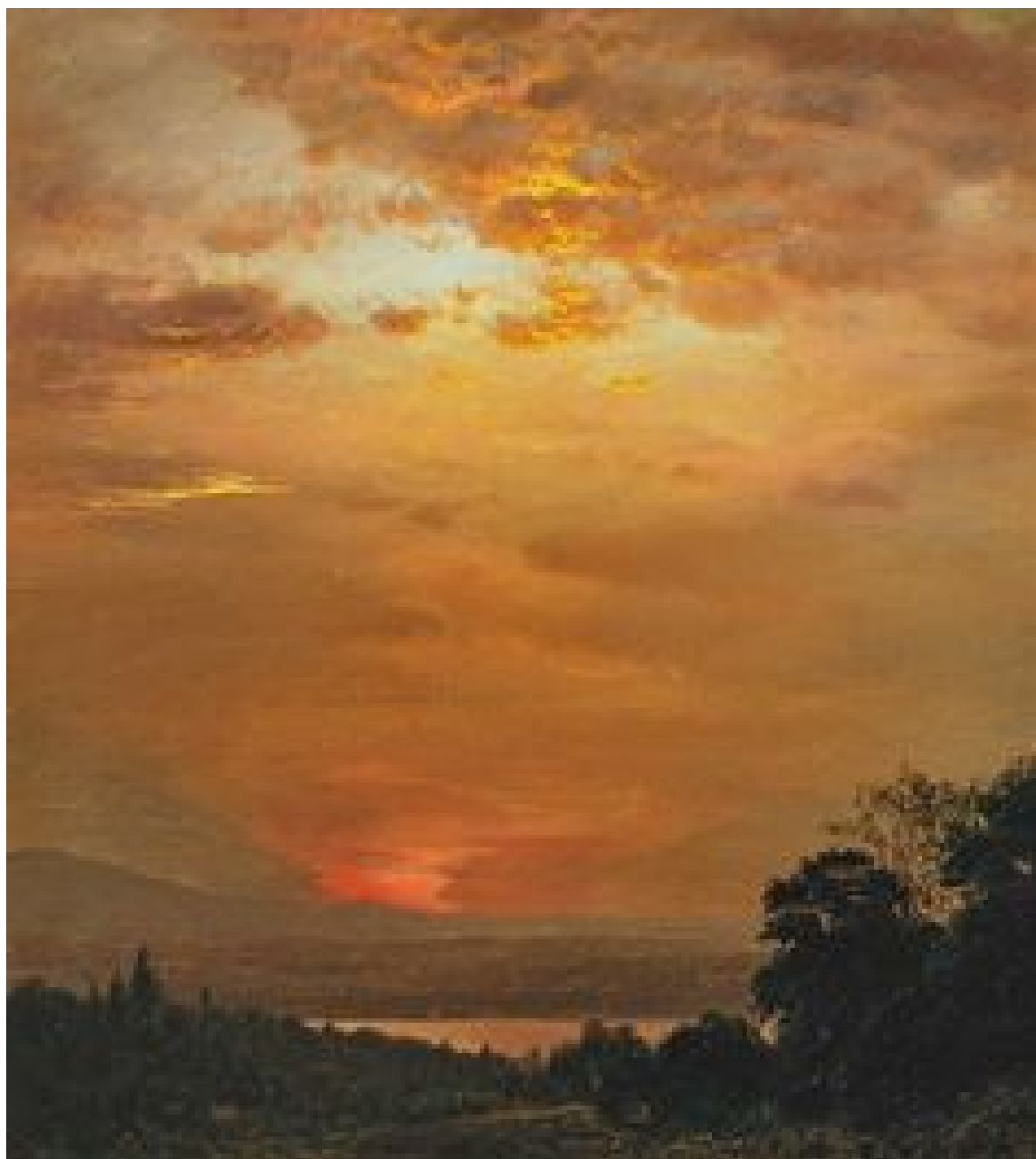
1. The title of the article is .../ The article is entitled ...
2. It is taken/obtained from ...
3. The article deals with .../ The main idea of the article is ...
4. At the beginning of the article (in the beginning) the author
 - describes
 - depicts
 - dwells on
 - touches upon
 - explains
 - introduces
 - mentions
 - recalls
 - characterizes
 - analyses
 - comments on
 - enumerates
 - points out
 - generalizes
 - criticizes
 - makes a few critical remarks on
 - reveals/ exposes
 - accuses/ blames
 - condemns
 - mocks at/ ridicules
 - praises/ sing the praises
 - sympathizes with
 - gives a summary of/ gives his account of
 - makes an excursus into
 - digresses from the subject to describe ...
5. Then (after that, further, further on, next) the author
 - passes on to ...
 - goes on from/ goes on to say that
 - gives a detailed analysis/description of ...(SEE point 4)
6. In conclusion the author ...(SEE point 4)
 - At the end of the article the author draws the conclusion that ...
 - At the end of the article the author sums it all up by saying ...
 - The concluding words are ...

American Art

The Hudson River School



**Asher Durand
The Beeches (1845)**



**Frederic Edwin Church
Looking West from Olana (1864)**



Thomas Moran
Waterfall in Yosemite (1913)

The Ash Can School



Robert Henri
Street Scene with Snow (1902)



William Glackens
Italo-American Celebration (1912)



George Bellows
Both Members of This Club (1909)

James McNeill Whistler's Portrait of His Mother
"Arrangement in Grey and Black, No. 1"

To make clear that he considered subject of no importance, he employed the title "Arrangement in Grey and Black, No. 1". Concerning this canvas he wrote that the public could have no interest in the identity of the portrait, it was of interest only to him that it was "a picture of my mother". That millions have identified this canvas with their love for their own mothers suggests that Whistler was more inspired by human significance than his theories allowed him to admit. He composed the painting with disarming simplicity with Japanese compartmental spatial relationships in mind, and the profile silhouette most deftly placed. "Arrangement in Grey and Black, No. 1" (now in the Louvre) became the most popular picture and was; spoken of as "a real poem of the highest order, a most serene harmony". It is really a most tender picture in which the purity and integrity of Mrs. Whistler are conveyed by means of the tightly constructed composition; and the concentration is emphasized by his placing the sitter in side view against an even-toned background. She has an air of permanence about her. The picture is not entirely austere, this note is relieved by the soft strokes of paint on the curtain.

A

B



C



D.



American Art Galleries and Museums

The National Gallery of Art

The National Gallery of Art was created in 1937 for the people of the United States of America by a joint resolution of Congress, accepting the gift of financier and art collector Andrew W. Mellon. During the 1920s, Mr. Mellon began collecting with the intention of forming a gallery of art for the nation in Washington. In 1937, the year of his death, he promised his collection to the United States. On March 17, 1941, President Franklin D. Roosevelt accepted the completed building and the collections on behalf of the people of the United States of America.

The paintings and works of sculpture given by Andrew Mellon have formed a nucleus of high quality around which the collections have grown. Mr. Mellon's hope that the newly created National Gallery would attract gifts from other collectors was soon realized in the form of major donations of art from Samuel H. Kress, Rush H. Kress, Joseph Widener, Chester Dale, Ailsa Mellon Bruce, Lessing J. Rosenwald, and Edgar William and Bernice Chrysler Garbisch as well as individual gifts from hundreds of other donors.

Nowadays the National Gallery of Art, one of the world's preeminent museums, preserves, collects, exhibits, and fosters the understanding of works of art at the highest possible museum and scholarly standards. The Gallery's collection includes some 141,000 paintings, drawings, prints, photographs, sculpture, decorative arts, and new media tracing the development of Western art from the Middle Ages to the present. Temporary exhibitions span the world and the history of art, and free programs, including lectures, tours, concerts, films, and family activities, are offered year-round. The admission to the National Gallery of Art and its Sculpture Garden is free.

The Gallery's East Building, located on land set aside in the original Congressional resolution, was opened in 1978. It accommodates the Gallery's growing collections and expanded exhibition schedule and houses an advanced research center, administrative offices, a great library, and a burgeoning collection of drawings and prints. The building was accepted for the nation on June 1, 1978, by President Jimmy Carter. Funds for construction were given by Paul Mellon and the late Ailsa Mellon Bruce, the son and daughter of the founder, and by the Andrew W. Mellon Foundation.

On May 23, 1999 the Gallery opened an outdoor sculpture garden designed to offer year-round enjoyment to the public. Located in the 6.1-acre block adjacent to the West Building at 7th Street and Constitution Avenue, N.W., the garden

provides an informal, yet elegant setting for works of modern and contemporary sculpture.

The Smithsonian American Art Museum

The Smithsonian American Art Museum, the nation's first collection of American art, is an unparalleled record of the American experience. The collection captures the aspirations, character and imagination of the American people throughout three centuries. The museum is the home to one of the largest and most inclusive collections of American art in the world. Its artworks reveal key aspects of America's rich artistic and cultural history from the colonial period to today. More than 7,000 artists are represented in the collection, including major masters, such as John Singleton Copley, Gilbert Stuart, Winslow Homer, John Singer Sargent, Childe Hassam, Mary Cassatt, Georgia O'Keeffe, Edward Hopper, Jacob Lawrence, Helen Frankenthaler, Christo, David Hockney, Jenny Holzer, Lee Friedlander, Roy Lichtenstein, Nam June Paik, Martin Puryear, and Robert Rauschenberg.

The museum has been a leader in identifying and collecting significant aspects of American visual culture. American Art has the largest collection of New Deal art and the finest collections of contemporary craft, American impressionist paintings, and masterpieces from the Gilded Age. Other pioneering collections include photography, modern folk art, work by African American and Latino artists, images of western expansion, and realist art from the first half of the twentieth century. In recent years, the museum has focused on strengthening our contemporary art collection, and in particular media arts, through acquisitions and by commissioning new artworks.

The Guggenheim Museum

An internationally renowned art museum and one of the most significant architectural icons of the 20th century, the Guggenheim Museum is at once a vital cultural center, an educational institution, and the heart of an international network of museums. Visitors can experience special exhibitions of modern and contemporary art, lectures by artists and critics, performances and film screenings, classes for teens and adults, and daily tours of the galleries led by experienced docents. Founded on a collection of early modern masterpieces, the Guggenheim Museum today is an ever-growing institution devoted to the art of the 20th century and beyond.

Assembled over the past decade, Bilbao's collection of art spans from the mid-twentieth century to the present day. Concentrated on post-war painting and sculpture in America and Europe, the collection is autonomous yet complements the Solomon R. Guggenheim Museum's outstanding holdings of modern and contemporary art. This concept of individual collections existing within a shared network is at the heart of the Guggenheim's aim to foster cultural exchange and exhibit art to the widest possible audience.

Under the Guggenheim Foundation's advisement, Bilbao has acquired key works by some of the most significant artists of the second half of the twentieth century, including Anselm Kiefer, Willem de Kooning, Robert Motherwell, Sigmar Polke, Gerhard Richter, James Rosenquist, Clyfford Still, Cy Twombly, and Andy Warhol. The acquisition of singular masterworks by leading artists of our time allows the museum to present a series of influential high points of modern and contemporary art. Major acquisitions include Joseph Beuys's *Lightning with Stag in Its Glare* (1958–85); Jeff Koons's *Puppy* (1992), now iconic in its position in the museum plaza; Mark Rothko's *Untitled* (1952–53); and Robert Rauschenberg's *Barge* (1962–63), purchased jointly with the museum in New York.

The de Young Museum

Founded in 1895 in San Francisco's Golden Gate Park, the de Young Museum has been an integral part of the cultural fabric of the city and a cherished destination for millions of residents and visitors to the region for over 100 years. The de Young's American art collection, spanning from the 17th century to the present day, is the most comprehensive survey collection of American art in the American West, and is among the top 10 collections nationally that encompass the entire history of non-indigenous American art. The acquisition of the distinguished Rockefeller Collection, along with later gifts and purchases, transformed the American art collection into a true national treasure, as well as a significant cultural and educational resource for both residents and tourists. The de Young's holdings include more than 1000 paintings ranging from 1670 to the present day. The art on view spans four centuries and includes objects created by Native American cultures, subsequent immigrants, enslaved Africans, and their descendants. Many of these cultures clashed over their differing visions of America's past, present, and future, while also borrowing and sharing ideas from each other. This historical diversity and complexity has led to the creation of many hybrid art objects that are among the defining features of culture in the United States.

The breadth and depth of the American art collection enables visitors to explore many of the most influential developments in American art and history. These objects reflect both the personal visions of the artists and the collective concerns of their communities. The juxtaposition of old objects with newer ones in the galleries is intended to foster a dialogue between the past and the present, and to remind viewers that cultural ideas can transcend the artwork's time and place of origin.

There are galleries devoted to art in the following areas: Native American and Spanish Colonial; Anglo-Colonial; Federal and Neoclassical; Victorian genre and realism; trompe l'oeil still life; the Hudson River School, Barbizon and Tonalism; Impressionism and the Ashcan School; Arts and Crafts; Modernism; Social Realism and American Scene; Surrealism and Abstraction; Beat, Pop and Figurative; and contemporary. Also featured are important California collections with national significance, including examples of Spanish colonial, Arts and Crafts, Bay Area Figurative, and Assemblage art.

San Francisco Museum of Modern Art

Founded in 1935, SFMOMA was the first museum on the West Coast devoted to modern and contemporary art. From the outset, the museum has championed the most innovative and challenging art of its time, and it continues to exhibit and collect work by both modern masters and younger, less-established artists.

The museum always have a dynamic schedule of thought-provoking exhibition on view, including special exhibitions and changing presentations from our collection of more than 27,000 artworks, photographs, and design objects. The internationally recognized collection of modern and contemporary art continues to grow. With strong holdings in photography, painting and sculpture, architecture and design, and media arts, the museum strive to present key examples of Modernism as well as more recent works that reflect a variety of artistic developments occurring regionally, nationally, and around the world. Each year, in addition to organizing ongoing installations of permanent collection works, curators develop a variety of collection-based presentations to complement the special traveling exhibitions hosted by the museum. Including both modern art masterworks and glimpses of contemporary art in the making, the permanent collection contributes to SFMOMA's standing as a dynamic art center where visitors can learn, reflect, and be inspired.

Ukrainian Art

T. Shevchenko's Creative Work

Taras Shevchenko grew up and developed as an artist on the foundation of the progressive ideas of Russian art. T. Shevchenko, simultaneously with Pavel Fedotov, affirmed critical realism as a new, progressive trend in Russian fine arts of that time. In his best works of the latter period, especially in his series "The Parable of the Prodigal Son", a bitter satire on tsarist autocracy, Shevchenko came forth as a predecessor of the "peredvizhniki" artists.

During his first years as a pupil of the "indoor painter" Vasiliy Shiryayev, and at the same time attending drawing classes at the "Association of Young Artists", the self-lad Shevchenko, turned to themes from the history of his homeland. He strived to convey in his compositions the sacred aspirations and dreams of the Ukrainian people, to truthfully portray their everyday life and reproduce the images of their historical past.

In 1836-1837 Shevchenko created his composition "The death of Bohdan Khmelnytsky", in 1844 – the etching "Gifts in Chygyryn in 1649" that evidenced the young artist's great interest in the heroic past of the Ukrainian people, in the image of Bohdan Khmelnytsky, under whose leadership the Ukrainian people accomplished their old-age dream of reunification with the fraternal Russian people.

The themes of Shevchenko's works, depicting life in the Ukraine at that time, are very diverse. Among them we can single out the watercolor composition of 1841, "Gypsy Fortune-Teller", which was awarded a silver medal by the Council of the Academy of Arts. This, in turn, led to the still greater canvas, "Kateryna", in which the acute social-exposing theme sounded out in full voice. The artist exposed the tragic fate of a poor Ukrainian self-girl, who was seduced and then abandoned and disgraced by an officer of the gentry. The poem of the same name served as a basis for this painting.

High professional skill, a faithful depiction of the model combined with deep penetration into man's inner world are characteristic features of Shevchenko's water colour portraits made in 1838-1842 ("Portrait of an Unknown", "Portrait of N. Lunin", "Portrait of M. Sokolovsky"). Portrait painting was the leading genre in Shevchenko's work as an artist. Over 100 portraits and some 30 self-portraits have been preserved up to our days. His self-portrait painted in 1841 stands out from the rest, for it reveals a man of great vital strength, energy, courage and resoluteness. In this self-portrait Shevchenko is portrayed full of youthful exuberance, romantic inspiration. That is what the poet was like when his "Kobzar" was first published.

In the spring of 1843 after 14 years of separation from his homeland, T. Shevchenko visited his native land. Travelling through Ukraine, Shevchenko made quite a few portraits. Some of them, particularly his “Portrait of Battle Painter A. Kotsebu”, and portraits of Mayevska, Gorlenko, Znkrevska and Keikuatova, deserve special attention. They eloquently testify to Shevchenko's maturity as an artist and are distinguished for their subtly modeling, restrained range of colour and profound psychological approach. In these portraits, especially in those of women, one can easily trace the influence of Bryullov.

The works of the exile period can be divided up into 3 groups: portraits, landscape paintings and genre compositions. Of the portraits the most interesting are Shevchenko's self-portraits. It should be mentioned that during his lifetime Shevchenko created a great number of self-portraits. Taken as a whole, they comprise one of the most valuable sources of learning about the artist's life.

During his first year in exile Shevchenko portrayed himself in a uniform of a rank-and-file soldier. Looking at this self-portrait, it is quite easy to comprehend the poet's hurt and grief upon learning of the cruel punishment which so suddenly fell upon him. Having been sent as a soldier-guard on the Butakov expedition, which during 1848-1849 explored the shores of the Aral Sea, Shevchenko served as the expedition's artist. During the Aral expedition and later too, during another expedition into the Kara-Tau Hills, and still later, during his stay at the Novopetrovsky Fortress Shevchenko created a great number of watercolor landscape paintings. These landscape paintings attract us by their maturity of mastery. Here, we can see no conventionality which was so typical of the academic school of landscape painting. The Kazakhstan countryside itself with its boundless territory prompted Shevchenko as to the local colour and compositional manner of executing these landscape paintings. In the well-known water-colour painting, “Novopetrovsky Fortress Viewed from Khivinsky Road”, Shevchenko portrayed the fort where he spent seven long hard years. The genre themes in the creative work of T. Shevchenko during the exile period are also of great importance.

Supplement to Unit 3. Major Ecological Problems of the 21st Century

Keys

Idiom exercises

Keys. Ex. 5.

A.

1. I'm afraid I **don't have green fingers**. I've killed every plant I've ever owned.
2. Orchids are the supreme test for **green fingers**.
3. You really do have **green fingers**.
4. It was 60 years ago this November, and Scully was a 21-year-old **greenhorn**, recently graduated from Fordham.
5. He had made three trips in all, visiting both frosty ends of the globe, rising through the ranks from pimply **greenhorn** to chief harpooner.
6. 'Oh... I reckon every **greenhorn** has got to learn somewhere.
7. Do you think his criticisms of Jack are valid or is it just a case of the **green-eyed monster**?
8. For the first time in his passionless life he felt the fangs of the **green-eyed monster**.

B.

1. Once the project is **given the green light** it will take one to two years to complete.
2. The government **has given the green light** to our tree-planting project, so we can go ahead and start organizing things.
3. We were given the **green light** to use the town commons for our fund-raise.
4. I'm going to be **in hot water** with my boss when he finds out that I lost our client's account.
5. Because she arrives late for work so frequently, Kim is **in hot water** with her boss.
6. Many families are **in deep water** because of the mortgage crisis, and some might even lose their homes.
7. Nearly every week there's something else; you find you're constantly in debt and always borrowing **to keep your head above water**.
8. I'm struggling to pay the bills; I don't know if I can **keep my head above water**.
9. No matter how we try, our savings are slowly disappearing. We'll find a way **to keep our heads above water**.

C.

1. Never mind that old quarrel; that's **water under the bridge**.

2. Last year's problems with delivery are **water over the dam**.
3. That argument isn't likely **to hold water with** my father!
4. When she told me that she thought the sun revolved around the earth, I told her that it **doesn't hold water**. The earth moves around the sun!
5. The managers **threw cold water on** the plans to close down the factory for one week in August.
6. I wanted to have Chinese food for dinner, but she **threw cold water on** the idea right away.
7. You're always **throwing cold water** on my suggestions.

Keys. Ex. VI. Translate into English using idioms from the list.

1. She has a **green thumb** and can work wonders with plants.
2. If I had a **green thumb** I could grow my own bananas.
3. The farm flourished under his **green fingers**.
4. 'I'm afraid I haven't got **green fingers**.
7. O! beware, my lord, of jealousy. It is the **green-eyed monster**.
- 8.
- Are you planning on **giving your son the green light** to go to Canada to study English?
- Yeah, I want him to speak well, so I'm going to let him go.
9. **They've just been given the green light** to build two new supermarkets in the region.
10. After reading John's proposal for the new advertising campaign, his boss **gave him the green light** to get started on it.
11. He's **in hot water with** his father.
12. He's probably **in very hot water** because of you.
13. He landed **in deep water** when he began the affair
14. I tried to get him to say something about his career. 'Oh, my dear Lewis, that's really **water under the bridge...**'
15. It won't **hold water**.
16. The board of directors love **to throw cold water on** Sheila's suggestions – it makes them feel powerful.
17. My father is always **throwing cold water on** my plans to become a singer.

Part I. Major Ecological Problems of the 21st Century

Keys:

Exercise 2. 1) C; 2) I; 3) G; 4) D; 5) D; 6) B; 7) domestic; 8) government; 9) landfills; 10) outmoded; 11) reprocessing/recycling; 12) degrade; 13) recycled; 14) consequences.

Exercise 3.

Keys:

Question 1-5

1 Paragraph B	iii
2 Paragraph C	ii
3 Paragraph D	i
4 Paragraph E	v
5 Paragraph F	ii

Question 6-9

- 6** According to a recent study, well-lit streets do not **deter crime** or make neighbourhoods safer to live in.
- 7** Inefficient lighting increases **(air) pollution** because most electricity is produced from coal, gas or oil.
- 8** Efficient lights **block light** from going into areas where it is not needed.
- 9** In dealing with light pollution **education** is at least as important as passing new laws.

Questions 10-13

- 10** One group of scientists find their observations are made more difficult by bright lights. **YES**
- 11** It is expensive to reduce light pollution. **NO**
- 12** Many countries are now making light pollution illegal. **NOT GIVEN**
- 13** Old types of light often cause more pollution than more modern ones. **YES**

Exercise 4.**Keys:**

1. F
2. F
3. F
4. T
5. F
6. T
7. NG
8. D
9. C
10. C
11. A
12. C
13. C

Exercise 5.**Keys:**

1. D
2. C
3. C
4. B
5. C
6. E
7. A
8. F
9. NG
10. T
11. F
12. NG
13. T
14. NG

GLOSSARY

Acid rains	—	precipitation containing acid-forming chemicals, chiefly industrial pollutants, which have been released into the atmosphere and combined with water vapor; ecologically harmful.
Arid	—	1) extremely dry, parched; 2) barren or unproductive due to lack of moisture.
Carbon dioxide	—	gas CO ₂
Chlorine	—	(chem.) greenish-yellow, bad-smelling poisonous gas used as a sterilizing agent in industry.
Collaborate	—	work one with another, cooperate.
Conservation	—	the controlled utilization or official supervision of natural resources in order to preserve or protect them or to prevent depletion.
Contaminate	—	1) to make impure or unsuitable by contact or mixture with something unclean, bad, etc.; 2) pollute.
Deforest	—	disafforest.
Deplete	—	to decrease seriously or exhaust the abundance or supply of.
Discharge	—	to pour forth.
Drought	—	continuous (period of) dry weather causing distress; want of rain.
Ecocatastrophe	—	a widespread disaster caused by detrimental changes in the environment.
Ecology	—	1) branch of biology that deals with the habits of living things, esp. their relation to their environment; 2) the advocacy of protection of the air, water and other natural resources from pollution or its effects.
Ecosystem	—	a system formed by the interaction of organisms with its environment.
Endanger	—	1) to expose to danger; imperil; 2) to threaten with extinction.
Endangered species	—	a species at risk of extinction because of human activity, changes in climate, changes in predator-prey ratios, etc., esp. when officially designated as such by a governmental or international agency.
Environment	—	the air, water minerals, organisms and all other external factors surrounding and affecting a given organism at any time.
Environmentalist	—	1) an expert on environmental problems;

		2) a person who advocates or works for protection of the air, water, animals, plants and other natural resources from pollution or its effects.
Erosion	—	the process by which a surface of the earth is worn away by the action of water, glaciers, winds, waves, etc.
Extinct	—	no longer in existence; having died out.
Extinction	—	1) making, being, becoming extinct; 2) act of extinguishing.
Fertility	—	the state or quality of being fertile.
Fertilizer	—	chemical plant tool, artificial manure.
Fossil fuel	—	any combustible organic material, as oil, coal or natural gas, derived from the remains of former life.
Geo-thermal	—	of or pertaining to the eternal heat of the earth.
Greenhouse effect	—	heating of the atmosphere resulting from the absorption of certain gases as carbon dioxide and water vapor, of solar energy that has been captured and reradiated by the earth's surface.
Habitat	—	usual natural place and conditions of growth; home.
Hazard	—	something causing danger, peril, risk or difficulty.
Insecticide	—	a substance or preparation used for killing insects.
Junk food	—	food as potato chips or candy, that is high in calories but of little nutritional value.
Leukaemia	—	any of several cancers of the bone marrow characterized by an abnormal increase of white blood cells in the tissues, resulting in anemia, increased susceptibility to infection and impaired blood clotting.
Menace	—	something that threatens to cause evil, harm.
Nourish	—	1) to sustain with food or nutriment; 2) supply with what is necessary for life, health and growth.
Perish	—	1) to pass away or disappear; 2) to suffer destruction or ruin.
Pesticide	—	a chemical preparation for destroying plant, fungal or animal pests.
Phenol	—	a white, crystalline, water-soluble, poisonous substance C_6H_5OH , used chiefly as a disinfectant, as an antiseptic and in organic synthesis.
Poach	—	to take game or fish illegally.
Pollutant	—	1) something that pollutes; 2) any substance as a chemical or waste product that renders the air, water or other natural resource harmful or generally unusable.

Pollution	—	the introduction of harmful substances or products into the environment.
Purify	—	make pure; free from pollutants or contaminants.
Rainforest	—	a tropical forest, usually of tall, densely growing, broad-leaved ever-green trees in an area of high annual rainfall.
Reclaim	—	to bring (uncultivated areas or wasteland) into a condition for cultivation or other use.
Recycle	—	1) to treat or process (used or waste materials) so as to make suitable for reuse; 2) to alter or adapt for new use.
Sewage	—	the waste matter that passes through sewers.
Sewer	—	an artificial conduit, usually underground, for carrying off waste water and refuse, as in a town or city.
Waste	—	garbage, refuse.
Wildlife	—	undomesticated animals living in the wilds, including those hunted for food, sport or profit.

For further reading on the topics "Major Ecological Problems of the 21st Century" and "Ecological Situation in Ukraine":

What Are the Benefits of Source Water Protection?

Source water protection is first and foremost a strategy for securing clean, reliable natural water sources. The benefits of this approach are documented in “Beyond the Source: the environmental, economic and community benefits of source water protection,” a new report developed by The Nature Conservancy in partnership with the Natural Capital Project, Forest Trends, the Inter-American Development Bank and the Latin American Water Funds Partnership. ([Download the executive summary](#)).

This global analysis demonstrates that four out of five of the more than 4,000 cities studied could meaningfully reduce sediment and nutrient pollution in the water they use through three source water protection activities—reforestation of pastureland, forest protection and the planting of cover crops.

In many cases, source water protection can pay for itself through water treatment savings. The Conservancy found that one in six of the cities studied could see a positive return on investment in source water protection through reduced annual treatment costs alone. But even cities that don’t break even on utility costs may realize great value through the other benefits that source water protection offers for people living in and around upstream watersheds and for the natural ecosystems that these watersheds support.

MITIGATES CARBON EMISSIONS

Restoring and protecting forests, which filter water and help to control runoff, are two of the most effective strategies for ensuring clean water for downstream users. But these practices also have the added benefit of capturing and avoiding the release of carbon into the atmosphere, helping to mitigate climate change. With 64 percent of the total carbon in tropical above-ground biomass located in source watersheds, preserving these ecosystems is a vital part of a comprehensive mitigation strategy.

This is happening in the Guandu watershed in Brazil, which supplies drinking water for 8 million people in Rio de Janeiro. Deforestation in the watershed, driven by farming and ranching, had contributed to a steep decline in water quality. The Guandu Water Producer Project, launched in November 2008, collects fees from downstream users, which are used to compensate farmers and ranchers for reforesting their lands and leaving existing riparian forests standing. The result is both cleaner water in Rio and less carbon released into the atmosphere.

“Since I have about six hectares of reforestation, when the forest is grown I’ll trap about 600 tons of carbon,” says Carlos Alberto Marques, a retired farmer participating in the project. “And I am very small. Now, imagine if all the large landowners in this country did a little bit of what I’m doing here with my partners.”

ENHANCES CLIMATE RESILIENCE

In addition to mitigating climate change, many source water protection measures can also help communities adapt to climate change impacts today and in the future. Changes in the hydrological cycle driven by climate change have resulted in increased incidences of both drought and flooding. Models predict increased soil erosion in 83 percent of source watersheds by mid-century and increased fire frequency in 24 percent.

It’s a scenario already evident in northern New Mexico, which is experiencing hotter, drier and longer fire seasons. These conditions are particularly dangerous in forests that are overgrown from fire suppression, where a wildfire can all but eviscerate the landscape.

“When these overgrown forests burn, they burn way too hot and destroy the headwater forests that are so critical for downstream users,” says Laura McCarthy, senior policy advisor for forest and fire restoration at The Nature Conservancy.

This is happening in the Guandu watershed in Brazil, which supplies drinking water for 8 million people in Rio de Janeiro. Deforestation in the watershed, driven by farming and ranching, had contributed to a steep decline in water quality. The Guandu Water Producer Project, launched in November 2008, collects fees from downstream users, which are used to compensate farmers and ranchers for reforesting their lands and leaving existing riparian forests standing. The result is both cleaner water in Rio and less carbon released into the atmosphere.

“Since I have about six hectares of reforestation, when the forest is grown I’ll trap about 600 tons of carbon,” says Carlos Alberto Marques, a retired farmer participating in the project. “And I am very small. Now, imagine if all the large landowners in this country did a little bit of what I’m doing here with my partners.”

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More than 28 million farming households around the world could see potential improvements in crop production and increased longevity of their farms if source water protection activities were implemented throughout watersheds.

In Colombia's Cauca Valley, small landowners are learning to use agroforestry and silvopasture practices, which involve growing crops and grazing livestock in areas interspersed with trees and other vegetation.

The strategy reduces sediment runoff, preserves natural habitat and improves long-term soil health, while also bolstering food security and incomes through increased agricultural output for many families.

Maria Esmeralda Marcillo, a farmer in the Cauca valley, describes her experience: "They educated us on how the trees aided preservation of water. Avocado trees have been good for the soil, and also to feed ourselves, to sell and to support my family."

SUPPORTS BIODIVERSITY

Source water protection has important benefits for nature, too. More than three-fourths of urban source watersheds are within regions of high species diversity combined with high concentrations of species unique to those regions. But deforestation and other changes in land use are major threats to these ecosystems. In fact, according to WWF, tracked animal species populations in freshwater systems have declined by a staggering 81 percent over the last 40 years. Source water protection can play an important role in protecting habitat for both terrestrial and aquatic plant and animal species.

The same reforestation projects and changes in farming practices that are improving water quality and storing carbon in Brazil's Guandu watershed, for example, are also contributing to the conservation of native plant and animal species populations. Both rare and representative species have been found in surveys of areas where habitats are being restored and protected.

Marques describes what he's seen in the Guandu watershed: "Through reforestation, native trees are being planted, which are sources of food for these animals, and they are returning."

<https://global.nature.org/content/beyond-the-source>

Water Markets Can Support an Improved Water Future

by BRIAN RICHTER

THE NATURE CONSERVANCY'S CHIEF SCIENTIST, WATER

August 2016

Fresh water touches every part of daily life—from drinking water and sanitation, to agriculture and energy production. Unfortunately, for nearly half of the world's population, water scarcity is a growing issue with devastating impacts to our communities, economies and nature. In the past, countries have primarily turned to more supply-side infrastructure, including reservoirs and canals, as solutions to increasing water demands. But we can no longer build our way out of scarcity. We must find ways to do more with less, and impact investment can provide a catalyst for revolutionary changes in water management.

Water markets can be a powerful mechanism for alleviating water scarcity, restoring ecosystems and driving sustainable water management. Water markets are based upon water rights which can be bought and sold, enabling water to be transferred from one user to another. A well-managed water market provides economic flexibility, encourages water saving measures and brings a variety of stakeholders to the table to find balance between the water needs of people and nature.

The Nature Conservancy's new report, "Water Share: Using water markets and impact investment to drive sustainability," explores the potential for water markets and impact investment to serve as part of the solution to global water scarcity. Water markets, when paired with creative investment solutions including The Nature Conservancy's concept of Water Sharing Investment Partnerships, can help provide a more water-secure future for cities, agriculture, industries and nature.

Water Sharing Investment Partnerships operate within existing water markets, using investor capital and other revenue sources to acquire water-use rights. These rights can be reallocated to depleted freshwater ecosystems, or sold or leased to other water users to generate financial returns for investors.

In 2015, The Nature Conservancy's Water program, Australia chapter and impact investment unit, NatureVest, launched the first Water Sharing Investment

Partnership in Australia, one of the driest inhabited places on Earth. The Murray-Darling Basin Balanced Water Fund works to improve water reliability for farmers while returning water back to parched wetlands. The mechanism now serves as a model for other water scarce regions.

Today, at least 37 countries in water-scarce regions have established water allocation systems, many of which could benefit from impact investment-driven solutions. If all regions with defined water rights functioned in a similar manner to the Australian market, the markets could collectively generate total annual water sales of US\$13.4 billion per year, equating to market assets of US\$331 billion. Innovative financing solutions to water scarcity can take many forms to fit local economies, habitats and needs.

As water scarcity intensifies around the world, so must our solutions. Water markets, coupled with creative financial solutions, give us the ability to better sustain our limited water supplies, which ultimately protects both people and nature.

<https://global.nature.org/content/water-markets-can-support-an-improved-water-future>

Investing Our Way Out of the Global Water Crisis

Australia's agricultural industry is something of a paradox. Nearly two-thirds of the country's land area is devoted to agriculture, generating 93 percent of the domestic food supply, as well as a US\$31-billion-dollar export industry—despite the fact that Australia is the driest inhabited continent. Sustaining that level of agricultural activity in such an arid climate requires extensive irrigation from Australia's river systems—a practice that's had severe consequences for both farmers and rivers. With more and more water diverted for agriculture, some rivers were depleted to near exhaustion, wreaking havoc on the ecosystems they sustain. Farmers, meanwhile, having already pushed water sources to their limits, found themselves without water when droughts hit.

This overexploitation of water sources forced the Australian government to take action in the 1990s, putting a cap on water diversions and regulating use through the issuance of water entitlements. Entitlements give farmers and other users access to a specific annual water volume from the rivers and lakes, and can be bought, sold or leased through an open “water market,” not unlike stocks or commodities. For farmers, the water market offered a new way to obtain more water to sustain crops through dry seasons.

But for freshwater ecosystems, unfortunately, water entitlements were still over-allocated in some regions, including the Murray-Darling Basin, which drains one-seventh of the continent. In order to protect the rapidly degrading ecosystems in the basin, the national government bought back nearly 20 percent of the entitlements there off the market and diverted that water back to the environment.

The water buy-back was an extraordinary step, but it only came under enormous political pressure, and many of Australia's wetlands are still badly depleted. And conservation groups and other water users have recognized that other countries are unlikely to take such a step at all. Now they're asking, can markets be leveraged to return still more water back to ecosystems—not through government action, but through private investment? Or cities on the open market—generating a material return for investors in the process.

<https://global.nature.org/content/water-share>

ECO-FRIENDLY CELEBS TO FOLLOW ON INSTAGRAM IN HONOR OF EARTH DAY

By Lydia Geisel | People

These praiseworthy celebrities care as much about the environment as they do their careers. Here, eight must-follow stars who will inspire you each and every day to give a little back to Mother Earth.

Shailene Woodley

The *Divergent* star has been famously using her platform to combat the Dakota Access Pipeline and conserve clean water—proving that even one celeb's voice can go a long way.

Gisele Bündchen

This charitable supermodel stands by a healthy and happy planet. Bündchen combines fashion and generosity by donating a portion of the profits from her sandal line (Ipanema Gisele Bündchen) to protect water sources in the Amazon.

Salma Hayek

While celebrated for her beauty and on-screen chops, Hayek is also quite the philanthropist. In addition to her work to end domestic violence, the stunning actress also serves on the board of Global Green USA and seeks solace with Mother Nature whenever she can.

Leonardo DiCaprio

Undoubtedly the leader of the celebrity eco-movement, the Academy Award-winning actor has committed his full attention to battling climate change. Not only do we wish we could be best friends with the handsome star, but we also wish we could be a bit more like him.

Jessica Alba

Founder and face of The Honest Company, Alba has set out to make a difference with eco-friendly products (from diapers to detergent). *Honestly*, there's no denying her admirable efforts to build a cleaner and more peaceful world.

Mark Ruffalo

When he's not spending time with his kiddos or gracing the Broadway stage, Ruffalo makes time to team up with fellow eco-conscious A-lister, Leonardo DiCaprio, to fight fracking.

Adrian Grenier

This *Entourage* superstar has turned full-time humanitarian. Not only does Grenier support a sustainable lifestyle, but he's making a strong splash in the eco-friendly world by helping to clean up our oceans—one plastic bag at a time.

Gwyneth Paltrow

It's not true that *all* A-listers only care about is fame and fortune. Paltrow uses her e-commerce site Goop to promote sustainable fashion and beauty brands. Plus, she's a huge advocate for eating organically and getting outside to enjoy nature's finest moments.

<https://la-confidential-magazine.com/eco-friendly-celebs-to-follow-on-instagram-in-honor-of-earth-day>

8 Eco-Friendly Celebrities You Should Know

You would think that eco-friendly fashion would be far removed from the glamorous lives of celebrities, but apparently not. The latest buzz in the fashion industry is fair trade, sustainable and environmentally conscious products thanks to many celebrities who are bringing attention to these issues. We love that celebrities are leading the way for ensuring the products we buy are sustainable and are doing so with style. Below we take a look at how these eco-friendly celebrities are making us question the story behind the products we purchase today.

1. Emma Watson

At the top of the list of celebrities promoting fair trade in the fashion industry is Emma Watson. For Watson, who is also a UN Women Goodwill Ambassador, promoting fair trade and ethical standards in fashion is something closely aligned to her personal values. In 2010 Watson launched her Feel Good Style site dedicated to sustainable fashion and natural beauty and helped British fair trade brand People Tree create three collections consisting of organic and fair trade clothing. Watson also worked with luxury designer Alberta Ferretti to produce an eco range called Pure Threads back in 2011 and says, "I will work for anyone for free if they're prepared to make their clothing fair trade and organic. It's really hard to get people interested." One of the reasons Watson gives her attention to fair trade is because it gives people the opportunity to help themselves out of poverty in a sustainable way, rather than relying on charity hand outs.

2. Lauren Conrad

Lauren Conrad is Co-founder of The Little Market, an online fair trade marketplace that sells handmade goods selected from artisans during her travels to countries including Bolivia, Peru, India, Nepal, Ghana and Guatemala. Through it's work The Little Market empowers artisans all around the world to sustain their own businesses and preserve the traditional skills passed down from previous generations and to improve their communities through a commitment to ethical standards such as fair wages, fair trade and safe conditions for all workers. The celebrity of Conrad is no doubt garnering attention to the issue of fair trade as well as enabling these artisans to showcase their skills to a broader audience, which is, in turn, changing the cycle of poverty for many women and their families.

3. Stella McCartney

One of the most famous eco-friendly designers is Stella McCartney whose fashion house uses sustainable and environmentally friendly practices including the use of organic fabrics, renewable energy to keep the stores running, not using PVC, and joining organisations that promote ethical business practices. McCartney is a lifelong vegetarian and because of this and other environmental reasons, she does not use leather or fur in her designs. McCartney has set a standard for her peers to follow, demonstrating that the industry can adapt to make ethical, sustainable garments and that people will buy them. McCartney says, "There is a vested interest because we live on this planet and we need to look after it, as without it, we have nothing. So it's just not the fashion industry, it's every single industry." McCartney also inspired a new Twitter hashtag #itsnotjuststella that is bringing awareness to the sustainable fashion revolution, in particular, less prominent brands who are also producing ethical fashion.

4. Lauren Bush Lauren

Lauren Bush Lauren is the founder of FEED Project, a handmade bags and accessories company that donate profits from its sales to organisations that supply meals to children in need, in an attempt to fight global hunger. The bags are also made in a fair trade factory, which creates safe and fair conditions for its workers. The project is currently expanding with a new initiative, which sets to raise money for one million meals for hungry and malnourished children, in addition to the 84 million meals it has already raised. With Lauren's family's political influence and her husband's family's fashion influence (she is married to David Lauren – son of Ralph Lauren) it's refreshing that she is choosing to use her power and influence to pursue social entrepreneurial ventures.

5. Christy Turlington Burns

Supermodel Christy Turlington Burns is helping to change the world with her creation of a series of episodes called 'Threading: Driving Fashion Forward' to raise awareness about the millions of garment workers that need fair wages and basic human rights privileges. Turlington has pointed out that often in the

developing world the garment workers are young children who work up to 16-hour shifts sometimes 7 days a week, and earn less than 30 cents an hour. In the final episode, Turlington says, “They’re not receiving health care, they’re in cramped spaces that are poorly built”... It’s like the prices of the garments go up and the labour goes down—that’s the part I just don’t understand. The margins are enormous. The idea that human beings are being sacrificed for that margin is just completely unethical.”

6. Rosario Dawson

Multi talented Rosario Dawson is the founder of Studio 189, a company that uses fashion to implement social change and eco-friendly practices and create opportunities for empowerment, education and employment of artisans. The e-commerce site provides a platform to promote African made pieces of casual basics that have all been hand-dyed. This business model ensures the preservation of the local artisan techniques that have been passed down from previous generations and helps the women to sustain an income. Dawson says, “Our mission is symbolic. Within the brand itself, you’ll see an adinkra symbol that we use all the time. It says, “Help me and let me help you.” It is a symbol that is used throughout all of West Africa. It’s about cooperation, collaboration and interdependence. Working and helping each other is the whole basis of our line.”

7. Olivia Wilde

Olivia Wilde is all about ethical fashion. The actress teamed up with H&M on their Conscious Exclusive 2015 Collection to help spread the word about the eco-friendly line. The collection used recycled polyester and organic cotton and silk and has been produced in line with company-wide fair-wage initiatives. On what sustainable fashion means to her Wilde says, “It means that ethical decisions are taken at every stage of production. Garments are made from more sustainable fabrics, whether that means they are recycled from organically grown fibres or made from more sustainable materials such as tencel, which is made from the cellulose found in wood pulp. There are wider issues too, such as the rights and welfare of the workers who make the clothing and the way the garments are transported around the planet.” Wilde is also a Co-Founder of the online marketplace Conscious Commerce that proves sustainable fashion can also be stylish and she says she hopes to show that “ethical clothing isn’t a fashion fantasy but an attainable reality.”

8. Gwyneth Paltrow

Actress turned lifestyle guru, Gwyneth Paltrow is taking a stance for environmentally friendly fashion. Paltrow’s company Goop has partnered up with Amour Vert to create an eco-fashion line of shirts that are made from organic fabrics, silk dyed and printed with low impact dyes. The shirts also promote sustainable practices with one tree to be planted in the Tahoe National Forest for every shirt sold. This isn’t Paltrow’s first time advocating for sustainable fashion;

the actress has also collaborated with many fashion figures including Stella McCartney and Ecoalf to produce other eco-friendly fashion lines.

<https://www.thetrendspotter.net/8-eco-friendly-celebrities/>



Supplement to Unit 4. Character Development

KEY: Video 4

<p>Neuroticism (Anxiety)</p>	<ul style="list-style-type: none"> • Anxiety • Angry Hostility • Depression • Self-Consciousness • Impulsiveness • Vulnerability
<p>Extraversion (Extraversion)</p>	<ul style="list-style-type: none"> • Warmth • Gregariousness • Assertiveness • Activity • Excitement-Seeking • Positive Emotions
<p>Openness (Tough-minded)</p>	<ul style="list-style-type: none"> • Fantasy • Aesthetics • Feelings • Actions • Ideas • Values
<p>Agreeableness (Independence)</p>	<ul style="list-style-type: none"> • Trust • Straightforwardness • Altruism • Compliance • Modesty • Tender-mindedness
<p>Conscientiousness (Self-control)</p>	<ul style="list-style-type: none"> • Competence • Order • Dutifulness • Achievement • Striving • Self-Discipline • Deliberation

Zodiac Personality - Learn Personality Adjectives through the Zodiac

by Kenneth Beare

	<p>Aries is the first sign of the Zodiac and associated with fresh vigor and new beginnings. Individuals born under this sign are said to have an enthusiastic, adventurous, aggressive, humorous, passionate, and pioneering character but one which is also prone to selfishness, boastfulness, intolerance, impulsiveness, and impatience.</p> <p>Positive</p> <p>Adventurous and energetic Pioneering and courageous Enthusiastic and confident Dynamic and quick-witted</p> <p>Negative</p> <p>Selfish and quick-tempered Impulsive and impatient Foolhardy and daredevil</p>
	<p>Taurus / April 21 - May 20</p> <p>Taurus is the second sign of the Zodiac and associated with material pleasure. Individuals born under this sign are thought to have a calm, patient, reliable, loyal, affectionate, sensuous, ambitious, and determined character, but one which is also prone to hedonism, laziness, inflexibility, jealousy, and antipathy.</p> <p><i>Positive</i></p> <p>Patient and reliable Warmhearted and loving Persistent and determined Placid and security loving</p> <p><i>Negative</i></p> <p>Jealous and possessive Resentful and inflexible Self-indulgent and greedy</p>



Gemini / May 21 - June 21

Gemini is the third sign of the Zodiac and associated with youth and versatility. Individuals born under this sign are thought to have a sociable, fun-loving, versatile, lively, communicative, liberal, intelligent, mentally active and friendly character but one which is also prone to moodiness, inconsistency, superficiality, restlessness and laziness.

Positive

Adaptable and versatile

Communicative and witty

Intellectual and eloquent

Youthful and lively

Negative

Nervous and tense

Superficial and inconsistent

Cunning and inquisitive



Cancer / June 22 - July 22

Cancer is the fourth sign of the Zodiac and associated with family and domesticity. Individuals born under this sign are thought to have a kind, emotional, romantic, imaginative, sympathetic, nurturing, and intuitive character, but one which is also prone to changeability, moodiness, hypersensitivity, depression, and clinginess.

Positive

Emotional and loving

Intuitive and imaginative

Shrewd and cautious

Protective and sympathetic

Negative

Changeable and moody

Overemotional and touchy

Clinging and unable to let go



Leo / July 23 - August 22

Leo is the fifth sign of the Zodiac and is associated with the keywords magnanimous, generous, hospitable, caring, warm, authoritative, active and open. Leos are typically pictured as very dignified and regal. They are hard-working, ambitious and enthusiastic, however they are prone to laziness and can often take "the easy way out." They are known to be exuberant, extroverted, generous with a natural dramatic flair and very creative. They are typically very self-assured, and love taking center-stage in whatever arena they are in.

Positive

Generous and warmhearted
Creative and enthusiastic
Broad-minded and expansive
Faithful and loving

Negative

Pompous and patronizing
Bossy and interfering
Dogmatic and intolerant



Virgo / August 23 - September 22




Virgo is the sixth sign of the Zodiac, a set of astrological signs, and associated with purity and service. Individuals born under this sign are thought to have a diligent, analytical, self-sufficient, controlled, orderly, and modest character but one which is also prone to fussiness, perfectionism, harsh criticism, coldness, and hypochondria.



Positive


Modest and shy
Meticulous and reliable
Practical and diligent
Intelligent and analytical

Negative

Fussy and a worrier
Overcritical and harsh
Perfectionist and conservative

	<p>Libra / September 23 - October 22</p> <p>Libra is the seventh sign of the Zodiac and associated with justice. Individuals born under this sign are thought to have a pleasant, articulate, charming, charismatic, fair, artistic, social, refined, diplomatic, even-tempered and self-sufficient character, but on the negative side, are also thought to be indecisive, flirtatious, extravagant, lazy, analytical, frivolous, impatient, envious, shallow, aloof, and quarrelsome.</p> <p>Positive</p> <ul style="list-style-type: none"> Diplomatic and urbane Romantic and charming Easygoing and sociable Idealistic and peaceable <p>Negative</p> <ul style="list-style-type: none"> Indecisive and changeable Gullible and easily influenced Flirtatious and self-indulgent
	<p>Scorpio / October 23 - November 21</p> <p>Scorpio is the eighth sign of the Zodiac and associated with intensity, passion, and power. Individuals born under this sign are thought to have a complex, analytical, patient, keenly perceptive, inquisitive, focused, determined, hypnotic, and self-contained character, but one which is also prone to extremity, jealousy, envy, secretiveness, possessiveness, cruelty and cunning. In terms of anatomy,</p> <p>Positive</p> <ul style="list-style-type: none"> Determined and forceful Emotional and intuitive Powerful and passionate Exciting and magnetic <p>Negative</p> <ul style="list-style-type: none"> Jealous and resentful Compulsive and obsessive Secretive and obstinate
	<p>Sagittarius / November 22 - December 21</p> <p>Sagittarius is the ninth sign of the Zodiac and associated with travel and expansion. Individuals born under this sign are thought to have a straight-forward, dynamic, highly intelligent, extremely clever,</p>

	<p>ethical, humorous, generous, open-hearted, compassionate, and energetic character, but one which is also prone to restlessness, impulsiveness, impatience, recklessness, and kiddishness.</p> <p>Positive</p> <p>Optimistic and freedom-loving Jovial and good-humored Honest and straightforward Intellectual and philosophical</p> <p>Negative</p> <p>Blindly optimistic and careless Irresponsible and superficial Tactless and restless</p>
	<p>Capricorn / December 22 - January 19</p> <p>Capricorn is the tenth sign of the Zodiac and associated with hard work and business affairs. Individuals born under this sign are thought to have an ambitious, modest, patient, responsible, stable, trustworthy, powerful, intellectual, perspicacious and persistent character but one which is also prone to coldness, conservatism, rigidity, materialism, and dullness.</p> <p>Positive</p> <p>Practical and prudent Ambitious and disciplined Patient and careful Humorous and reserved</p> <p>Negative</p> <p>Pessimistic and fatalistic Miserly and grudging</p>
	<p>Aquarius / January 20 - February 18</p> <p>Aquarius is the eleventh sign of the Zodiac and associated with future ideas and the unusual. Individuals born under this sign are thought to have a modest, creative, challenging, inquisitive, entertaining, progressive, stimulating, nocturnal, and independent character, but one which is also prone to rebelliousness, coldness, erraticism, indecisive, and impracticality.</p> <p>Positive</p> <p>Friendly and humanitarian</p>

	<p>Honest and loyal Original and inventive Independent and intellectual</p> <p><i>Negative</i></p> <p>Intractable and contrary Perverse and unpredictable Unemotional and detached</p>
	<p>Pisces / February 19 - March 20</p> <p>Pisces is the twelfth and last sign of the Zodiac and associated with human emotions. Individuals born under this sign are thought to be tolerant, modest, dreamy, romantic, humorous, generous, emotional, receptive, affectionate, and have an honest character, but are also prone to exaggeration, fickleness, passiveness, hypersensitivity, and paranoia.</p> <p><i>Positive</i></p> <p>Imaginative and sensitive Compassionate and kind Selfless and unworldly Intuitive and sympathetic</p> <p><i>Negative</i></p> <p>Escapist and idealistic Secretive and vague Weak-willed and easily led</p>

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