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АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ЩОДО ЗАБЕЗПЕЧЕННЯ САМОСТІЙНОЇ
РОБОТИ СТУДЕНТІВ**

з дисципліни

**“ПРАКТИЧНИЙ КУРС ПЕРШОЇ
ІНОЗЕМНОЇ МОВИ”**

(англійська мова)

(для бакалаврів, 2-й курс)

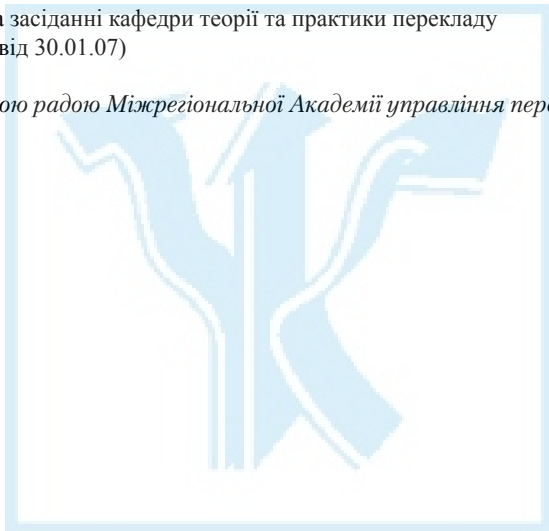
МАУП

Київ 2007

Підготовлено доцентом кафедри теорії та практики перекладу *І. С. Баховим*

Затверджено на засіданні кафедри теорії та практики перекладу
(протокол № 6 від 30.01.07)

Схвалено Вченою радою Міжрегіональної Академії управління персоналом



Бахов І. С. Методичні рекомендації щодо забезпечення самостійної роботи студентів з дисципліни “Практичний курс першої іноземної мови” (англійська мова) (для бакалаврів, 2-й курс). — К.: МАУП, 2007. — 86 с.

Методичні рекомендації містять пояснювальну записку, методичні поради щодо організації самостійної роботи студентів у позааудиторний час, завдання, вправи для самостійної роботи з дисципліни “Практичний курс першої іноземної мови” (англійська мова), а також список літератури.

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управління персоналом (МАУП), 2007

ПОЯСНЮВАЛЬНА ЗАПИСКА

Самостійна робота студентів з дисципліни “Практичний курс першої іноземної мови” (англійська мова) є складовою навчального процесу, важливим чинником, що формує вміння навчатися, сприяє активізації засвоєння студентами знань, а також є основним засобом опанування навчального матеріалу у позааудиторний час.

Мета самостійної роботи студентів — сприяти засвоєнню в повному обсязі навчальної програми та формуванню самостійності як важливої професійної якості, сутність якої полягає в умінні систематизувати, планувати та контролювати власну діяльність.

Пропонована методична розробка містить завдання для самостійної роботи студентів з дисципліни “Практичний курс першої іноземної мови” (англійська мова) та вправи.

ОРГАНІЗАЦІЯ ТА ФОРМИ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ з дисципліни “ПРАКТИЧНИЙ КУРС ПЕРШОЇ ІНОЗЕМНОЇ МОВИ” (англійська мова)

Самостійна робота студентів передбачає дві форми:

1. Аудиторна самостійна робота.
2. Позааудиторна пошуково-аналітична робота.

Аудиторна самостійна робота реалізується під час практичних занять з дисципліни “Практичний курс першої іноземної мови” (англійська мова). Студенти набувають умінь і навичок практичного застосування окремих теоретичних положень навчальної дисципліни шляхом індивідуального виконання відповідно сформульованих завдань.

На практичних заняттях самостійна робота може виконуватися як індивідуально, так і невеликими групами.

Позааудиторна самостійна робота з дисципліни передбачає щоденну самостійну роботу студента у формі виконання конкретних завдань під контролем викладача.

Мета самостійної роботи:

- поглиблення знань з англійської мови за рахунок збільшення словникового запасу;
- вдосконалення навичок швидкісного оперування словниками;
- формування умінь і навичок роботи з іншомовними текстовими джерелами;
- розвиток мислення.

Форми самостійної роботи:

- пошук та огляд інформаційних і наукових джерел за заданою тематикою та проблематикою;
- переклад додаткових завдань з теми;
- підготовка есе, рефератів з теми;
- складання тематичного словника з теми;
- презентація студентом певної теми чи проблеми, висловлення свого бачення, розуміння або нерозуміння цієї проблеми;
- підготовка аналізу конкретної ситуації за темою;
- виконання домашніх завдань до практичних занять.

ЗМІСТ САМОСТІЙНОЇ РОБОТИ *з дисципліни* **“ПРАКТИЧНИЙ КУРС ПЕРШОЇ ІНОЗЕМНОЇ МОВИ”** *(англійська мова)*

Перелік тем **для самостійного вивчення та завдання до них**

1. Освіта. Викладання, професія вчителя — професійні якості вчителя, перекладача.
2. Медицина — анатомія людини, здоровий спосіб життя.
3. Об'єднане Королівство Великобританії та Ірландії — визначні місця Шотландії та Уельсу.
4. Подорожування — розваги на природі, світові туристичні скарбниці.

До кожної теми подано додаткові автентичні матеріали англійською мовою з різних джерел, які не включені до основного навчального матеріалу, передбаченого для вивчення в аудиторний час на практичних заняттях.

Завдання пронумеровані і супроводжуються лексичними завданнями різного плану, *метою* яких є розвиток вміння обговорювати та дискутувати із заданою теми (тексту), а також розвиток професійних умінь студентів працювати із словниками різного типу і збільшення словниково-запасу із запропонованих тем. Різностильові тексти дають студентам можливість ознайомитися з різними стилями лексики.

На виконання *одного завдання* разом із вправами відводиться *дві академічні години*.

Оцінювання здійснюється як за окремий вид роботи й зараховується до загальної оцінки роботи студента з дисципліни “Практичний курс пер-

шої іноземної мови” (англійська мова) відповідно до навчального плану підготовки бакалаврів спеціальності “Переклад. Англійська мова”.

Завдання для самостійної роботи розраховані на 180 годин аудиторної та 117 годин позааудиторної самостійної роботи з дисципліни “Практичний курс першої іноземної мови” (англійська мова) згідно з навчальним планом підготовки фахівців зі спеціальності “Переклад. Англійська мова” у третьому та четвертому семестрах.

ЧАСТИНА I

“ОСВІТА. ВИКЛАДАННЯ, ПРОФЕСІЯ ВЧИТЕЛЯ”

Завдання 1

A ticket to private school

The idea is catching on: if public schools are failing, then give kids Vouchers for a private education. The debate in the campaign, in the courts — and in families

Prime time at the Johnson house. Time for “7th Heaven” on the WB. But Mom is home, and the kids know what that means: don’t even think about TV until the homework is done. “In public school they don’t even have to bring books home, and we get three assignments a night,” grumbles Tony, 13, across the dining-room table. Mom comes back without a beat. “That’s exactly why you’re not in public school.”

Valerie Johnson shoots a smile across the table. But her mistrust of the public system is dead serious. As a child she saw her brothers’ struggle in a school that she says belittled and ignored them. One was murdered at 19. She sees even greater peril for her own children. Test scores and graduation rates in her inner-city Milwaukee neighborhood are among the lowest in the city.

Valerie Johnson and her husband, Robert, a garbage collector, have latched onto a controversial alternative, a program that uses public money to help low-income families send their children to private schools. The Johnsons receive “vouchers” that cover the full cost of the roughly \$3,000 a year, per child, they spend to send their kids to Roman Catholic schools. The decade-old Milwaukee voucher program, which now reaches 8,000 kids, was followed by a similar program in Cleveland in 1995. Vermont and Maine also have programs.

Voucher experiments are catching the attention of presidential candidates as well as educators. Al Gore opposes them as a drain on the public-school system. George W. Bush advocates vouchers for poor kids in failing schools. Both are sensitive to political considerations: the teacher unions, mainstays

of the Democratic Party, regard vouchers as a threat to their livelihoods, while some conservative Republicans see vouchers as a way to fund religious schools. Meanwhile the programs are under fierce attack, blocked by lawsuits in the five states that have tried in various ways to experiment with the idea.

One of the most striking contrasts between voucher schools and the public schools is the degree of flexibility the private ones have in tailoring curricula and setting high expectations. The downside to such freedom is lack of accountability. A few fly-by-night educators have been able to collect public funds just by hanging a shingle. Three of the 91 participating schools in Milwaukee were recently found to have no academic accreditation and no standardized tests to measure student progress. In Cleveland's voucher program, three schools were shut down for similar violations. One school, which had a convicted killer on staff, was found guilty of padding voucher enrollment numbers to bilk the state for money.

The defenders of school vouchers argue that the marketplace will work quickly to weed out the worst offenders. Other complaints are tougher to answer. Roughly a quarter of the voucher recipients in Cleveland and nearly a third of those in Milwaukee, including the Johnsons, were already enrolled in private schools, with the help of scholarships and grants. More important, voucher opponents warn that ardent supporters will be happy only when every public-school student, regardless of income level, qualifies for vouchers. If that happens, they say, families that can afford to pad the vouchers with their own money will have the better schools, and poor students once again will be left behind.

Still, even the most vehement opponents concede one fact: vouchers have scared some public schools into action. The Hartford Avenue School, a once high-achieving school on Milwaukee's middle-class east side, spiraled into chaos through the '80s and '90s. White parents yanked their kids out as black students were bused in. Good teachers left. Performance plummeted. At its worst point the school went through three principals in three years. The district threatened to shut it down.

In 1998 the district decided to give the school one last shot. Cynthia Ellwood, a former district administrator, was put in charge. She overhauled the teaching staff and revamped the curriculum, creating a magnet school focusing on urban issues and social justice. Young teachers are competing to work in the kindergarten-through-eighth-grade school, and there is a waiting list of students. "The debate has loosened some of the chains that the central office

and unions have traditionally imposed upon us,” concedes Ellwood. “We are freer to do things we’ve been pushing to do for years.”

Ultimately, Valerie Johnson would like to see public schools rise to the challenge. But while her children are young, she can’t afford to wait. “I’m not anti public school. I’m anti bad school. To have my children go to a good neighborhood public school would be my ultimate dream.” The political and legal wrangling will go on. Meanwhile, the Johnson kids have homework to do.

From “Newsweek”

EXERCISES

Ex. 1. Think of another title of the text. Exchange ideas with your friends.

Ex. 2. Divide the text into three logical parts, find a topic sentence in every part and comment on it.

Ex. 3. Give a brief summary of the text.

Ex. 4. Ask your friends 10 wh-questions about the text, beginning with I wonder....

Ex. 5. Render the text.

Тема: EDUCATION

Завдання 2

Learning to combine the world of work and study

Most university students have traditionally taken jobs in their holidays, particularly summer. But working your way through college was seen very much as a US tradition. However, it is now becoming widespread in Britain.

According to a survey by the National Union of Students (NUS), 42 per cent of UK undergraduates are having to combine full-time studies with paid work during term-time. Clearly this figure must hide big variations because London Guildhall University announced that 80 per cent of its students work for between five and 25 hours a week during term.

The NUS survey found that students give two main reasons for working during term-time: to pay their basic living and study costs (68 per cent) and to fund their social life (65 per cent). It is clear that most work out of sheer necessity. In 1994 David Blunkett, then shadow Secretary of State for Education and Employment, described student hardship as a “national disgrace” and a “badge of shame”.

But there is one silver lining to this particular cloud. Working during your course not only provides you with much needed cash but can equip you with some additional skills not normally to be had from holiday work. Combining

earning with learning may be onerous, but these extra skills do make you even more attractive to recruiters when you graduate and-start a career.

There are basically three types of student work.

- there are formal placements, which may be a mandatory or optional part of your degree;

- there are part-time or vacation jobs, which are relevant either to your degree or to the career you eventually hope to follow;

- and there is casual work with little or no relevance to your course or your intended career.

Finding part-time jobs, which are relevant to either your degree or future career, can be difficult. Although the Government, the Association of Graduate Recruiters and others want every undergraduate to have “quality work experience” as part of their learning, at present only about half of all students find such work.

Casual work in university towns, particularly with the flexible hours needed to accommodate your studies is soon snapped up. Working on the campus is particularly popular, and students unions and many universities do make efforts to employ as many students as possible. But obviously they can satisfy only a minority of students.

Increasing numbers of universities and colleges recognize the need for students to have access to part-time and vacation work, and offer a variety of job-search schemes.

One of the most interesting initiatives has been taken by Warwick University. Concerned at the growing debt burden of students, Warwick created its own employment agency in 1996 — Unitemps. This is now self-funding and provides work for students both on and off-campus.

The agency employs the students itself rather than acting as a clearing house for vacancies. The agency pays students on the standard university pay scales for clerical work, which starts at £4.45 an hour, according to skills.

The service is web-based, and details of vacancies are e-mailed to students. The service can be used by students from any university, although all the work is in the Warwick area. The agency can be found at www.unitemps.co.uk.

Does working during term-time harm your studies? It depends. In the NUS survey, 48 per cent said they would have got higher grades if they were not employed. But only 15 per cent of the same sample said employment had affected their studies badly. The majority (58 per cent) said it had affected their study “slightly”. Much seems to depend on the number of hours worked.

If you do have to work in term-time to support yourself, apply early if you want the best jobs. Try not to have to work more than 15 hours a week. And reflect on what skills you are gaining from this work experience — your future employers will really want to know.

From “The Independent”

EXERCISES

Ex. 1. *Think of another title of the text. Exchange ideas with your friends.*

Ex. 2. *Divide the text into three logical parts, find a topic sentence in every part and comment on it.*

Ex. 3. *Give a brief summary of the text.*

Ex. 4. *Render the text.*

Завдання 3

Adult students give new life to education

Schools used to be considered places to prepare young people for life. After their education was finished, they were supposed to be ready to go out into the real world. But many adults these days are coming back to “schools of continuing education” and “centers of lifelong learning.” They feel that one’s education is never really ended, because one is never too old to learn.

1. A fast-growing number of older students are helping schools that once ignored their needs. Filling empty seats in classrooms from Maine to Hawaii, students who are twenty-five and older are having a great effect on all fields of higher education. In all, there are 17 million of them. Programs include courses offered by high schools, local governments, federal agencies, and private groups. But it is at the college level where effects are the greatest. Educators say the registration of older students is caused by a growing feeling of Americans that education is a lifelong effort. It has provided new variety as well as needed dollars to schools traditionally” intended for students in their teens and early twenties.

2. As the number of younger students has stopped growing, the enrollment of older ones has quickly increased — more than doubling since 1970. About a third of the nation’s college students are twenty-five or over, mostly enrolled in part-time programs that schools can offer profitably. By 1980, these older students are expected to include 40 percent of the campus population, according to Census Bureau estimates. Olin Cook, director of higher education for the state of Arkansas, says: “Adult education will keep the classes filled and the bills paid.”

3. Teachers say that there has been a definite effect on classrooms and course, work. Older students are described as more serious and mature, frequently more demanding of instructors, and more willing to contribute personal experiences to discussions. "Older people make very good students," says L. Jay Oliva, vice president for academic planning and services at New York University. "They realize that they are here to do X, V, Z, and they want the professor to teach them that. They are very attentive and concerned." A Michigan educator, Elinor P. Waters, believes that the presence of older students on campus "will take us a step closer to the real world; there will be fewer irrelevant courses and more practical ones."

4. Why do adults want to reenter academic life? School administrators say high unemployment is one of the biggest reasons, forcing many Americans to develop new skills. In addition a large number of women who left school to raise families or who want jobs that require a college diploma are going back to school. College graduates are returning for second degrees to start new careers. And there are thousands of retired persons who are seeking good use of their free time.

5. Many students feel that they are better prepared for learning than they were when they were younger. For example, Jane Pircwzolo, who will soon receive a degree in English from Boston University, graduated from junior college in 1967 and has worked as a secretary since then. Explaining her decision to return to school, she says: "I felt overqualified for the jobs I was doing, and they were becoming increasingly boring." Now I feel I can understand what the professor wants, and I can study and read better than I could ten years ago. I feel like I'm one step ahead of the younger students."

6. Courses popular among adults are federal income tax trends, law, business English, and principles of real estate. Self-improvement studies go from such classes as European cooking and the study of wines to tennis, backpacking, belly dancing, plant care, and meditation for relaxation. More traditional courses leading to college degrees may include philosophy, psychology, history, economics, and science. Most college catalogues list at least 200 separate courses.

7. A few schools have made little effort to compete for older students. "Many older faculty members feel very comfortable with the ways of the past," says J. Christopher Gemmell, an official of the American Association of State Colleges and Universities. He adds that some 60 teachers are frightened by this rush of people their own age who have been out in the real world suddenly moving into their territory. Sometimes their classroom theories are questioned by adults who are used to practicality and results.

8. Despite these objections, most educators are convinced that the growth of adult learning is an important change in American education. Proof of the great interest in adult education is the action being taken to attract adult students:

– San Francisco’s Golden Gate University, located near the city’s financial district, has doubled its enrollment to 9,000 in five years by 70 offering classes in business, public service, and law that interest professionals.

– Adelphi University on New York’s Long Island offers courses to commuters on four railroad lines during rush hours. Lectures and course work take place in train cars, where about 125 students have 75 earned master’s degrees in business administration since the program started in 1971.

– The College of Lifelong Learning at Wayne State University in Detroit runs a “Week-end College” for about 3,000 adult undergraduates. The students watch lectures on television and attend one class in 80 their neighborhood during the week, and then study at the downtown college campus on Saturday and Sunday.

9. In the future, says Allan W. Ostar, executive director of the American Association of State Colleges and Universities, schools will change their programs and create new ones for their adult students. He 85 believes that schools will have to “work much harder in all they do because they are dealing with a different consumer, a far more demanding consumer. When you’re paying for your education yourself, your level of expectation rises significantly.”

10. Also, both young and old students seem to be enjoying the appearance of older and more experienced classmates. “It’s good for the adults to find out that college students are not bad kids or nuts and are probably more mature than they were at that age,” says Fritz McCameron, dean of continuing education at Louisiana State University. “And it has shown the kids that adults are not over the hill, that there is hope for you if you’re over 35.”

EXERCISES

Ex. 1. Think of another title of the text. Exchange ideas with your friends.

Ex. 2. Divide the text into three logical parts, find a topic sentence in every part and comment on it.

Ex. 3. Give a brief summary of the text.

Ex. 4. Render the text.

Завдання 4

The au-pair in Britain

One of the ways open to a girl student of the English language to improve her linguistic knowledge is to come to Britain for a year as an au-pair girl. It certainly seems to be a very popular method, for every year sees more and more girls entering English homes as au-pair girls.

Forty years ago it was generally understood in Britain that the terra “au pair” was only used to describe a girl who came here to perfect her linguistic or professional knowledge; lived as a member of an English family, and the family provided her with “pocket money”. She was not paid a salary.

As a member of the family she helped with the housework and, if there were any, helped look after the children; but she was not asked to do more than would normally be expected of a teenage daughter of an average middle-class — particularly professional-class — English family.

Au-pair girls come mainly from Europe, although increasing numbers are arriving from Asia and South America.

In the 1960s it was reckoned there were 9,000 au-pair girls in Britain; today an estimated number is 30,000 in London alone.

The concept of the relationship between an au-pair and the English family with whom she is staying still exists in the advisory booklet which the Home Office first published in the 1960s. But conditions for the girls vary greatly. They are treated as cheap labour, many of them placed by agencies with no interest in their future welfare.

An article entitled “Law sought to protect au pair girls’ interests” was published in one of the British newspapers recently. The author wrote: “Au pair girls in Britain need a legally binding agreement to protect them against exploitation. Little notice is taken of Home Office recommendations: not more than five hours a day domestic work, at least one free day a week, sufficient pocket money (£7.50 is considered about right), time to study and meet people.

The girls cannot go on strike; that sort of action goes against the spirit of the system, which is intended to be one of fellowship, hospitality and a good relationship between the girl and the family.”

He emphasized the lack of real protection from families who overworked the girls or agencies who place them, collect a fee and forget about them.

From “BBC English”

EXERCISES

Ex. 1. Think of another title of the text. Exchange ideas with your friends.

Ex. 2. Give a brief summary of the text.

Ex. 3. Ask your friends 10 wh-questions about the text, beginning with I wonder...

Завдання 5

Bad news for students paying ghostwriters to do their academic work

As **essay-faking** remains a problem at universities, a rising number are using anti-plagiarism software.

The pin boards in Germany's universities are full of them: bits of paper, advertising "academic support in writing thesis' and essays" and similar **dubious** methods of assistance in coping with the university workload. Similar advertising can be found on the net — indeed, the market for **ghostwriting-websites** is one of the few **dotcom business'** still thriving.

However, one market often leads to another. The past months have seen an increasing interest in software designed to catch academic cheats. Turnitin, a leading software house, based in California has come with up an anti-plagiarism software which is being used by 20 universities across the US.

Digital fingerprint

The software divides up papers submitted to **scrutiny** into tiny pieces of text, the "digital fingerprint". These are then scrutinized and compared with more than a billion documents, including classic literature and the firm's own archive of submitted works, as well as an overview of the current contents of the World Wide Web.

Whenever a matching pattern is found, the software makes a note. It then highlights any recurring **replication** or obvious paraphrasing. The submitted paper is then returned to the teacher.

It is up to him or her to then make the final decision whether the paper deserves a degree or not.

The subscriber base of Turnitin has been rising steadily in the past months. Turnitin was founded in 1996, when a group of researchers at UC Berkeley created a series of computer programmes to monitor the recycling of research papers in their large undergraduate classes.

Encouraged by a high level of interest from their **peers**, the researchers teamed with a group of teachers, mathematicians, and computer scientists to form **plagiarism** org, the world's first Internet-based plagiarism detection service.

Around 150,000 students and their academic efforts in the US are at current under the observance of Turnitin software. It has also been tested at five colleges in Britain.

In Germany, plagiarism is a problem which is also causing concern at universities and colleges across the country. The increasing number of faked thesis' and dissertations in Germany is closely linked to the fact that today's diplomas do not have to be published, Hans Bohrmann, Professor Journalism in Dortmund told a German daily. This way it is far easier to copy an essay which has not been read by the public.

Another **booster** to plagiarism is the net: Thesis' are available simply via the many websites offering access to scientific works, and therefore more liable to being copied. According to Turnitin, "from elementary schools to the highest levels of academia, the **allure** and ease of downloading and copying "untraceable" online information have led to a virtual epidemic of digital plagiarism".

Ghostwriter websites

In Germany, students, either afraid of the workload, or too busy to take on the writing of an academic degree, can check a variety of ghostwriter websites, and simply send in an enquiry for a faked diploma via email. The answer is **prompt**, a diploma can be written within 4 weeks, half the time spent by the average student. Costs range from 3000 Euros to 5000 Euros.

So is it worth it? Seen from the legal side, the contracts signed by client and ghostwriter are illegal. Does the essay turn out to be **mediocre**, and the marks bad, there are no hopes that the client will get his money back.

On the student side, clients who hand in a ghostwriter-written, or faked diploma will, in the worst case, lose their titles. So far, university **copycats** do not get charged.

A question of cooperation

Turnitin's software may bring an end to plagiarism at universities. But it may also not — due to the question whether universities will actually adopt the thorough scouring of handed-in essays at their various institutions.

According to research, academic dishonesty often correlates with high academic achievement. The list of universities using Turnitin's software boasts some of the US' best universities, such as Cornell and Duke. However, none of America's **top-notch** universities are on the list, such as Harvard and Yale.

Setting standards

According to Turnitin, "it is our hope that the technologies developed at Turnitin. com will continue to set standards for innovation and efficiency in this new era of digital education."

But whether their mission will be achieved lies very much in the hands of the academics themselves.

From Deutsche Welle TV News

EXERCISES

Ex. 1. *Comment on the meanings of the words and phrases in bold type. Consult an English-English dictionary.*

Make up your own sentences illustrating the meanings of these words and word combinations.

Ex. 2. *Divide the text into three logical parts, find a topic sentence in every part and comment on it.*

Ex. 3. *Describe to your friends your own experience, if any, of downloading essays, articles etc. and using them for writing papers of your own.*

Ex. 4. *Give a brief summary of the text.*

Завдання 6

The homework ate my family

Amount of time grade-school students spent on homework in one week

in 1981: 85 minutes

in 1997: 134 minutes

Most of us remember homework, if we remember it at all, as one of the minor annoyances of growing up. Sure, we dreaded the multiplication tables and those ridiculous shoe-box dioramas. But let's admit it: we finished most of our assignments on the bus ride to school — and who even bothered with the stuff until after the requisite hours had been spent alphabetizing baseball cards, gabbing on the phone or watching TV reruns?

Kids today have scant time for such indulgences. Saddled with an out-of-school curriculum chock-full of Taekwondo lessons, ceramics workshops and bassoon practice, America's youngsters barely have time to check their e-mail before hunkering down with homework. On the whole, U. S. students come home with more school-work than ever before — and at a younger age.

After some historical ups and downs, homework in this country is at a high-water mark. In the early decades of the century progressive educators in many school districts banned homework in primary school in an effort to discourage rote learning.

Students frolicked in the late 1960s and 70s, as homework declined to near World War II levels. But fears about U. S. economic competitiveness and the publication of *A Nation at Risk*, the 1983 government report that focused

attention on the railings of American schools, ratcheted up the pressure to get tough again. Other forces have kept the trend heading upward: increasing competition to get into the best colleges and the batteries of statewide standardized tests.

The homework crunch is heard loudest in the country's better middle-class school districts, where parents push their kids hard and demand that teachers deliver enough academic rigor to get students into top secondary schools and colleges. Now there's a blowback: the quantity of nightly homework and the difficulty of the assignments leave kids in tears and parents with migraines, and generally transform the placid refuge of home life into a tense war zone.

While kids grow more frazzled, parents are increasingly torn. Just how involved should they be? Should they help a son or daughter finish that geography assignment, or stay aloof and risk having a frustrated, sleep-deprived child? Should they complain to teachers about the heavy workload or be thankful that their kids are being pushed toward higher achievement? Battles over homework have become so intense that some school districts have decided to formally prescribe the amount of homework kids at each grade level should receive. All of which leaves open the questions of just how much and what kind of homework is best. There's evidence that homework does improve academic performance, encourages good study habits and acclimates students to self-directed work — but only when it's not so oppressive that it turns them off school altogether.

All the swirling arguments over homework underscore the bigger question that confounds American teachers, parents and policymakers: What should we expect from our children? What do we want them to learn? How much is enough?

The steady flood of homework can cause chronic weariness. Over time, that homework fatigue can pull at the fabric of families.

The frustrations that homework visits upon kids can irk their parents to the point of revolt.

The need for a more rational approach to homework may be one argument for establishing national standards for what all U. S. students should know. If such standards existed, teachers might assign homework with a more precise goal in mind, and parents might spend fewer nights agonizing about whether their children were overburdened or understimulated by homework. "It is all about learning responsibility," says Janine Bempechat, an assistant professor at Harvard's Graduate School of Education. "When you have

homework on a regular basis, you learn persistence, diligence and delayed gratification.”

From “Time”

EXERCISES

Ex. 1. Think of another title of the text. Exchange ideas with your friends.

Ex. 2. Divide the text into three logical parts, find a topic sentence in every part and comment on it.

Ex. 3. Give a brief summary of the text.

Ex. 4. Render the text.

Завдання 7

Read the following article to yourself.

Testing Times

By A. Harris

Exam stress doesn't occur most strongly during the actual exams but in the, few weeks just before them. The climax is usually the night before, when last minute preparations confirm your worst fears. There are, however, some simple ways of dealing with, the problem.

First, the dedicated student can suffer from anxiety, brain-blocks and memory gaps just as much as the student who has left everything to the last minute. But the remedy is the same in each case. The night before is too late to do anything. Far better to go to a dance, for a walk, to the pictures or play a game rather than increase stress by frantic efforts to plug in gaps in your knowledge.

The brain is a complex bio-electrical machine, which, like a computer, can be overloaded. It does not work continuously, but in fits and starts. As you read this, the relevant part of your brain receives the messages from your eyes, processes them, and you comprehend. All this occurs in a series of steps. When you study, your brain reaches its maximum efficiency about five minutes after you start work, stays at a plateau for about ten minutes, and thereafter it is all downhill. Indeed, after thirty minutes, your attention wanders, your memory actually shuts off, and boredom sets in.

For this reason, the best way to study is in half-hour sessions, with gaps in between of about the same length. It even helps to change subjects and not keep at the same one, since this reduces the boredom factor.

Study stress was experienced by Isaac Newton, perhaps the greatest mathematical genius, Einstein notwithstanding, to have ever lived. He had a

bout of depression after his efforts on gravity — but then, he used to study for days on end. Einstein had no such difficulty; he would break off and go sailing or play his violin — not very well, he said, but it was very comforting.

Two drugs are often used by students — as they are by writers, mathematicians and scientists everywhere. I do not mean pills, which can result in serious fatigue, but coffee and tea. The active ingredient in each is caffeine, a drug which definitely stimulates the brain, making you more alert. Coffee is about five times stronger than tea, and if you drink more than ten cups, it has a depressing effect on memory and alertness. And large doses of caffeine can keep you awake.

During sleep, the message conveyed to your brain — the things you have been trying to learn — are either put into your permanent memory store, in which case you will remember them, or pass into your transient memory store, in which case you will have a vague idea, but no clear recollection.

We put data into permanent store when we flume It is important, it will file jokes, soccer results, film stars' names or pop tunes with extreme accuracy, on the other hand, it will erase things which, bore or unsettle us.

The lesson here is clear. To beat exam stress you have to feel that what you are doing is fun, and perhaps the best way to do this is to treat revision as a game. This gives your brain the best chance to excel this. If you tire it with long, boring study sessions, you'll find you can't remember much, but if you stimulate it with short, snappy sessions you'll be surprised how quick and sharp you are. Give yourself a real chance by getting out and about before exams, in the certain knowledge that a laugh with friends or a walk through the country is really giving your mind the recreation it needs. And not only will you do better the next day in your exam, your brain will be fitter for the next day, and the next. Exam stress then turns into exam exhilaration, real competitive fun.

EXERCISES

Ex. 1. Note all unfamiliar words and look them up in a dictionary.

Ex. 2. Define the following vocabulary items: confirm, dedicated, frantic, comprehend, fatigue, exhilaration.

Ex. 3. Say if most students suffer from exam stress. Are there any ways of dealing with the problem?

Ex. 4. Summarize the content of the article.

Завдання 8

Text from “FRESH FROM THE COUNTRY”

by Miss Reed

The golden days slipped by all too swiftly and on the second day of September Anna crossed the playground to start her first day's teaching.

She had spent a **wakeful night**. The thought of what the morrow might hold had kept her mind active. Would she be able to keep order? Would the children be ready to listen and willing to learn? For that matter, did she honestly know anything to teach them? And if so, could she **impart it?**...

The first working day dragged on. Anna felt as though she had been weeks in the classroom and felt quite exhausted. She had called the children's names and marked her register with care. Fearful lest uproar should break out again she had kept her **voice stern** and her face unsmiling. This was not how she had **envisaged** meeting her new charges. She had meant to advance with happiness and confidence as she had been told to do at college, but she felt neither at the moment.

As the weeks passed, Anna found her work a little less tiring. No longer did she **totter** home at four o'clock to her narrow little bed and lie exhausted for half an hour. Tired she still was at the end of the day, **edgy** with the constant noise of movement of hundreds of **exuberant** children, and overanxious about her ability to keep order and to teach her carefully prepared lessons; but not so completely drained as at first...

Anna's affection for her class grew as the weeks passed. The children were at the stage she liked best — old enough to be able to work and read on their own and young enough to be unself-conscious and keen to learn. Their **zest for** every kind of activity was incredible, and Anna found that provided she could supply a variety of educational tasks for them to do, all was well; but should they ever come to the end of a piece of work and have to wait for attention, then trouble began.

The one great, wicked problem to Anna was the size of her class. Fond of them as she was as individuals, collectively they constituted an **unwieldy**, noisy mass.

The advisers, Anna thought, were the most trying. Each, rather naturally, felt that his own particular subject was the most important on the time-table and gave so many suggestions, not only for the classroom work but for out-of-school activities, that the poor girl felt quite overwhelmed. These zealous people, each **riding his own hobby-horse**, were sympathetic about the difficulties which

confronted her, but Anna suspected that overcrowded conditions and pressure of time were such commonplaces to them, that they lost all sense of proportion and, as specialists, expected from the hard pressed teachers far more than the latter could possibly give, no matter how willing they might be.

But as the end of her second term loomed in sight Anna began to feel more used to school life, though there were still some aspects of it which she found **disconcerting**. The children's home backgrounds varied, and she was prepared for a certain amount of **slovenly behaviour**. Another problem which Anna found a difficult one to solve, was the management of her classwork as opposed to everyday teaching and discipline.

Preparing lessons was a fairly straightforward business, undertaken in the evenings, in the comparative peace of her establishment, and with the help of reference books, maps, pictures, and so on. Catching and holding her class's attention was becoming easier as the months passed and Anna's authority was recognized by the children and her own self-confidence grew. But there were difficulties in organizing the children's work. Apart from the impossibly large number in the classroom which was the **arch-problem**, there was the difference in speed at which children worked.

She tried to overcome those difficulties. All this took time to learn. It was experience bitterly bought at the cost of her own nervous energy and anxiety.

The last day of term was the breathless joyous time it always is, compounded of cheerful good wishes, hurried farewells, and general excitement.

And what of the future? To Anna it all seemed bright and **nebulous**. Meanwhile it was enough to be young and to be on holiday.

EXERCISES

Ex. 1. Read and translate the text from English into Ukrainian.

Ex. 2. Comment on the meanings of the words and phrases in bold type. Consult an English-English dictionary. Make up your own sentences illustrating the meanings of these words and word combinations.

Завдання 9

From FIFTY MODEL ESSAYS

by L. Miller

A stranger who happened to be close to some school buildings at the moment of the beginning of the mid-morning break might well be astonished at the transformation that takes place during that moment. Now there is a

peaceful, uninhabited stretch of land, and even now a babble of voices and a tumult of scurrying figures.

Whether they have anything particular to do or not, school-children are always in a hurry at break. There is only a precious quarter of an hour of freedom, and so much can be done in it. It is a perpetual source of wonder and envy to adults that young children seem to have so much energy to expend on useless pursuits — or so they seem to an adult point of view. But to the child, they are the vital part of the day, and hours of dull lessons are endured for the sake of those few brief moments of freedom when their own desires can be indulged.

Sometimes an onlooker can catch sight of the pathetic figure of the child who does not mix happily with his contemporaries. He stands alone at the side of the playground, hands in pockets, kicking idly at the gravel and perhaps envying his more sociable class-mates. It must be very hard for children who are debarred from joining in these ecstatic movements, either from ill-health or because they are always clumsy and drop the ball, and so are never “picked” when the others are chosen. But often such children have a hidden store of imaginative or inventive energy which comes out later in life and makes them writers or artists or great reformers. Their own miseries during the period of childhood have sharpened their faculties and given them a great fund of sympathy for their fellow-men. Such were the poets Byron and Shelley, who were never popular among their schoolfellows, but who made their names as champions of the “underdog” and the man who is different from the ordinary crowd of human beings.

Then, on the steps of the building or in some other position of eminence stands a group of lordly young men from the top form — too superior to take part in the wild scramble of their juniors, and full of weighty matters to discuss. They are probably deciding the fate of the nation, or perhaps that equally important subject — who is to be included in the next cricket eleven! The small fry keep clear of them, for they know that they are more jealous of their privileges than their masters themselves.

And then a bell rings, there is one extra loud burst of noise, and all is silent again.

Завдання 10

Violence in american schools

All she wanted was her revenge. Leticia Avila was fed up with the other students taunting her every day at Roosevelt High School in Los Angeles. They would constantly pick fights and say bad things about her mother.

Finally, she had enough. Leticia decided to take out at least one of her tormentors. The next day, the tenth-grader came to school with a 38 caliber semi-automatic pistol that she found at home. But before she could use it, school officials heard that she was armed. When they searched her, they found the weapon and turned her over to the police.

Leticia was sixteen years old. Although she spent the next several months in juvenile hall, she was lucky — lucky to be stopped before she shot anyone; lucky that she was only sixteen. Now, she is eighteen and is about to finish high school. If she tried the same thing this year, she would have been out of school. Last year, after students died in several Los Angeles high schools, the board of education made a simple rule. Any student who brings a gun to school will be expelled.

Where do the guns come from? A survey in Florida shows that eighty-six percent of the handguns found in schools came from the students' homes. Since almost half of all American homes have guns in them, it's easy for kids to get their hands on one. If there's not one at home, they can easily buy one on the street for less than the price of a pair of sneakers.

In some schools, both the students and the authorities carry guns. In parts of Los Angeles, 300 police officers strap on their guns and go to school every day. Their mission: to locate the guns that students might be carrying between their books. Their tool: metal detectors. Their haul: about 700 weapons a year.

More and more, students are locked in to school all day. Windows have bars and front and rear gates are locked. Security forces or cameras monitor the hallways, and visitors are registered or escorted. Some schools have removed individual lockers. Others have tried to restore discipline by requiring students to wear uniforms.

But many educators both in California and around the country think that measures like these are too little and too late. They want to get at the root of the issue. Why are schools so violent? And what can be done to change the trend? Educators are developing new strategies to try to prevent and stop the rise in school violence. They are starting anti-violence programs to teach young people alternative ways of resolving conflicts.

Violence prevention programs have taken off in the last two years, growing from more than eighty to more than 300 nationwide.

Prevention training prepares staff members to help youngsters deal with anger and violence in a positive way. One of the best ways to do that is through a mentor program. The research shows that kids who become resilient are those who have adult relationships. So that's what most of our programs emphasize. Some large corporations contribute to mentor programs by training employees

and “assigning” them to a single student for a year. This helps kids develop their social skills. Peer counseling is another approach. The key is for kids to belong to an organization that supports and nurtures them. We want the school to be that organization. Otherwise they will join a gang.

And it’s best to start working with students as young as possible. It has to begin early, at home where possible or in elementary school. High school is too late for most of them.

For all educators, there is no one perfect solution to the problem of violence. Three common themes run through the anti-violence strategies: reach the students at an early age; work with the whole community; and get parents involved. They also need money, and it looks like help may be coming. Congress has granted \$175 million to schools to buy metal detectors, hire security guards and train students to solve conflicts with out violence. This will help educators as they struggle to confront one of the darkest problems facing America today.

ЧАСТИНА II

Тема: HEALTH CARE

Завдання 1

Read and translate the text from English into Ukrainian.

From THE FINAL DIAGNOSIS

by A. Hailey

At midmorning of a broiling summer day the life of Three Counties Hospital **ebbed and flowed** like tide currents around an offshore island. Outside the hospital the citizens of Burlington, Pennsylvania, perspired under a ninety-degree shade temperature with 78 per cent humidity. Within the hospital it was cooler than outside, but not much.

There was no air conditioning in **the admitting department** on the main floor, and Madge Reynolds dabbed her face. Miss Reynolds, at thirty-eight, was **chief clerk in Admitting**.

A few minutes earlier the day’s **discharge slips** had come down from the **wards**, showing that twenty-six patients were being sent home instead of the twenty-four Miss Reynolds had expected. That, added to two deaths which had occurred during the night, meant that four new names could be plucked from the hospital’s long waiting list for immediate admission. Somewhere, in four homes in and around Burlington, a quartet of patients who had been waiting for

this call either hopefully or in fear would now pack a few essential belongings and **put their trust in medicine** as practiced at Three Counties.

Miss Mildred, **senior records clerk** at Three Counties, hurried along a busy mainfloor corridor. As she caught up with Dr Pearson the hospital's elderly **staff pathologist** paused. He said irritably, "What is it? What is it?"

Little Miss Mildred, fifty-two, and five foot nothing in her highest heels, quailed before Dr Pearson's scowl. But records, forms, files were her life. She **summoned her courage**. "Those autopsy protocols have to be signed, Dr Pearson. The Health Board has asked for extra copies."

Grudgingly Pearson gave in. Taking the forms and the ballpoint pen Miss Mildred offered him, he moved over to a desk, grumbling as he scribbled signatures.

On the surgical floor three stories above the atmosphere was more relaxed. With temperature and humidity carefully controlled throughout the whole **operating section, staff surgeons, interns, and nurses**, stripped down to their underwear beneath **green scrub suits**, could work in comfort. Some of the surgeons had completed their first cases of the morning and were drifting into the staff room for coffee before going on to subsequent ones. Lucy Grainger, **an orthopedic surgeon**, Gil Bartlett, one of the hospital's general surgeons, Kent O'Donnell, **chief of surgery** and also **president of the hospital's medical board**, were having a talk.

In Obstetrics, on the fourth floor, there was never any time of day which could be predictably quiet. There would be hours, even days, when things would be orderly, quiet, and babies could be delivered in tidy succession. Then suddenly all hell would break loose, with half a dozen waiting to be born at once.

In the hospital kitchens Hilda Straughan, **the chief dietitian**, nibbled a piece of raisin pie and nodded approvingly at the senior pastry cook.

This was a busy time in the kitchens — lunch was the heaviest meal of the day because, as well as patients, there was **the full hospital staff** to be fed in the cafeteria. In twenty minutes or so **the diet trays** would be going up to the wards, and for two hours afterwards **the service of food** would continue. Then, while the kitchen cleared and stacked dishes, the cooks would begin preparing the evening meal.

So it went — that morning as all mornings — through the hospital.

EXERCISES

- Ex. 1.** *Comment on the meanings of the words and phrases in bold type. Consult an English-English dictionary. Make up your own sentences illustrating the meanings of these words and word combinations.*
- Ex. 2.** *Pick out the words and word combinations in the text, which may be grouped under the heading: Health care; Hospital; Hospital Staff.*

Завдання 2

Read and translate the text from English into Ukrainian. Pick out the words and word combinations in the text, which may be grouped under the heading: Health care; Hospital; Hospital Staff.

'They gave me back my face'

Gazing at her reflection for the first time since she received her pioneering face transplant, Isabelle Dinoire could not contain her delight.

For Dinoire, 38, an unmarried mother of two teenage girls, the 15-hour operation was the triumphant culmination of a daunting sequence of events that began in May, 2004 when she fell in her council flat near the town of Valenciennes, northern France, after taking an overdose of sleeping pills.

Lisping but speaking with a surprisingly strong voice, Dinoire confirmed that she had taken the pills in an attempt to kill herself. She declined to say why she had wanted to die. A friend blamed a romantic disappointment.

Dinoire said that her black labrador had tried to revive her, probably licking her face at first but then biting her until she woke up. She was upset that the animal had to be destroyed. She believed it had saved her life.

Although horrifically disfigured, she no longer felt suicidal in the days that followed her mauling. She became an outpatient at the Amiens hospital where she was given extensive counselling.

A social worker who got to know Dinoire after she was injured said that even her daughters, aged 13 and 17, were frightened by her appearance.

Jean-Michel Dubernard, 64, the surgeon who carried out the transplant, said at a press conference that he had felt bound to intervene to improve her appearance.

More importantly, said doctors justifying the surgery, Dinoire was having trouble eating, breathing and talking without lips and part of her nose. A friend said, however, that the injuries had not stopped her smoking.

At last her chance came. The 38-year-old donor, whose identity has not been revealed, was taken to a hospital in Lille, 75 miles north of Amiens, after hanging herself. She was brain dead on arrival.

Olivier Jarde, a professor of ethics at Amiens University hospital centre and who was on a committee that approved the procedure, said that many factors had to be taken into account to decide on her suitability as a donor.

“For example, the colour of the skin had to be the same, as well as the texture, so we had to look at things like wrinkles, blotches, things like that. When the right donor was found, we had to persuade the family that it was a very well founded thing to do and what an exceptional gift it would be,” he said.

Dubernard, head of the specialist transplant team in Lyons which also carried out the first single and double hand transplants in 2000, said that the operation, which began just after midday Sunday and concluded in the early hours of Monday morning, had presented challenges. “We didn’t want to end up with an inert face,” he said. “It needs to be animated and I think that the day she can feel her face with her fingers will be the day she calls it her face.”

Doctors have made it clear that there is still a danger that the graft — a triangle of tissue including muscles and nerves stretching from the nose to the chin — might not “take”, in which case it may need to be removed.

Whatever the result, the operation has already unleashed an ethical debate about whether something that is so much part of a person’s identity should be transplanted in the same way as a heart, liver or kidneys.

“It is not after the first 48 hours that the risk of rejection is strongest but now,” said Emmanuel Morelon, who was also part of the specialist transplant team. “It is now and for the next three to six months. We can treat any rejection with immuno-suppressive drugs.

“If all that fails, we will start again and treat her as if she had never had a transplant. We will start from the beginning again — that has already been decided.”

There is also a high risk of skin cancer developing in the area of the transplant. The drugs she will take to suppress her immune system increase the cancer risk.

Then there are the anticipated psychological problems.

Some doctors and ethicists have questioned whether it is right to transplant faces. A report from a committee appointed by the Royal College of Surgeons in Britain in 2003 argued that while the “microsurgical skills and anatomical

knowledge required are well established”, the psychological consequences of graft rejection “would be immense”.

Simon Weston, the soldier who suffered extensive burns in the Falklands war, is also wary of face transplants. “I don’t need it because I am happy and comfortable with who I am,” he said. He believes that such surgery should be considered only for people with “large psychological problems” that persist for a long period.

There have been similar objections in France where a team at the Henri Mondor hospital, outside Paris, refused to perform first such transplant. After consulting a wide range of experts, its ethnical committee concluded that both disfigured people and society as a whole should learn to accept looks that are “unusual or different”.

Doctors say that even after a successful operation, the recipient is unlikely to look much like the donor — which would be reassuring to the dead person’s family — but neither is she likely to look much like her old self.

Dubernard has declined to be drawn into the debate. “For me it’s very, very simple,” he said. “I am a doctor, she is a patient, we can maybe give her the necessary help, we are not moralists or philosophers.”

Commenting on suggestions that he was desperate to be first, he said: “It is always good to make progress, but not for the sake of progress, for the sake of the patient.”

From “The Sunday Times”

Завдання 3

1. Before you read the article, make a list of some ways you have heard of to get rid of a headache. When you have finished reading, compare your list with the remedies suggested in the article.

2. Make a new list of the remedies you think are best and save it for the future.

Headache Away

When you have a headache, do you, like most people reach for the aspirin bottle? Aspirin does reduce the pain of a headache, but you may become too dependent on it. Also, too much aspirin causes stomach bleeding and can lead to ulcers.

Here are eight natural ways to get rid of a headache:

Eat something soon. Preferably, eat something high in protein, a substance necessary for growth. The “hungry headache”, caused by a drop in the blood-sugar supply, can be a real problem for people not eating enough at mealtimes.

Why protein? Because it rebuilds your blood-sugar supply little by little. Sugary foods cause the blood sugar to go up rapidly and then drop again just as fast.

Wash it away. At the first sign of a headache, get in the shower. First take a hot shower even if the pain gets worse. This will make the blood vessels open wide. Follow it immediately with a cold shower. Stay in until you shiver. Repeat this procedure if necessary. This process works well for a migraine headache. In a migraine headache, the blood vessels of the head first contract (get smaller), then dilate (open up) and press against the nerves. This pressure causes pain. Cold water makes the blood vessels contract, which eases this pressure on the nerves.

Freeze it out. If you are miles away from the shower, put crushed ice in your mouth and throat. Again, this is useful for a migraine headache. However, this remedy is inappropriate for elderly or sick people.

Think it away. Sit down or lie down and close your eyes. Imagine that it is summer and you are on the beach. An ocean breeze cools your face and your hands and arms grow warmer and warmer in the hot sun. Your hands are really soaking up the sun. They become hot to the touch. Minutes pass, and when you open your eyes, you are left with very warm hands... and no headache. Thinking warmth into your hands sends blood toward them and away from the head.

Massage it out. Get to your head through your feet. Massaging the lower part of your big toe and the area under all your toes will lessen tension in the neck. This tension can often cause a headache.

Press it away. Some headaches can be cured by a sensitive finger-pressure massage. The massage should be given on sensitive “trigger” points. There are three pairs of points: one at each temple, one under each shoulder blade, and a pair at the back of the neck. Press each point for 15 to 30 seconds at a time. Remember to press both points in a pair at the same time, not just one side. Doing this will help the body’s natural painkillers start working. If you are alone, press the thumb of one hand against the tender spot in the “V” formed by the thumb and forefinger of the other hand.

Brush it away. Find a hairbrush with fairly stiff natural bristles. Then use the following procedure, first on one side of your head and then on the other. Starting a little above your temple, just above your eyebrow, brush your hair in small circles. Move the brush first up and then back before moving it down and forward to complete your circle. This way the upper part of the circle goes toward the back of the head. Then brush your hair in circles around your ear, and finally brush down to the base of your skull. After you repeat this

procedure on the other side of your head, brush the hair in the centre of your scalp, first on the right and then on the left. Make small circles as you start at the top of your head and move down toward the base of your skull. Brushing stimulates the skin and the tissues underneath, so blood can flow more easily and more oxygen can reach the brain.

Always see a doctor for continuous or recurring head pain.

(From Spectrum by M. Wolbers)

EXERCISES

Ex. 1. Read and translate the text from English into Ukrainian.

Ex. 2. Comment on the meanings of the words and phrases in bold type. Consult an English-English dictionary. Make up your own sentences illustrating the meanings of these words and word combinations.

Завдання 4

1. Go through the following list of useful medicines and dressings with a description of their uses. All are quite cheap and are worth stocking at home in readiness for minor illnesses. Keep them in a box or cupboard with a lock — or store them well out of the reach of children.

2. Say if you have got these medicines at home; if you have used some of them; if these medicines are useful or not.

The Family Medicine Chest

Soluble aspirin tablets

For adults and older children. Good for headaches, colds, sore throats and painful bruises.

Paracetamol mixture

For relief of pain or fever in young children.

Sedative cough linctus

For dry or painful coughs — but not coughs caused by common colds.

Menthol crystals

Add to hot water to make steam inhalations for treating catarrh and dry or painful coughs.

Vapour rub

Again, for steam inhalations. Also useful for children with stuffy noses or dry coughs. Rub on the chest and nose.

Ephedrine nose drops

For runny noses in children over 1 year old. Use before meals and at night but not for more than 4 days.

Antiseptic solution

One teaspoon diluted in warm water for cleaning cuts and grazes.

Calamine lotion

For dabbing (not rubbing) on insect bites and stings and sunburn.,.,.,

Завдання 5

A Guide to Family First Aid

General Guidance

- Ensure your hands are clean before treating any casualty.
- Avoid touching or breathing over dressings or open wounds.
- Ensure the casualty is seated or lying down whilst being treated.
- Ensure unconscious casualties are placed in the recovery position.

Emergency Situations

There are many emergencies which need prompt first aid treatment. Tips on dealing with some of these are given below.

Bleeding

Press on the wound firmly with your fingers to flatten the cut blood vessels. Do this over a clean cloth if possible. If the wound is gaping, press the edges together. Over the clean cloth apply a dressing or a pad of material and bandage this firmly (but not too tightly). Do not use a tourniquet. Raise the limb but ensure that this will not cause any broken bones to be moved. Wash minor wounds and grazes with soap and water and follow this by applying an adhesive dressing.

Breathing

In cases where the casualty has stopped breathing immediate mouth to mouth resuscitation must be given before any other treatment. Tilting the head back and the chin forward, ensure that the airway is open. Pinching the patient's nostrils with your free hand and sealing your lips around the mouth, blow into it. Maintain the position of the patient's head and, taking a fresh breath of air, continue to blow into the lungs of the patient at your normal rate of breathing. Continue this until a skilled person arrives to take over. Once breathing has been restored ensure the patient is turned into the recovery position. Electric shock or gassing are often causes of stopped breathing.

Broken Bones

A fall or a blow of some kind can cause a bone to fracture. The casualty will complain of pain, and the injured area may be swollen. Suspect a broken bone if the casualty is lying in an unnatural, awkward position: sometimes he may find it impossible to move the injured part normally.

Unless you need to move him away from further damage, for instance from fire or traffic, do not move a casualty with suspected broken bones. Keep the patient still. Cover him with a coat or blanket. Call for medical help.

Burns and Scalds

Burns are caused by dry heat, for instance from fires, electricity or chemicals. Scalds are caused by moist heat from steam or hot liquids.

Cool the injured area immediately in running cold and iced water for at least 10 minutes. Gently remove any constrictive clothing or jewellery, making sure you touch the injury as little as possible. Cover the area with a clean dry dressing and bandage. If necessary, use a clean pillow case or sheet for larger wounds, but avoid fluffy material which may stick to damaged skin. Do not apply ointments or creams to burns and scalds. Obtain medical help urgently for all burns and scalds covering large areas of skin, or if the face is burnt. Treat chemical burns in the same way, but remember also to remove any contaminated clothing and check that the casualty is not lying in any of the spilt chemical. Take care to protect your own hands during treatment.

Accidents can happen at any time, in the house or the car, or on holiday, so make sure you keep a well-stocked first aid kit ready to deal with any emergency (*absorbent lint BPC, antiseptic cream, extra protection antiseptic liquid, assorted adhesive plasters, cotton wool, pain relief tablets -aspirin, paracetamol, ibuprofen; safety pins, scissors, zinc oxide tape, sterile gauze, calamine lotion or cream, crepe bandage, sterile wound dressing, dressing forceps, eye pad, triangular bandage, eye bath, thermometer*). In addition to keeping a kit in the home, it's a good idea to have a separate kit in the car, and a special travel pack for holiday first aid. Make sure you check your first aid kit regularly to ensure it is in good condition, and replace any out-of-date medicines.

Valuable seconds can be wasted searching for emergency telephone numbers, so keep them next to your phone. It's a good idea to list these numbers in your diary or wallet also so you can quickly obtain help. Include your family doctor, local hospital, and local police station, and remember, in any emergency when you need immediate help — dial 999 for fire /police / ambulance.

EXERCISES

Ex. 1. Give a brief summary of the text.

Ex. 2. Find meanings of the outlined words. What are these medicines used for?

Ex. 3. Describe to your friends your own experience, if any, of dealing with emergencies and giving first aid.

Завдання 6

- 1. Read the following article to yourself. Note all unfamiliar words and look them up in a dictionary.*
- 2. Define the following vocabulary items: moderation, overindulgence, unprocessed, dehydrating, overdo.*

The Facts about HIV and AIDS

AIDS is caused by a virus called HIV (Human Immunodeficiency Virus). This can damage the body's defence system so that it cannot fight certain infections.

HIV is not passed on through everyday social contact. HIV is transmitted in three main ways: through unprotected sexual intercourse; by injecting drug users sharing equipment including syringes and needles; from an infected mother to her unborn child.

Everyday contact with someone who has HIV or AIDS is perfectly safe. The virus cannot be passed on through touching, shaking hands or hugging.

You cannot be infected with HIV by touch or sharing objects used by an infected person: cups, cutlery, glasses, food, clothes, towels, toilet seats and door knobs. HIV cannot be passed on by sneezing or coughing. Swimming pools are safe too. HIV is not known to be passed on through tears or sweat. You cannot be infected with HIV by mosquitoes and other insects.

Most people who have been infected with the virus — HIV — can remain healthy for a long time. In fact many of them may not know they are infected. Some people may have less severe illnesses due to the virus whilst others may be quite unwell. From what we know about the condition at present most people infected with HIV will eventually go on to develop AIDS.

Some people with HIV and AIDS have been treated badly and discriminated against. So don't break up a friendship because someone you know has AIDS or HIV — there's no need. Friendship and support are the most important things you have to offer.

To protect yourself try to make safer sex part of your life; do not inject drugs that are not medically prescribed; although the risks are very small you should avoid sharing toothbrushes and razors. In the past some people came into contact with HIV through being given infected blood or blood products. This may still happen in some parts of the world — but is now extremely unlikely in most developed countries. You cannot become infected by HIV when donating blood because all equipment is sterile and only used once.

EXERCISES

- Ex. 1.** Read the following article to yourself. Note all unfamiliar words and look them up in a dictionary.
- Ex. 2.** Comment on the meanings of the culture-tied words and phrases given in the text.
- Ex. 3.** Name the objectives of UNESCO in health, science and technology education.
- Ex. 4.** Summarize the content of the article.

Завдання 7

Managing Holiday Stress

by A. Sullivan

The holidays are upon us and for those of us who work at approaching life more naturally and with less stress, there are ways to maintain that lifestyle during this time of year. Whether it is shopping, eating, drinking or partying, the main thing is to do those activities alternatively or in moderation.

This means using the power of choice, which we all have every minute of every day, to determine how much stress we are willing to deal with in our lives.

Let's begin with shopping. Every year patients tell me about how much time, energy and money they spent on shopping and how they regret it when the credit card bills come in the mail. It may be too late to start shopping early this year, but the holidays come at the same time every year, so perhaps you could start in June or July or even January to avoid the holiday rush.

I have also come to understand that people appreciate handmade gifts no matter how small; or services such as babysitting, cooking or cleaning. So if you have a particular talent, share it with your friends and family.

For the past several years I have decided, along with my family (except for the children), to give toys and clothing to people who are less fortunate than we are, rather than exchanging gifts between the adults. I have enjoyed these choices over the years, remembering that it is the loving of one another and the principles of living harmoniously that we are to celebrate.

And celebrate we do. The holidays have become synonymous with overindulgence. If you must do so, try overindulging on foods that are sweetened with maple syrup rather than white sugar. This is a natural, unprocessed form of sugar used in baked goods, tea and coffee, for example. Substitute juices or spritzers (juice with sparkling water) for sodas. Reduce or eliminate pork and red meat and substitute fish and turkey. Eat other foods that are good for

you, like fruits and vegetables, even if you overdo the sweets. Or rather than overindulge, eat in moderation.

Drinking alcohol and partying every night are other ways in which we overindulge. Some of those drinks could be replaced with non-alcoholic wine or beer from a health food store. If you don't like that idea, drink in moderation, be sure to eat before drinking and drink a lot of water, as alcohol is dehydrating. Finally, you might choose to stay at home one night to relax, go to sleep early and to take care of yourself as your gift to you. Healthy holidays!

(From Healthquest, October-December, 2001)

EXERCISES

Ex. 1. Read, translate and render in brief.

Ex. 2. Read, translate and render in brief.

Завдання 8

Health, Science and Technology Education

It is now being increasingly accepted that good health occurs when human beings and their environment are in harmony and that science and technology can be of significant help to humanity in arriving at such a harmony. Thus, science and technology education comprising key global problems concerning environmental and health issues has the potential to improve the present and future well-being of all and is fundamental to the improvement of economic and life-sustaining activities.

During the last twenty years extensive changes have occurred in many countries in the field of science and technology education at all levels. Broader definitions of science education encompassing health and environmental education and the more frequent appearance of science, society, health and environmental issues figure among the current trends in science and technology education as their importance for the preservation of global balance becomes more apparent.

Health education, like science, technology and environmental education, is concerned with a certain number of current global concerns such as water, energy, pollution, growth and development. All have a similar, dynamic nature consisting of a problem-solving approach based upon observation and questioning and providing knowledge and skills for lifelong learning. Moreover, all are concerned with linking formal education to the social world.

To learn effectively, children need good health and there is growing recognition in many developing countries that under-nutrition and poor health

may be important underlying factors for low school enrollment, absenteeism, poor classroom performance and early school dropout. Therefore, an important part of UNESCO's actions in this area covers improving the health, nutrition and general well-being of school-age children; public health standards in schools and the conduciveness of classroom to learning; and, in general, promoting the "healthfulness" of schools.

A health-promoting school:

- Fosters health and learning with all the measures at its disposal.
- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
- Strives to provide a healthy environment, school health education, and school health services *along* with school/community projects, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.
- Implements policies and practices that respect an individual's well-being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.
- Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

*(From Connect. UNESCO International Science,
Technology and Environmental Education Newsletter. Vol. 23, No. 2, 1998)*

EXERCISES

Read, translate and render in brief.

Завдання 9

Read, translate into Ukrainian and render in brief.

From Nature's gifts: The Hidden Medicine Chest

by Mark J. Plotkin

It's always exciting for a biologist to find an animal species for the first time, but the 1974 discovery made by Michael Tyler of the University of Adelaide was even more fascinating than usual. Searching a boulder-strewn, fast-flowing creek in an Australian rain forest, Tyler spotted a frog unlike

any he'd ever encountered. While its appearance — brown back and cream-colored underside — was nothing special, its reproductive behavior proved to be downright bizarre. The female swallowed her own eggs, incubated them in her stomach and gave birth through her mouth. A single mother coughed up 21 offspring in the same litter.

How was that possible? How could this amphibian, christened the Australian gastric-brooding frog, carry the eggs (and then the tadpoles) inside her stomach without having the offspring digested by stomach acid? To his amazement, Tyler found that the mother frog had the ability to turn off her stomach acids while carrying her precious cargo.

It doesn't take a pharmaceutical marketing manager to figure out the potential here. Excess stomach acid causes great misery in millions of human beings. Perhaps the frog secreted a compound that could help chemists develop a new drug to relieve some human stomach ailments. Maybe so, but we'll never know. The Australian gastric-brooding frog went extinct in 1980, long before a drug company could uncover its secret.

At the dawn of the 21st century, with technology evolving at an ever increasing rate, many people mistakenly believe the natural world has nothing left to offer us in the way of new medicines. This could not be further from the truth. Mother Nature has been creating weird and wonderful chemicals for more than 3 billion years, and we're only beginning to sift through these hidden treasures. New technologies enable us to find, analyze and manipulate molecules as never before. While today's laboratory scientists can synthesize new molecules from scratch at a pace unimaginable just a few decades back, promising compounds produced by nature's most creative creatures increasingly provide the optimum starting points.

Time and again, we find that plants and animals make strange molecules that chemists would never devise in their wildest dreams (and chemists do dream of chemicals in their wildest dreams). For example, researchers could not have invented the anticancer compound taxol, taken from the Pacific yew tree. It is too fiendishly complex a chemical structure, says natural-products chemist Gordon Cragg, of the U. S. National Cancer Institute.

Some of the most promising natural wonder drugs come from compounds not usually associated with healing: poisons. Merck is marketing a blood thinner based on the venom of the deadly saw-scaled viper. A protein from another Asian pit viper is being studied because it appears to inhibit the spread of melanoma cells, and a compound called SNX-482 from the venom of the Cameroon red tarantula may lead to new treatments for neurological disorders.

Every species everywhere has the potential to teach us something new. How tragic then that just as innovative technologies give us the ability to take advantage of natural compounds as never before, we continue to threaten the world's species and the habitats on which they depend.

(From Time, April/May, 2000)

EXERCISES

Ex. 1. Read and translate the text from English into Ukrainian.

Ex. 2. Comment on the meanings of the words and phrases in bold type. Consult an English-English dictionary. Make up your own sentences illustrating the meanings of these words and word combinations.

ЧАСТИНА III

Тема: UNITED KINGDOM. PLACES AND CITIES

Завдання 1

London: a brief history. Roman Londinium

There is evidence of scattered Celtic settlements along the Thames, but no firm proof that central London was permanently settled by the Celts before the arrival of the Romans. Julius Caesar led several cross-Channel incursions in 55 and 54 BC, but it wasn't until nearly a century later, in 43 AD, that a full-scale invasion force of some forty thousand Roman troops landed in Kent.

Britain's rumoured mineral wealth was certainly one motive behind the Roman invasion, but the immediate spur was the need of the emperor Claudius, who owed his power to the army, for an easy military triumph. The Romans defeated the main Celtic tribe of southern Britain, southeast of London, crossed the Thames and then set up camp to await the triumphant arrival of the emperor Claudius, his elephants and the Praetorian Guard.

It is now thought that the site of this first Roman camp was, in fact, in Westminster — the lowest ford-able point on the Thames — and not in what is now the City. However, around 50 AD, when the Romans decided to establish the permanent military camp of Londinium here, they chose a point further downstream, building a bridge some 50 yards east of today's London Bridge. London became the hub of the Roman road system.

In 60 AD, the East Anglian people, known as the Iceni, rose up against the invaders under their queen Boudicca (or Boadicea) slaughtering most of the legion sent from Lindum (Lincoln) and making their way to the ill-defended town of Londinium. According to archeological evidence, Londinium was burnt to the ground and, according to the Roman historian, Tacitus, whose

father-in-law was in Britain at the time (and later served as its governor), the inhabitants were “massacred, hanged, burned and crucified”. The Iceni were eventually defeated, and Boudicca committed suicide.

In the aftermath, Londinium emerged as the new commercial and administrative (though not military) capital of Britannia, with an imposing basilica and forum, a governor’s palace, temples, bath houses and an amphitheatre. To protect against further attacks, fortifications were built, three miles long, 15ft high and 8ft thick, with a large fort, whose rag-stone walls can still be seen near today’s Museum of London.

Archeological evidence suggests that Londinium was at its most prosperous and populous from around 80 AD to 120 AD, during which time it is thought to have evolved into the empire’s fifth largest city north of the Alps. Between 150 AD and 400 AD, however, London appears to have sheltered less than half the number of people, probably due to economic decline. Nevertheless, it remained strategically and politically important, and as an imperial outpost, actually appears to have benefited from the chaos that engulfed the rest of the empire during much of the third century.

In the fourth century, London found itself, once more, at the heart of various military revolts by would-be emperors, most notably Magnus Maximus, who in 383 AD led a rebellion in Britain. The empire was on its last legs, and the Romans officially abandoned the city in 410 AD, and left the country and its chief city at the mercy of the marauding Saxon pirates, who had been making increasingly persistent raids on the coast since the middle of the previous century.

Roman London appears to have been more or less abandoned from the fifth century until the ninth century. Instead, the Anglo-Saxon invaders, who controlled most of southern England by the sixth century, settled initially to the west of the Roman city. In 604, it was Canterbury, not London, that was chosen as the seat of the Primate of England.

In 841 and 851 London suffered Danish Viking attacks, and it may have been in response to these raids that the Saxons decided to reoccupy the walled Roman city. By 871 the Danes were confident enough to attack and established London as their winter base, but in 886 Alfred the Great, King of Wessex, recaptured the city, rebuilt the walls and formally re-established London as a fortified town and a trading port. After a lull, the Vikings returned once more in 994, 1009 and 1013. In 1016, the Danish leader Cnut (or Canute), became King of All England, and made London the national capital, a position [t has held ever since.

Danish rule lasted only 26 years, and with the death of Cnut's two sons, the English throne returned to the House of Wessex, and to Edward the Confessor (1042–66). Edward moved the court and church upstream to Thorney Island. Here he built a splendid new palace so that he could oversee construction of his "Westminster" (later to become Westminster Abbey). Edward was too weak to attend the official consecration and died just ten days later; he is buried in the great cathedral he founded, where his shrine has been a place of pilgrimage for centuries.

Of greater political and social significance, however, was his geographical separation of power, with royal government based in Westminster, while the City of London remained the commercial centre.

Ex. 1. Translate the text. Give a brief summary of the text.

Завдання 2

London: a brief history. 1066 and all that

On his deathbed in the new year of 1066, the celibate Edward made Harold, Earl of Wessex, his appointed successor. Having crowned himself in the new abbey, thus establishing a tradition that continues to this day. Harold went on to defeat his brother Tostig (who was in cahoots with the Norwegians), but was himself defeated by William of Normandy (aka William the Conqueror) and his invading army at the Battle of Hastings. On Christmas Day of 1066, William crowned himself king in Westminster Abbey. Elsewhere in England, the Normans ruthlessly suppressed all opposition, but in London William granted the City a charter guaranteeing to preserve the privileges it had enjoyed under Edward. However, as an insurance policy, William also built three forts in the city, of which the sole remnant is the White Tower, now the nucleus of the Tower of London. As a further precaution, he also established another castle, a day's march away at Windsor, and, like his predecessor, Edward, based the court at Westminster.

Over the next few centuries, the City waged a continuous struggle with the monarchy for a degree of self-government and independence.

After all, when there was a fight over the throne, the support of London's wealth and manpower could be decisive, as King Stephen (1135–54) discovered, when Londoners attacked his rival for the throne, Matilda, daughter of Henry I, preventing her from being crowned at Westminster. Again, in 1191, when the future King John (1199–1216) was tussling with William Longchamp over the kingdom during the absence of Richard the

Lionheart (1189–99), it was the Londoners who made sure Longchamp remained cooped up in the Tower. For this particular favour, London was granted the right to elect its own sheriff, or mayor, an office that was officially acknowledged in the Magna Carta of 1215.

Occasionally, however, Londoners backed the wrong side, as they did with Simon de Montfort, who was engaged in civil war with Henry III (1216–72) during the 1260s. As a result, the City found itself temporarily stripped of its privileges. In any case, London was chiefly of importance to the medieval kings as a source of wealth. Traditionally, it was to the Jewish community, which arrived in 1066 with William the Conqueror, that the sovereign turned for a loan. By the second half of the thirteenth century, however, the Jews had been squeezed dry, and in 1290, after a series of increasingly bloody attacks, London's Jews were expelled by Edward I (1272–1307), who turned instead to the City's Italian merchants for financial assistance.

Notes

Edward the Confessor — Едуард-Сповідник

Magna C(h)arta — Велика хартія вольностей (1215)

in cahoots — у змові

соор — тримати під замком

aka =also known as — відомий також як

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

1) вторгнення; 2) стимул, спонука; 3) безжалісно вбивати; влаштувати кровопролиття; 4) різати, по-звірячому вбивати; 5) розпинати; 6) згодом; 7) дати притулок; 8) одержувати користь; 9) на милість; 10) знову захопити; 11) освячення; 12) холостяк; 13) у змові; 14) обережність; 15) попередник; 16) боротися, битися; 17) позбавляти; 18) тремтіти; 19) кипіти, закипати; 20) спаситель.

Завдання 3

London: a brief history

From the Black Death to the Wars of the Roses

London backed the right side in the struggle between Edward II (1307–27) and his queen, Isabella, who, along with her lover Mortimer, succeeded in deposing the king. The couple's son Edward III (1327–77) was duly crowned,

and London enjoyed a period of relative peace and prosperity, thanks to the wealth generated by the wool trade. All this was cut short, however, by the arrival of the Europe-wide bubonic plague outbreak known as the Black Death in 1348. This disease, carried by black rats and transmitted to humans by flea bites, wiped out something like half the capital's population in the space of two years. Other epidemics followed in 1361, 1369 and 1375, creating a volatile economic situation that was worsened by the financial strains imposed on the capital by having to bankroll the country's involvement in the Hundred Years' War.

Matters came to a head with the introduction of the poll tax, a head tax imposed in the 1370s on all men regardless of means. During the Peasants' Revolt of 1381, London's citizens opened the City gates to Wat Tyler's Kentish rebels and joined in the lynching of the archbishop, plus countless rich merchants and clerics. Tyler was then lured to meet the boy-king Richard II at Smithfield, just outside the City, where he was murdered by Major Walworth, who was subsequently knighted for his treachery. Tyler's supporters were fobbed off with promises of political changes that never came, as Richard unleashed a wave of repression and retribution.

Parallel with this social unrest were the demands for clerical reforms made by the scholar and heretic John Wycliffe, whose ideas were keenly taken up by Londoners. His followers, known as Lollards, made the first translation of the Bible into English in 1380. Another sign of the elevation of the common language was the success enjoyed by Geoffrey Chaucer (c. 1340–1400), a London wine merchant's son, whose *Canterbury Tales* was the first major work written in English and was later one of the first books to be printed.

After the Peasants' Revolt, the next serious disturbance was Jack Cade's Revolt, which took place in 1450. An army of twenty-five thousand Kentish rebels — including, gentry, clergy and craftsmen — defeated King Henry VI's forces at Sevenoaks. Having threatened to burn down London Bridge, the insurgents entered the City and spent three days wreaking vengeance on their enemies before being ejected. A subsequent attempt to enter the City via London Bridge was repulsed, and the army was dispersed with yet more false promises. Cade himself was captured, killed and brought to the capital for dismemberment.

A decade later, the country was plunged into more widespread conflict during the so-called Wars of the Roses, the name now given to the strife between the rival noble houses of Lancaster and York. In 1461, Londoners opened the gates to the Yorkist king Edward IV (1461–70 and 1471–83), thus helping him to depose the mad Henry VI (1422–61 and 1470–71). In 1470, Henry, who had spent five years in the Tower, was proclaimed king once more,

only to be deposed again a year later, following Lancastrian defeats at the battles of Barnet and Tewkesbury.

Notes

keenly — *тум*: з цікавістю, зацікавлено

wreak vengeance on one's enemy — помститися ворогу

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

- 1) скинути з престолу;
- 2) спалах (епідемії);
- 3) мінливий, нестійкий;
- 4) фінансувати;
- 5) подушний податок;
- 6) заманювати;
- 7) згодом;
- 8) зрада, віроломство;
- 9) ошукувати, обдурювати;
- 10) розв'язувати;
- 11) кара, відплата;
- 12) безладдя, заворушення;
- 13) дрібномаєтне дворянство, джентрі;
- 14) повстанець, бунтівник;
- 15) виганяти;
- 16) через;
- 17) відбивати (атаку);
- 18) розсіювати;
- 19) четвертування;
- 20) занурювати(ся).

Завдання 4

London: a brief history Tudor London

The Tudor family, which with the coronation of Henry VII (1485–1509) emerged triumphant from the mayhem of the Wars of the Roses, reinforced London's pre-eminence during the sixteenth century, when the Tower of London and the royal palaces of Whitehall, St James's, Richmond, Greenwich, Hampton Court and Windsor provided the backdrop for the most momentous events of the period. At the same time, the city's population, which had remained constant at around fifty thousand since the Black Death, increased dramatically, trebling in size during the course of the century.

One of the crucial developments of the century was the English Reformation, the separation of the English Church from Rome, a split prompted by the failure of Catherine of Aragon, first wife of Henry VIII (1509–47), to produce a male heir. In fact, prior to his desire to divorce Catherine, Henry, along with his lord chancellor, Cardinal Wolsey, had been zealously persecuting Protestants. However, when the Pope refused to annul Henry's marriage, Henry knew he could rely on a large amount of popular support, as anti-clerical feelings were running high. By contrast, Henry's new chancellor, Sir Thomas More, wouldn't countenance divorce, and resigned in 1532. Henry then broke with Rome, appointed himself head of the English Church and demanded both citizens and clergy swear allegiance to him. Very few refused, though More

was among them, becoming the country's first Catholic martyr with his execution in 1535.

Henry's most far-reaching act was his Dissolution of the Monasteries, a programme commenced in 1536 in order to bump up the royal coffers. The Dissolution changed the entire fabric of both the city and the country: previously dominated by its religious institutions, London's property market was suddenly flooded with confiscated estates, which were quickly snapped up and redeveloped by the Tudor nobility.

Henry was, in fact, a religious conservative, and in the last ten years of his reign he succeeded in executing as many Protestants as he did Catholics. Religious turmoil only intensified in the decade following Henry's death. First, Henry's sickly son, Edward VI (1547–53), pursued a staunchly anti-Catholic policy. By the end of his short reign, London's churches had lost their altars, their paintings, their relics and virtually all their statuary. After an abortive attempt to secure the succession of Edward's Protestant cousin, Lady Jane Grey, the religious pendulum swung the other way for the next five years with the accession of "Bloody Mary" (1553–58). This time, it was Protestants who were martyred.

Despite all the religious strife, the Tudor economy remained in good health for the most part, reaching its height in the reign of Elizabeth I (1558–1603), when the piratical exploits of seafarers Walter Raleigh, Francis Drake, Martin Frobisher and John Hawkins helped to map out the world for English commerce. London's commercial success was epitomized by the millionaire merchant Thomas Gresham, who erected the Royal Exchange in 1572, establishing London as the premier world trade market.

The 45 years of Elizabeth's reign also witnessed the efflorescence of English Renaissance, especially in the field of literature, which reached its apogee in the brilliant careers of Christopher Marlowe, Ben Jonson and William Shakespeare. The presses of Fleet Street ensured London's position as a centre for the printed word. The entertainment district of Southwark, whorehouses and theatres flourished. The carpenter-cum-actor James Burbage designed the first purpose-built playhouse in 1574, eventually rebuilding it south of the river as the Globe Theatre, where Shakespeare premiered many of his works (the theatre has since been reconstructed).

From "London"

Notes

back-drop — *тут*: місце дії

bump up — підштовхувати; *тут*: наповнювати

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

1) перевага, вищість; 2) важливий; 3) потроюватися; 4) розрив, розкол; 5) спонукати; 6) ревно, завзято; 7) переслідувати; 8) схвалювати, санкціонувати; 9) закриття, ліквідація; 10) казна; 11) схопити; 12) заворушення; 13) невдалий, безуспішний; 14) маятник; 15) вступ на престол; 16) подвиг, бій; 17) втілювати, уособлювати; 18) вродження; 19) апогей; 20) бордель.

Завдання 5

London: a brief history From Gunpowder Plot to Civil War

On Elizabeth's death in 1603, James VI of Scotland became James I (1603–25) of England, thereby uniting the two crowns and marking the beginning of the Stuart dynasty. His intention of exercising religious tolerance after the anti-Catholicism of Elizabeth's reign was thwarted by the public outrage that followed the Gunpowder Plot of 1605, when Guy Fawkes and a group of Catholic conspirators were discovered attempting to blow up the king at the state opening of Parliament. James, who clung to the medieval notion of the divine right of kings, inevitably clashed with the landed gentry who dominated Parliament, and tensions between Crown and Parliament were worsened by his persecution of the Puritans, an extreme but increasingly powerful Protestant group.

Under James's successor, Charles I (1625–49), the animosity between Crown and Parliament came to a head. From 1629 to 1640 Charles ruled without the services of Parliament. Faced with extremely antagonistic MPs, Charles attempted unsuccessfully to arrest several of their number at Westminster, but they fled by river to the City, which sided with Parliament. Charles withdrew to Nottingham, where he raised his standard, the opening military act of the Civil War.

London was the key to victory for both sides, and as a Parliamentary stronghold it came under attack almost immediately from Royalist forces. Having defeated the Parliamentary troops to the west of London at Brentford in November 1642, the way was open for Charles to take the capital. Londoners turned out in numbers to defend their city. Charles hesitated and in the end withdrew to Reading, thus missing his greatest chance of victory. A complex system of fortifications was thrown up around London, but was never put to the test. In the end, the capital remained intact throughout the war, which

culminated in the execution of the king outside Whitehall's Banqueting House in January 1649.

For the next eleven years England was a Commonwealth — at first a true republic, then, after 1653, a Protectorate under Oliver Cromwell, who was ultimately as impatient of Parliament and as arbitrary as Charles had been. London found itself in the grip of the Puritans' zealous laws, which closed down all theatres, enforced observance of the Sabbath and banned the celebration of Christmas, which was considered a papist superstition.

Notes

“Gunpowder Plot” — “Порохова змова”
come to a head — досягнути найвищої (вирішальної) стадії
sabbath — священний день відпочинку (субота — у євреїв, неділя — у християн, п'ятниця — у магометан)
papist — *знев.* католицький

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

1) чорний порох; 2) перешкоджати, розстроювати (плани); 3) збурення, заворушення; 4) дотримуватися поглядів; 5) неминуче; 6) ворожнеча; 7) тікати; 8) відступати; 9) оплот; 10) зводити, швидко будувати; 11) незайманий; 12) страта; 13) деспотичний, свавільний; 14) у лабетах; 15) ревний, фанатичний; 16) примушувати; 17) додержання; 18) забороняти; 19) забобон, релігійний пересуд.

Завдання 6

London: a brief history Plague and fire

Charles II (1660–85) helped ease the Restoration of the monarchy in 1660. The “Merry Monarch” immediately caught the mood of the public by opening up the theatres, and he encouraged the sciences by helping the establishment of the Royal Society for Improving Natural Knowledge, whose founder members included Christopher Wren, Isaac Newton and John Evelyn.

The good times of Charles's reign came to an abrupt end with the onset of the Great Plague of 1665. Epidemics of bubonic plague were nothing new to London — there had been major outbreaks in 1593, 1603, 1625, 1636 and 1647 — but the combination of a warm summer and the chronic overcrowding of the city proved calamitous in this instance. Those with money left the city

(the court moved to Oxford), while the poorer districts outside the City were the hardest hit. The extermination of the city's dog and cat population — believed to be the source of the epidemic — only exacerbated the situation. In September, the death toll peaked at twelve thousand a week, and in total about a hundred thousand lost their lives.

A cold snap in November extinguished the plague, but the following year London had to contend with yet another disaster, the Great Fire of 1666. As with the plague, outbreaks of fire were fairly commonplace in London, whose buildings were predominantly timber-framed, and whose streets were narrow, allowing fires to spread rapidly. So it was that between September 2 and September 5 some eighty percent of the City was razed to the ground, including 87 churches and 13,200 houses; and more than a hundred thousand were left homeless.

Within five years, nine thousand houses had been rebuilt with bricks and mortar (timber was banned), and fifty years later Christopher Wren had rebuilt all the City churches and completed the world's first Protestant cathedral, St Paul's. Medieval London was no more. The Great Rebuilding, as it was known, was one of London's most remarkable achievements — and this despite a chronic lack of funds, a series of very severe winters and continuing wars against the Dutch.

Religious differences once again came to the fore with the accession of Charles's Catholic brother, James II (1685–88), who successfully put down the Monmouth Rebellion of 1685, but failed to halt the "Glorious Revolution" of 1688, which brought the Dutch king William of Orange to the throne, much to most people's relief. William (1689–1702) and his wife Mary (1689–95), daughter of James II, were made joint sovereigns, having agreed to a Bill of Rights defining the limitations of the monarch's power and the rights of his or her subjects. This, together with the Act of Settlement of 1701 — which among other things barred Catholics or anyone married to one from succession to the throne — made Britain the first country in the world to be governed by a constitutional monarchy. A further development during the reign of Anne (1702–14), second daughter of James II, was the Act of Union of 1707, which united the English and Scottish parliaments.

Notes

Merry Monarch — “Веселий Король” (прізвисько Карла II)

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

- 1) несподіваний; 2) початок; 3) бубонна чума; 4) значний; 5) згубний;
- 6) знищення; 7) загострювати; 8) втрати; 9) гасити; 10) боротися; 11) переважно;
- 12) збудований із дерева; 13) зрівняти із землею; 14) розчин вапна; 15) вступ (на престол); 16) повстання, бунт; 17) зупинити; 18) підданий.

Завдання 7

London: a brief history Georgian London

When Queen Anne died childless in 1714, the Stuart line ended. In accordance with the Act of Settlement, the succession passed to a non-English-speaking German, the Duke of Hanover, who became George I (1714–27) of England. As power leaked from the monarchy, the king ceased to attend cabinet meetings (which he couldn't understand anyway), his place being taken by his chief minister. Most prominent among these chief ministers or “prime ministers”, as they became known, was Robert Walpole, the first politician to live at 10 Downing Street, and effective ruler of the country from 1721 to 1742. Meanwhile, London's expansion continued. The shops of the newly developed West End stocked the most fashionable goods in the country, the volume of trade more than tripled, and London's growing population — it was by now the largest city in the world, with a population rapidly approaching one million — created a huge market for food and other produce, as well as fuelling a building boom. In the City, the bank of England — founded in 1694 to raise funds to conduct war against France — was providing a sound foundation for the economy. It could not, however, prevent the mania for financial speculation that resulted in the fiasco of the South Sea Company, which in 1720 sold shares in its monopoly of trade in the Pacific and along the east coast of South America.

Wealthy though London was, it was also experiencing the worst mortality rates since records began in the reign of Henry VIII. Disease was rife in the overcrowded immigrant quarter of the East End and other slum districts, but the real killer during this period was gin. It's difficult to exaggerate the effect of the gin-drinking orgy which took place among the poorer sections of London's population between 1720 and 1751. At its height, gin consumption

was averaging two pints a week for every man, woman and child. The origins of this lay in the country's enormous surplus of corn, which had to be sold in some form or another to keep the landowners happy. Deregulation of the distilling trade was Parliament's answer, thereby flooding the urban market with cheap, intoxicating liquor, which resulted in an enormous increase in crime, prostitution, child mortality and general misery among the poor. Eventually, the government was forced to pass an act in 1751 that restricted gin retailing and brought the epidemic to a halt.

Policing the metropolis was an increasing preoccupation for the government. It was proving a task far beyond the city's three thousand beadles, constables and nightwatchmen, who were, in any case, "old men chosen from the dregs of the people who have no other arms but a lantern and a pole", according to one French visitor. The government imposed draconian measures, introducing capital punishment for the most minor misdemeanours. The prison population swelled, transportations began, and 1200 Londoners were hanged at Tyburn's gallows.

Despite such measures, and the passing of the Riot Act in 1715, rioting remained a popular pastime among the poorer classes in London. Anti-Irish riots had taken place in 1736; in 1743 there were further riots in defence of cheap liquor; and in the 1760s there were more organized mobilizations by supporters of the great agitator John Wilkes, calling for political reform. The most serious insurrection of the lot, however, were the Gordon Riots of 1780, when up to fifty thousand Londoners went on a five-day rampage through the city. Although anti-Catholicism was the spark that lit the fire, the majority of the rioters' targets were chosen not for their religion but for their wealth. The most dramatic incidents took place at Newgate Prison, where thousands of inmates were freed, and at the Bank of England, which was saved only by the intervention of the military. The death toll was in excess of three hundred, 25 rioters were subsequently hanged, and further calls were made in Parliament for the establishment of a proper police force.

Notes

Glorious Revolution — “Славна революція” (1688–89)

William of Orange — Вільгельм III Оранський

Act of Settlement — Акт про престолонаслідування

Act of Union — Акт про унію

Riot Act — закон про охорону громадського спокою і порядку

mobilization — *тут*: натовп, демонстрація

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

1) герцог; 2) спадати (убувати); 3) припиняти; 4) мати у продажу; 5) потроюватися; 6) збирати (здобувати) гроші; 7) акція, пай; 8) смертність; 9) поширений, частий; 10) нетрі; 11) перебільшувати; 12) лишок, зайвина; 13) послаблення державного контролю; 14) роздрібний продаж; 15) турбота; 16) церковний сторож; 17) покидьки; 18) накладати, нав'язувати; 19) страта; смертний вирок; 20) дрібний злочин; 21) зростати; 22) заслання на каторгу; 23) шибениця; 24) заколот, бунт; 25) шаленство; 26) мішень, ціль; 27) в'язень; 28) більш ніж; 29) згодом; 30) вимога, запит.

Завдання 8

London: a brief history Nineteenth-century London

The nineteenth century witnessed the emergence of London as the capital of an empire that stretched across the globe. The world's largest dock system was built in the marshes to the east of the City. Tory reformer Robert Peel established the world's first civilian police force, and the world's first public transport network was created, with horse-buses, trains, trams and an underground railway.

The city's population grew dramatically from just over one million in 1801 (the first official census) to nearly seven million by 1901. Industrialization brought pollution and overcrowding, especially in the slums of the East End. Smallpox, measles, whooping cough and scarlet fever killed thousands of working-class families, as did the cholera outbreaks of 1832 and 1848–49. The Poor Law of 1834 formalized workhouses for the destitute, but these failed to alleviate the problem, in the end becoming little more than prison hospitals for the penniless. It is this era of slum life and huge social divides that Dickens evoked in his novels.

Architecturally, London was changing rapidly. George IV (1820–30), who became Prince Regent in 1811 during the declining years of his father, George III, instigated several grandiose projects that survive to this day. With the architect John Nash, he laid out London's first planned processional route, Regent Street, and a prototype garden city around Regents Park. The Regent's Canal was driven through the northern fringe of the city, and Trafalgar Square began to take shape. The city already boasted the first secular public museum in the world, the British Museum, and in 1814 London's first public art gallery

opened in the suburb of Dulwich, followed shortly afterwards by the National Gallery, which was founded in 1824. London finally got its own university, too, in 1826.

The accession of Queen Victoria (1837–1901) coincided with a period in which the country's international standing reached unprecedented heights, and as a result Victoria became as much a national icon as Elizabeth I had been. Though the intellectual achievements of Victoria's reign were immense — typified by the publication of Darwin's *The Origin of Species* in 1859 — the country saw itself above all as an imperial power founded on industrial and commercial prowess.

Its spirit was perhaps best embodied by the Great Exhibition of 1851, a display of manufacturing achievements from all over the world, which took place in the Crystal Palace, erected in Hyde Park.

Despite being more than twice the size of Paris, London did not experience the political upheavals of the French capital. Mass demonstrations and the occasional minor fracas preceded the passing of the 1832 Reform Act, which acknowledged the principle of popular representation (though few men and no women had the vote), but there was no real threat of revolution. London doubled its number of MPs in the new parliament, but its own administration remained dominated by the City oligarchy.

The Chartist movement, which campaigned for universal male suffrage (among other things), was much stronger in the industrialized north than in the capital, at least until the 1840s. Support for the movement reached its height in the revolutionary year of 1848. In March, some ten thousand Chartists occupied Trafalgar Square and held out against the police for two days. Then, on April 10, the Chartists organized a mass demonstration in Kennington. The government panicked and troops were garrisoned around all public buildings. In the end, London was a long way off experiencing a revolution: the demo took place, but the planned march on Parliament was called off.

Notes

Dulwich — мальовнича околиця південного Лондона

The Origin of Species — “Походження видів”

fracas — скандал

garrison — уводити війська

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

1) болото, драговина; 2) перепис населення; 3) перенаселення; 4) віспа; 5) мед. кір; 6) коклюш; 7) скарлатина; 8) спалах епідемії; 9) біднота; 10) полегшувати, пом'якшувати; 11) втілювати; 12) давати поштовх; 13) край, околиця; 14) пишатися, гордитися; 15) світський, нецерковний; 16) вступ на престол; 17) співпадати; 18) майстерність, уміння; 19) втілювати, реалізувати (ідею); 20) переворот.

Завдання 9

London: a brief history The birth of local government

The first tentative steps towards a cohesive form of metropolitan government were taken in 1855 with the establishment of the Metropolitan Board of Works (MBW). Its initial remit only covered sewerage, lighting and street maintenance, but it was soon extended to include gas, fire services, public parks and slum clearance. The achievements of the MBW were immense, creating an underground sewer system (much of it still in use), improving transport routes and wiping out some of the city's more notorious slums. However, vested interests and resistance to reform from the City hampered the efforts of the MBW.

In 1888 the London County Council (LCC) was established. It was the first directly elected London-wide government, though as ever the City held on jealously to its independence. The arrival of the LCC coincided with an increase in working-class militancy within the capital. In 1884, 120,000 gathered in Hyde Park to support the unsuccessful London Government Bill, while a demonstration held in 1886 in Trafalgar Square in protest against unemployment ended in a riot through St James's. The following year the government banned any further demos, and the resultant protest brought even larger numbers to Trafalgar Square. The brutality of the police in breaking up this last demonstration led to its becoming known as "Bloody Sunday".

In 1888 the Bryant & May match-girls won their landmark strike action over working conditions, a victory followed up the next year by further successful strikes by the gas-workers and dockers. Charles Booth published his seventeen-volume *Life and Labour of the People of London* in 1890, providing the first clear picture of the social fabric of the city and shaming the council into action. In the face of powerful vested interests — landlords, factory owners and private utility companies — the LCC's Liberal leadership attempted to tackle the enormous problems, partly by taking gas, water,

electricity and transport into municipal ownership, a process that took several more decades to achieve. The LCC's housing programme was beset with problems, too. Slum clearances only exacerbated overcrowding, and the new dwellings were too expensive for those in greatest need. Rehousing the poor in the suburbs also proved unpopular, since there was a policy of excluding pubs, traditionally the social centre of working-class communities, from these developments.

While half of London struggled to make ends meet, the other half enjoyed the fruits of the richest nation in the world. Luxury establishments such as *The Ritz* and *Harrods* belong to this period, which was personified by the dissolute and complacent Prince of Wales, later Edward VII (1901–10). For the masses, too, there were new entertainments to be enjoyed: music halls boomed, public houses prospered, and the circulation of populist newspapers such as the *Daily Mirror* topped one million. The first “Test” cricket match between England and Australia took place in 1880 at the Kennington Oval in front of twenty thousand spectators, and during the following 25 years nearly all of London's professional football clubs were founded.

Notes

vested interests — великі інтереси

beset — *тум*: супроводжуватися

match-girl — робітниця сірникової фабрики

public house — трактир, шинок, корчма

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

- 1) пробний, експериментальний; 2) правління, рада; 3) завдання, компетенція; 4) охоплювати; 5) каналізація; 6) утримання, догляд, ремонт; 7) що користується лихою славою; сумнозвісний; 8) опір, протидія; 9) войовничість; 10) забороняти; 11) комунальна споруда; комунальна послуга; 12) збільшувати, посилювати; 13) зводити кінці з кінцями; 14) розбещений; 15) гриміти; процвітати.

Завдання 10

London: a brief history From World War I to World War II

Public patriotism peaked at the outbreak of World War I (1914–18), with crowds cheering the troops off from Victoria and Waterloo stations, convinced

the fighting would all be over by Christmas. In the course of the next four years London experienced its first aerial attacks, with Zeppelin raids leaving some 650 dead, but these were minor casualties in the context of a war that destroyed millions of lives and eradicated whatever remained of the majority's respect for the ruling classes.

At the war's end in 1918, the country's social fabric was changed drastically as the voting franchise was extended to all men aged 21 and over and to women of 30 or over. The tardy liberalization of women's rights — largely due to the radical Suffragette movement led by Emmeline Pankhurst and her daughters — was not completed until 1928, the year of Emmeline's death, when women were at last granted the vote on equal terms with men.

Between the wars, London's population increased dramatically, reaching close to nine million by 1939, and representing one-fifth of the country's population. In contrast to the nineteenth century, however, there was a marked shift in population out into the suburbs. Some took advantage of the new "model dwellings" of LCC estates in places such as Dagenham in the east, though far more settled in "Metroland", the sprawling new suburban districts that followed the extension of the Underground out into northwest London.

In 1924 the British Empire Exhibition was held. Some 27 million people visited the show, but its success couldn't hide the tensions that had been simmering since the end of the war. In 1926, a wage dispute between the miners' union and their bosses developed into the General Strike. For nine days, more than half a million workers stayed away from work, until the government called in the army and thousands of volunteers to break the strike.

The economic situation deteriorated even further after the crash of the New York Stock Exchange in 1929, with unemployment in Britain reaching over three million in 1931. The Jarrow Marchers, the most famous protesters of the Depression years, shocked London on their arrival in 1936. In the same year thousands of British fascists tried to march through the predominantly Jewish East End, only to be stopped in the so-called Battle of Cable Street. The end of the year brought a crisis within the Royal Family, too, when Edward VIII abdicated following his decision to marry Wallis Simpson, a twice-divorced American. His brother, George VI (1936–52), took over.

There were few public displays of patriotism with the outbreak of World War II (1939–45), and even fewer preparations were made against the likelihood of aerial bombardment. The most significant step was the evacuation of six hundred thousand of London's most vulnerable citizens (mostly children), but around half that number had drifted back to the capital by the Christmas of 1,939. The Luftwaffe's bombing campaign, known as the Blitz, began on

September 7, 1940, when in one night alone some 430 Londoners lost their lives, and over 1600 were seriously injured. For 57 consecutive nights the Nazis bombed the capital until the last raid on May 10, 1941. Further carnage was caused towards the end of the war by the pilotless V-1 “doodlebugs” and V-2 rockets, which caused another twenty thousand casualties. In total, thirty thousand civilians lost their lives in the bombing of London, with fifty thousand injured and some 130,000 houses destroyed.

Notes

Jarrow March — голодний похід Джарроу (із міста Джарроу до Лондона)

doodlebug — літак-снаряд

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

- 1) підбадьорювати; 2) упевнений; 3) поранений, убитий; 4) докорінно;
- 5) право голосу; 6) повільний; 7) маєток, земельне володіння; 8) поширюватися у всі боки; 9) поступово нагріватися (загострюватися); 10) погіршуватися; 11) фондова біржа; 12) переважно; 13) відмовлятися, зрікатися;
- 14) вірогідність; 15) уразливий; 16) послідовний; 17) кривава розправа.

Завдання 11

London: a brief history Postwar London

The end of the war in 1945 was followed by a general election, which brought a landslide victory for the Labour Party under Clement Attlee. The Attlee government created the welfare state, and initiated a radical programme of nationalization, which brought the gas, electricity, coal, steel and iron industries under State control, along with the inland transport services. London itself was left with a severe accommodation crisis, with some eighty percent of the housing stock damaged to some degree. In response, prefabricated houses were erected all over the city, some of which were to remain occupied for well over forty years. The LCC also began building huge housing estates on many of the city's numerous bomb sites.

To lift the country out of its gloom, the Festival of Britain was staged in 1951 on derelict land on the south bank of the Thames, a site that was eventually transformed into the South Bank Arts Centre. Londoners turned up at this technological funfair in their thousands, but at the same time many were

abandoning the city for good, starting a slow process of population decline that has continued ever since. The consequent labour shortage was made good by mass immigration from the former colonies, in particular the Indian subcontinent and the West Indies. The first large group to arrive were the 492 West Indians aboard the SS *Empire Windrush*, which docked at Tilbury in June 1948. The newcomers, a large percentage of whom settled in London, were given small welcome, and within ten years were subjected to race riots, which broke out in Notting Hill in 1958.

The riots are thought to have been carried out, for the most part, by “Teddy Boys”, working-class lads from London’s slum areas and new housing estates, who formed the city’s first postwar youth cult. Subsequent cults, and their accompanying music, helped turn London into the epicenter of the so-called Swinging Sixties, the Teddy Boys being usurped in the early 1960s by the “Mods”, whose sharp suits came from London’s Carnaby Street.

Fashion hit the capital in a big way, and, thanks to the likes of the Beatles, the Rolling Stones and Twiggy, London was proclaimed hippest city on the planet on the front pages of *Time* magazine.

Life for the most Londoners, however, was rather less groovy. In the middle of the decade London’s social government was reorganized, the LCC being supplanted by the Greater London Council (GLC), whose jurisdiction covered a much wider area, including many Tory-dominated suburbs. As a result, the Conservatives gained power in the capital for the first time since 1934, and one of their first acts was to support a huge urban motorway scheme that would have displaced as many people as did the railway boom of the Victorian period. Luckily for London, Labour won control of the GLC in 1973 and halted the plans. The Labour victory also ensured that the Covent Garden Market building was saved for posterity. Elsewhere whole swaths of the city were pulled down and redeveloped, and many of London’s worst tower blocks were built.

Notes

LCC (London County Council) — Рада Лондонського графства (лондонський муніципалітет)

SS (steamship) — пароплав

Swinging Sixties — “Веселі шістдесяті”

Carnaby Street — вулиця в Лондоні, відома своїми магазинами модного одягу переважно для молоді

swath — *тут*: площа, ділянка

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

1) переконлива перемога; 2) держава загального достатку; 3) збірний, стандартний будинок; 4) пригнічений настрій; 5) покинутий; 6) компенсувати; 7) піддавати; 8) заколот; 9) нетрі.

Завдання 12

London: a brief history Thatcherite London

In 1979 Margaret Thatcher won the general election for the Conservatives, and the country and the capital would never be quite the same again. Thatcher went on to win three general elections, steering Britain into a period of ever greater social polarization. While taxation policies and easy credit fuelled a consumer boom for the professional classes, the erosion of the manufacturing industry and weakening of the welfare state created a number of people trapped in long-term unemployment, which topped three million in the early 1980s. The Brixton riots of 1981 and 1985 and the Tottenham riot of 1985 were reminders of the price of such divisive policies, and of the long-standing resentment and feeling of social exclusion rife among the city's black youth.

Nationally, the Labour Party went into sharp decline, but in London the party won a narrow victory in the GLC elections on a radical manifesto that was implemented by its youthful new leader Ken Livingstone, or "Red Ken" as the tabloids dubbed him. Under Livingstone, the GLC poured money into projects among London's ethnic minorities, into the arts and most famously into a subsidized fares policy which saw thousands abandon their cars in favour of inexpensive public transport. Such schemes endeared Livingstone to the hearts of many Londoners, but his popular brand of socialism was too much for the Thatcher government, who in 1986 abolished the GLC, leaving London as the only European capital without a directly elected body to represent it.

Abolition exacerbated tensions between the poorer and richer boroughs of the city. Rich Tory council like Westminster proceeded to slash public services and sell off council houses to boost Tory support in marginal wards. Meanwhile in impoverished Labour-held Lambeth and Hackney, millions were being squandered by corrupt council employees. Homelessness returned to London in a big way for the first time since Victorian times, and the underside of Waterloo Bridge was transformed into a "Cardboard City", sheltering up to two thousand vagrants on any one night. Much greater efforts have been made since to alleviate homelessness, not least the establishment of a weekly magazine, the *Big Issue*, which is sold by the homeless right across London, earning them a small wage.

At the same time as homelessness and unemployment were on the increase, the so-called “Big Bang”, which abolished a whole range of restrictive practices on the Stock Exchange, took place. The immediate effect of this deregulation was that foreign banks began to take over brokers and form new, competitive conglomerates.

The one great legacy of the Thatcherite experiment in the capital is the Docklands development, which came about as a direct result of the Big Bang. Aimed at creating a new business quarter in the derelict docks of the East End, Docklands was hampered from the start by the Tories’, refusal to help fund proper public transport links. Unable to find tenants for more than fifty percent of the available office space in the Canary Wharf development, the Canadian group Olympia & York had to call in the receivers just as the recession began to bite. Docklands finally got its tube in 1999, and, with the recession over, is now gradually being completed.

Thatcher’s greatest folly, however, was the introduction of the Poll Tax, a head tax levied regardless of means, which hit the poorest sections of the community hardest. The tax also highlighted the disparity between the city’s boroughs. In 1990, the Poll Tax provoked the first full-blooded riot in Central London for a long, long time, and played a significant role in Thatcher’s downfall later that year.

Notes

receiver — *комерц.* ліквідатор (неспроможної компанії)

folly — нерозсудливий вчинок

poll tax — подушний податок

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

- 1) направляти; 2) збуджувати; 3) ловити капканом (сильцем);
- 4) роз’єднуючий (що викликає незгоди); 5) обурення; 6) поширений;
- 7) бульварна газета; 8) охрестити (дати прізвисько); 9) вселяти любов;
- 10) скорочувати; 11) округ; 12) перешкоджати; 13) орендар; 14) нерівність; 15) безрадiсний; 16) швидко.

Завдання 13

London: a brief history Millennium London

On the surface at least, twenty-first-century London has come a long way since the bleak Thatcher years. Redevelopment has begun again apace, partly

fuelled by money from the National Lottery, which has funded a series of prestigious new millennium projects that have changed the face of the city. A new pedestrian bridge now spans the Thames, leading to the new Tate Modern gallery, spectacularly housed in a converted power station. Numerous other national institutions have transformed themselves, too: among them the British Museum, the Royal Opera House, the Science Museum, Somerset House and the National Maritime Museum. And last, but not least, there's the controversial Millennium Dome, built and stuffed full of gadgetry for £750 million, but which failed to achieve the sort of success predicted by its backers.

The most significant political development for London, however, has been the creation of the new Greater London Assembly (GLA), along with an American-style Mayor of London, both elected by popular mandate. The New Labour government, which came to power on a wave of enthusiasm in 1997, did everything it could to prevent the election of the former GLC leader Ken Livingstone. Yet despite being forced to leave the Labour Party and run as an independent, Livingstone won a resounding victory in the elections of May 2000. It remains to be seen whether Ken can make any impact on the biggest problems facing the capital: transport, crime and racism within the Metropolitan Police Force.

Lexical exercise

Find in the text English equivalents of the following Ukrainian words:

1) безрадісний; 2) швидко; 3) з'єднувати береги; 4) ефектно; 5) перетворювати (на); 6) спірний; 7) пристрої (електронні, механічні); 8) наказ (виборців); 9) гучний (сенсаційний); 10) досягати успіхів; 11) чемність; 12) внутрішня оббивка; 13) кричати кукуріку; 14) гноїще

From "London"

ЧАСТИНА IV

Тема: TRAVELLING

Завдання 1

Read, translate and render the text in brief.

How to Avoid Travelling

Travel is the name of a modern disease which started in the mid-fifties and is still spreading. The patient grows restless in the early spring and starts

rushing about from one travel agent to another collecting useless information about places he doesn't intend to visit. Then he, or usually she, will do a round of shops and spend much more than he or she can afford. Finally in August, the patient will board a plane, train, coach or car and go to foreign places along with thousands of his fellow-countrymen, not because he is interested in or attracted by some place, nor because he can afford to go but simply because he cannot afford not to. The result is that in the summer months (and in the last few years also during the winter season) everybody is on the move. What is the aim of all this travelling?

Each nationality has its own different one. The Americans want to take photographs of themselves in different places. The idea is simply to collect documentary proof that they have been there. The German travels to check up on his guide-books. Why do the English travel? First, because their neighbour does. Secondly, they were taught that travel broadens the mind. But lastly — and perhaps mainly — they travel to avoid foreigners. I know many English people who travel in groups, stay in hotels where even the staff is English, eat roast beef and Yorkshire pudding on Sunday and steak-and-kidney pies on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people, I mean, of course, nice English people from next door or from the next street. It is possible, however, that the mania for travelling is coming to an end. A Roman friend of mine told me:

“I no longer travel at all. I stay here because I want to meet my friends from all over the world.” “What exactly do you mean?” I asked. “It is simple,” he explained. “Whenever I go to London my friend Smith is in Tokyo and Brown is in Sicily. If I go to Paris my friends are either in London or in Spain. But if I stay in Rome all my friends, I'm sure, will turn up at one time or another. The world means people for me. I stay here because I want to see the world. Besides, staying at home broadens the mind.”

(After G. Mikes)

Завдання 2

Read, translate and render in brief.

Why Not Stay at Home?

Some people travel on business, some in search of health. But it is neither the sickly nor the men of affairs who fill the Grand Hotels and the pockets of their proprietors. It is those who travel ‘for pleasure’, as the phrase goes. What Epicurus, who never travelled except when he was banished, sought in

his own garden, our tourists seek abroad. And do they find their happiness? Those who frequent the places where they resort must often find this question, with a tentative answer in the negative, fairly forced upon them. For tourists are, in the main, a very gloomy-looking tribe. I have seen much brighter faces at a funeral than in the Piazza of St. Mark's. Only when they can band together and pretend, for a brief, precarious hour, that they are at home, do the majority of tourists look really happy. One wonders why they come abroad.

The fact is that few travellers really like travelling. If they go to the trouble and expense of travelling, it is not so much from curiosity, for fun, or because they like to see things beautiful and strange, as out of a kind of snobbery. People travel for the same reason as they collect works of art: because the best people do it. To have been to certain spots on the earth's surface is socially correct; and having been there, one is superior to those who have not. Moreover, travelling gives one something to talk about when one gets home. The subjects of conversation are not so numerous that one can neglect an opportunity of adding to one's store.

(From "Along the Road" by Aldous Huxley)

Завдання 3

A. Read the following text to yourselves. Fill in the blanks using each word once only. Modify the words according to the structure of the sentences the words have been deleted from. Work individually, in pairs or in small groups. Use monolingual dictionaries.

B. Divide the text into three logical parts, find a topic sentence in every part and comment on it.

C. Ask your friends 10 wh-questions about the text, beginning with I wonder...

D. Role-play the text on the part of a) Mr. Brown; b) Mrs. Brown; c) Helen; d) Peter.

E. Ask your fellow-students (2–3) if they have ever travelled by sea, air or rail. Discuss with them the advantages or disadvantages of every way of travelling. Sum up their answers and make up a short story.

F. Describe to your friends your own experience, if any, of travelling by train, plane or ship.

The Browns' travels

In the first ten years of their married life Jack Brown and his wife Jill often went to the seaside to have their summer holiday there. Their little kids Peter and Helen liked to swim in the sea and spend hours on the (1) ... collecting (2) ... and looking for (3) ... in the rock pools. Together with their parents they went to the (4) ... every morning where they sat or lay in the sun to get a good (5) ... and in the evening they went for walks along the seashore.

At that time they preferred to get to the seaside resort by train. They carefully consulted the time-table and, as a rule, chose a (6) ... train with sleeping accommodation in a non-smoking (7) Besides, to save time Mr. Brown (8) ... tickets by phone four or five days in advance and called for them at the booking-office one day before the (9) They had a (10) ... to themselves in the second-class sleeper with very comfortable upper and lower (11) They liked to travel with little (12) ... and took with them only the most necessary things. The porter helped them to put their travelling bags on a special luggage (13) ..., after that Mr. Brown asked the carriage (14) ... to bring in the bedding and very soon they turned in for the night.

In the morning they had a wash and went to the (15) ... to have a meal. When they came back to their compartment they had enough time to look out of the window and enjoy the beauty of the countryside.

Their train usually ran to (16) ... and they arrived at the seaside resort punctually at 11.30. The Browns saw to it that they hadn't left any piece of their luggage behind in the train and got off. It took them only half an hour to get to the seaside hotel in which they used to put up for the holiday.

As the time passed and the Browns' children became teenagers the family went to the sea by plane. They admired travelling by (17) ... for many reasons. For one thing, travelling by air saved them a lot of time. For another, it was fairly comfortable to be on (18) ... a plane which was (19) ... and provided passengers with a lot of comforts: the Browns could watch TV or give a (20) ... to their friends and relatives, have a delicious meal or pass away the time reading a book. They looked out of the windows and drank in the sight of floating clouds. Sometimes the Browns managed to them a lot of time. For another, it was fairly comfortable to be on (18) ... a plane which was (19) ... and provided passengers with a lot of comforts: the Browns could watch TV or give a (20) ... to their friends and relatives, have a delicious meal or pass away the time reading a book. They looked out of the windows and drank in the sight of floating clouds. Sometimes the Browns managed to take a short nap on board the plane. It also happened that the plane hit an (21) ... It was a trying

experience for Mrs Brown who felt (22) ... then. But in some minutes she felt comfortable and happy.

The Browns' life-long dream was to go on a (23) ... tour by sea. But since they couldn't afford it, they made up their minds to visit some ancient and beautiful places in Greece, Italy and India on board a ship.

Their sea (24) ... made an unforgettable impression on them. They had a first-class (25) ... which was on the main (26) It was quite spacious, beautifully furnished, air-conditioned with private baths attached. The Browns, while taking their (27) ..., liked to keep the (28) ... in their cabin open to let the fresh air in when the sea was calm. In high seas they closed it to keep the water and the wind out in (29) ... weather. None of them felt seasick, though Mrs Brown thought she was a poor (30)

Their (31) ... was a real floating city with all modern conveniences and a wide choice of sport and entertainment facilities. A team of (32) ... and (33) ... kept their cabin clean and tidy and a good restaurant provided them with good meals.

Besides, the liner was well-equipped with (34) ... devices: lifeboats, lifebelts, life-buoys. So the Browns felt very safe taking their cruises to far-away countries.

They are experienced travellers. The Browns are fond of travel and know a lot about it.

Missing vocabulary: 1) *air*; 2) *air-pocket*; 3) *air-sick*; 4) *attendant*; 5) *beach*; 6) *berth*; 7) *board*; 8) *book*; 9) *buzz*; 10) *cabin*, 11) *carriage*; 12) *compartment*; 13) *cruise*; 14) *deck*; 15) *departure*; 16) *dining-car*; 17) *luggage*; 18) *liner*; 19) *porthole*; 20) *rack*; 21) *round-the-world*; 22) *safety*; 23) *sailor*; 24) *schedule*; 25) *seashore*; 26) *shell*; 27) *shrimp*; 28) *sound-proof*; 29) *stewardess*; 30) *stewards*; 31) *stormy*; 32) *suntan*; 33) *through-night*; 34) *voyage*.

Завдання 4

Read and translate the text from English into Ukrainian.

TRAVELLING

In summer the Smiths used to go to Benidorm. The town is situated on the Spanish Mediterranean coast. It is popular with British people as a place **to go on a package holiday**. The resort has been voted one of the cleanest and safest by **the environmental group "Clean World"**, and won three EC blue flags for its sea water and beaches. The beaches are really beautiful. The marble promenade pavements are immaculate. The palm trees soften **the foreshore**

line. The cafes lining the seafront have been refurbished and upgrading. More surprising is the high-quality shopping in the open avenues, and the excellent food in the **side-street restaurants**. Helen and John like Beni. Though this summer they went to the Dordogne, France.

The Dordogne has become **the holiday destination par excellence** for the Volvo-driving middle classes. The rise **of the gite holiday** and a growing interest in the small, charming, French country house hotel bring hundreds of thousands of British travellers to this strip of rural France. Unlike travellers to **the Spanish Costas**, they do not come to the Dordogne **in search of a sun-tan and cheap booze**. They are here for **the scenery, the flora and fauna, the food and wine, the canoeing, the walking** and the history — or in the case of the Dordogne — the prehistory: prehistoric settlements, some caves and shelters with prehistoric paintings. **At peak periods** tourists arrive in large numbers. Sometimes visitors can destroy what they visit, simply by the act of visiting. This **painful lesson of tourism** is understood by the government. By buying **timed tickets** during July and August, cars cross the sensitively landscaped car park **in a steady, environment-friendly flow**. The tourists are happy because they can see the paintings and learn about their history, without damaging them. The Dordogne tourist board is happy because the place attracts people. They also make money from ticket sales.

The Smiths saw a TV programme devoted to the Dordogne and wanted to visit it in summer. So they went to **a travel agency** and booked a week in France. They were offered a whole range of services: sale of air and rail tickets, exchange of hard currency, renting a car and booking rooms in hotels, the settlement of visa issues and so on. Helen and John made up their minds to go by plane.

They arrived at the airport at 2 p. m. **to catch their plane. At the check-in counter**, a ticket agent looked at their tickets and their passports. Their luggage was checked in. It was weighed on the scales. Next each of them was given **a boarding pass**, a ticket that allowed them **to get on the plane**. Each boarding pass had a seat number written on it. Helen was given **a window seat**. The Smiths got their seats in **the non-smoking section. Their suitcases were labelled** and sent off to be **loaded into the hold of the airplane**.

While waiting for the flight to be called, the Smiths went to the newsstand to buy a newspaper and a magazine. Then they **went through the security check**, where Helen's **carry-on luggage |was searched**. Then Helen called

at **the duty-free shop** where she bought some things cheap because **they were not taxed**.

In the departure lounge, the Smiths joined the other passengers who were sitting and waiting until it was time for their flight to depart. Then they heard the announcement: “Flight 138 to Paris now boarding at Gate Four”, and they went **to board their plane**.

At Orly Airport the Smiths took a taxi to the railway-station to catch their train to the Dordogne. They arrived just in time. The train was due to leave in a few minutes. They didn’t need to go to the booking office, because they had already had their tickets. At **the ticket barrier**, they showed their tickets to **the ticket collector, who clipped** them to show that they had been used. On the platform John looked for a porter **to help them with their luggage**. They found their seats in the first compartment in the carriage next to the buffet car. They put their cases on **the luggage rack**, and the train moved off. They didn’t have to change trains. It was **an express train**.

The Smiths enjoyed the trip. Helen prefers travelling by train to travelling by sea or air, because **from the ship or the plane** one can see nothing except the sea below and the sky above. The trip to the Dordogne was unforgettable. It was a new experience to them.

The Browns **have travelled widely**. They say, **travel broadens the mind**. Ally and Peter have I been to many countries. They **travel for their pleasure** and they prefer exotic places. They went to; the Caribbean last summer. Their apartment was sea facing and had a large terrace, two bedrooms and two bathrooms, a superb fully fitted and fully equipped kitchen. Nice sporting facilities and entertainment and shopping of every kind were available nearby. Even staying in was a pleasure with **worldwide reception on their satellite television**. Ally and Peter liked the scenery very much, they enjoyed watching the stormy waves breaking over the harbour wall. That was a wonderful holiday. Of course, **all this costs the earth**. But the Browns can afford a holiday abroad.

The Smiths and the Browns like travelling very much. They are fond of seaside resorts and beautiful towns noted for their **picturesque scenery**, far-away countries and British **honey-pot tourist places** such as the Lake District. Travelling makes their life eventful and exciting, and it dens their horizons.

EXERCISES

Ex. 1. Consult an English-English dictionary and comment on the words and word combinations in bold type.

Ex. 2. Answer the questions using the topical words and phrases.

1. Where did the Smiths use to go to in summer? 2. Where is Benidorm situated? 3. Why is Benidorm popular with British people? 4. Where did Helen and John go to last summer? 5. What attracts tourists to the Dordogne? 6. How did the Smiths get to the Dordogne? 7. Did Helen and John enjoy the trip? 8. Why does Helen prefer travelling by train? 9. Do the Browns travel much? 10. What places do Ally and Peter prefer to visit? 11. Where did the Browns spend their last holiday? Did they enjoy it? 12. Why do the Smiths and the Browns like travelling very much? 13. What problems does the environmental group "Clean World" deal with? 14. What do people understand by environment-friendly tourism?

Ex 3. Confirm or deny the statements. Expand on them.

1. Visitors can destroy what they visit by the act of visiting. 2. Travel agencies offer a wide range of services. 3. Travelling by train is preferable to travelling by sea or air. 4. Most tourists prefer exotic places. 5. It costs the earth to go to the Caribbean. 6. The Lake District is a honey-pot tourist place. 7. Travelling makes people's life eventful and exciting. 8. Travelling broadens people's horizons and world outlook.

Ex 4. Speak on the following topics. Use the phrases given below.

– What makes a good journey.

(A superb fully fitted and fully equipped accommodation; sporting facilities; entertainment; picturesque scenery; a clean and safe resort; beautiful beaches; high-quality shopping; excellent food).

– A trip I liked very much.

(To travel widely; to travel for pleasure; to cost the earth; a travel agency; an airport; a railway station; a new experience; an unforgettable trip).

Ex 5. Agree or disagree with the following statements. Give your reasons.

1. Exotic places attract people like a magnet. 2. Travelling (round) the world is a dream come true. 3. Interesting trips bring back memories. 4. "I can reel back the trip like a film", says J. Steinbeck ((1902–68) — an American writer). Say if you can do it or not. 5. When people visit a foreign country, they may find life in it a bit of a culture shock. 6. Travelling in company is preferable to.

Завдання 5

Read and translate the text from English into Ukrainian.

From SUSTAINABLE TOURISM AND THE ENVIRONMENT

by A. Groth

Tourism is high on the international agenda. The UN declared 2002 as the International Year of **Ecotourism** and the World Tourism Organisation adopted a **Global Code** of Ethics for Tourism.

The World Tourism Organisation **forecasts** that there will be 702 million international arrivals in the year 2000, that arrivals will top 1 billion in the year 2010 and that by 2020 international arrivals will reach 1.6 billion — nearly three times the number of international trips made in 1996, which was 592 million.

Travellers of the 21st century will go **farther and farther**. The tourism 2020 Vision forecast predicts that by 2020 one out of every three trips will be a **long-haul journey** to another region of the world. It is expected that China will become a major force in international tourism and that about 100 million Chinese will take international trips by 2020, thus putting them in the fourth place in numbers of travellers after Germany, Japan and the United States. By the same time, China will attract 137 million visitors and thus **outrank** France as the world's top **destination**.

The key resource for the most popular tourist destinations is the natural environment: coastal resorts, tropical rainforests, **wildlife** in national parks and alpine ski resorts, all rely on a mixture of natural beauty, good weather and safe conditions to attract **holiday-makers**. Studies reveal that the criteria for European tourists to choose their holiday destination is landscape and natural environment, followed by climate, the cost of the journey and the historical features of the place to visit. Hence, conserving the ecological integrity and environment is imperative if tourism is to be sustained.

The pressure from millions of tourists on water and marine resources, on land and landscape, on wildlife and **habitat** is enormous and often has devastating **impact** on the environment and the local population who are increasingly deprived of access to clean water and other natural resources. In some regions, particularly in small island countries, tourism is one of the major reasons for wasting and polluting water: on average one tourist consumes at least 6 times more water than a local resident.

Major water wasters and polluters are golf courses. In many countries, golf has brought heavy ecological and social costs: **deforestation**, the destruction

of **bio-diversity** and erosion; **dispossession** of people's homes and farms; over-consumption and pollution of water and very high use of pesticides and fertilisers which threaten local residents, workers, wildlife and the golfers themselves.

Very often, the construction of golf courses forms an integral part of a comprehensive tourism project. Adjacent to the golf course, **condominiums** and / or hotels are built, very often also a marina, an airport and a casino. Studies have shown that such a complex not only has touristic objectives but is often connected to **drug-trafficking** and money-laundering. Even the US State Department has emphasised the link between tourism, **money-laundering** and **offshore** banking.

Cruise ships are a major cause for pollution in the Caribbean, destroying **maritime life** and coral reefs by releasing waste into the ocean. Recently the Royal Caribbean, the world's second largest cruise line was fined a record sum of US \$18 million for dumping waste oil and hazardous chemicals into the sea. However, the impact of oil and hazardous waste on water, maritime life and coral reefs is devastating and all fines paid for the damage caused by the cruise ships will not revive dead corals.

A WWF study recently published on "Climate Change and its Impacts on Tourism", warned that droughts, rising seas, flash floods, forest fires and diseases could turn profitable destinations into holiday horror stories. The report urges the tourist industry to persuade western industrialised governments to take more concerted action to reduce their nations' **carbon dioxide emissions** — the main cause of **global warming**. According to a German researcher the level of emissions resulting from air traffic that contributes to the "**greenhouse**" effect is double the level of emissions resulting from ground based traffic. Annually air travel increases by 5 %, and at least half of the passengers travel for leisure.

EXERCISES

- Ex. 1.** Read and translate the text from English into Ukrainian. Pick out the words and word combinations in the text which may be grouped under the heading: "Travelling."
- Ex. 2.** Comment on the meanings of the words and phrases in bold type. Consult an English-English dictionary. Make up your own sentences illustrating the meanings of these words and word combinations.

Завдання 6

FROM FAVOURITE EUROPEAN HOTELS

C. Raphael

Some travellers like **chain hotels**. They seek the **security** of waking up in Birmingham, Bangkok or Barcelona and knowing exactly where everything is: the bathroom door, the tables for books and spectacles, the mini-bar. Such bleak places are not for me. I prefer a hotel with character, even if I must put up with the odd missing plug or a creaky bed. Human warmth, good food and a beautiful setting more than compensate.

What I want is something not too grand or **stuffy**, where the food is good but not too **flashy**, where I know roughly what to expect when I get the bill, where, above all, I feel at ease. My priorities:

Location. Whether in a city or the country, an attractive setting, and good walking from the door.

Peace and quiet. I once drove five hours to a much-praised hotel in the Lake District to find that it was on a busy main road and sleep was possible only with **double-glazed windows** firmly shut. I hate piped music. Muted classical music in a half-empty restaurant is tolerable if it **takes the chill off** a constrained atmosphere, but it must be chosen to aid digestion. No crying into the soup for Argentina, please, or marching with the Toreador as we eat our meat.

Meals. Food should be based on excellent ingredients, interesting but not pretentious, and with choice and flexibility. I hate an over-ambitious five-course menu, often misspelt; food which has become **lukewarm** while being fancily arranged; over-large portions. Too many **hoteliers** fail to realise that not all their visitors have the **stamina** for a gastronomic marathon night after night. Too many menus **iniquitously** bill orange juice as freshly squeezed when one sip reveals that it is not.

Booking. The initial telephone call is all-important. I want to be sure of what is offered, with no **nasty** surprises when I pay the bill. The fact that tax and breakfast cost extra is sometimes **glossed over**.

Reception. A smiling welcome, please. Too often you are greeted with a **yawn**, and a form pushed under your nose; you are given a key and left to carry your bags, rather than being shown to the room. Perhaps the **host** is afraid that you will dislike what you find when you open the door?

Value for money would be high on most people's lists, but it is difficult to define. In an expensive establishment, there is no excuse for dead light-bulbs and flowers, unemptied waste-paper baskets, or a **neglected garden**. But in a small place where the owners do most of the work and **strive** to offer **hospitality** at a minimal rates, the odd bit of peeling paint can be excused.

Hotel-keeping is a labour of love, and dedicated hoteliers everywhere are to be **cherished**. Fortunately, there are many wonderful hotels, from castles in Spain, **chateaux** in France and stately homes in Britain, to friendly inns and modest guest houses everywhere.

Some are distinctly **eccentric**. The owner of an Edinburgh B&B who serenaded his guests on the bagpipes over breakfast has retired, but other rich characters remain.

(From The Economist, January 2nd, 1998)

CULTURE CONTEXT

Chain hotels — a number of hotels under the same ownership or management.

The Lake District — an area in NW England where there are a number of lakes in beautiful mountain scenery which attract many tourists.

Piped music = canned music — quiet recorded music played continuously in a public place, such as a shop, hotel, or restaurant.

EXERCISES

Ex. 1. Read and translate the text from English into Ukrainian. Pick out the words and word combinations in the text which may be grouped under the heading: “Travelling.”

Ex. 2. Comment on the meanings of the words and phrases in bold type. Consult an English-English dictionary. Make up your own sentences illustrating the meanings of these words and word combinations.

ЧАСТИНА V EXERCISES

Ex. 1

Lexical cloze

For Questions 1–15, read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

Example: 0 A in B on C of D at

The grand canyon

The Grand Canyon is one of the natural wonders (0) *of* the world. It was (1) ... by the Colorado River, which carved its way through the (2) ... coloured layers of rock making a gap over 1.5 kilometres (3) ... Its sides are steep cliffs and some of the peaks look (4) ... towers, castles and temples. A fantastic adventure for anyone with (5) ... time in which to experience the Grand

Canyon would be to take a sightseeing flight (6) ... the area. The small twin engine planes have huge panoramic windows perfect for (7) ... photographs. It is (8) ... to book an overnight tour if you want to stay (9) ... at the Canyon but do not want to drive. This way you can (10) ... the spectacular sunset and sunrise and fit in a(n) (11) ... day exploring the Canyon trails (12) ...

You can also witness the dazzling lights of (13) ... Las Vegas by night with a breathtaking helicopter flight. The tour (14) ... approximately an hour and (15) ... transport from your hotel to the airport and 20 minutes in the air.

1	A	done	B	set	C	created	D	built
2	A	different	B	several	C	much	D	varied
3	A	down	B	deep	C	far	D	below
4	A	as	B	if	C	up	D	like
5	A	restricted	B	limited	C	reduced	D	small
6	A	above	B	in	C	over	D	on
7	A	making	B	putting	C	taking	D	doing
8	A	possible	B	probable	C	likely	D	suitable
9	A	more	B	further	C	extra	D	longer
10	A	look	B	watch	C	notice	D	glance
11	A	whole	B	all	C	total	D	utter
12	A	by foot	B	on foot	C	with feet	D	by feet
13	A	nearby	B	near	C	close	D	next
14	A	spends	B	lasts	C	covers	D	makes
15	A	contains	B	has	C	includes	D	covers

Ex. 2

Structural cloze

For Questions 16–30, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

New York is known (0) as the city that never sleeps but Madrid is (16) ... same. The main difference is the Latin charm (17) ... is added. Enjoy long evenings with food and dancing but save your energy (18) ... shopping. Shopping is one of the (19) ... popular attractions of Madrid. For leather goods you can pay around 20 per cent less (20) ... in many other European countries. Many visitors make a point of (21) ... several pairs of shoes at bargain prices. Madrid has everything (22) ... megastores to trendy second-hand clothes stalls and if you visit at Christmas, you (23) ... see decorations wherever you look.

Many of these are beautifully made (24) ... hand and would make wonderful souvenirs (25) ... take home for a special festive atmosphere. Shopping here is accompanied (26) ... great entertainment. There (27) ... artists and musicians among the market stalls and people play dominoes behind the Palacio de Cristal. However, when the busy streetlife gets (28) ... tiring for you, you can relax in some of the world's finest art galleries, enjoying the air conditioning as (29) ... as the works of Spain's great artists (30) ... as Picasso and Goya.

Ex. 3

Error correction

For questions 1–15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number on the separate answer sheet. If a line has a word which should not be there, write the word on the separate answer sheet. There are two examples at the beginning (0 and 00).

0. ... to The fact that over to12 million people a year visit theme
 00. ... ✓ parks in Britain proves that being scared
 out of our senses
1. ... it is something we are prepared to pay a lot of money for.
 2. ... Racing towards the ground at 140 kilometres per hour with
 3. ... just a metal bar across your knees is not that what everyone wants,
 4. ... so theme parks try to provide something for everybody.
 5. ... Alton Towers which is set in a large wooded park and has more
 6. ... rides to make you scream than the any other theme park in Europe,
 7. ... but there are and also shows to watch, a lake to row on, grass to
 8. ... picnic on and slower than rides for the very young. It is teenagers
 9. ... and young adults who compete with each other to go on the
 10. ... scariest rides, while grandma enjoys herself the parkland. People are
 11. ... prepared to travel long distances far from all corners of the country
 12. ... to spend there a day at the park. It's a popular way of celebrating
 13. ... children's birthdays and at the end of the school year. The addition
 14. ... of new rides in year after year means that people will always
 15. ... want to return back to test their nerves even further.

Ex. 4**Lexical cloze**

For questions 1–15, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example: 0 A production B work C commerce D industry

The tourist trap

Tourism is the fastest-growing (0) ... in the world. As well as bringing prosperity to an area, however, it can also destroy the qualities which (1) ... visitors in the first (2) ... If it is not carefully controlled, tourism can also (3) ... problems for local people, as is (4) ... by various examples from around the world.

When Phuket in Thailand first became a popular tourist (5) ... people there were unable to (6) ... with the increase in rubbish that 2 million visitors a year (7) ... and a huge incinerator had to be built in the countryside to deal with it. New hotels at Goa in India caused a huge increase in water consumption, (8) ... many local people to walk considerable (9) ... to get clean water. And Egypt's desert landscapes are being destroyed by the litter (10) ... by tourists. Moving sands are difficult to clean, and the white desert to the west of the Nile Valley may be permanently (11) ...

It's encouraging, therefore, to read about the (12) ... of certain tour companies who are organising environmental holidays in some of the worst hit areas. Regular tours now go to places (13) ... the Himalayas and Atlas mountains in North Africa with the (14) ... of combining a bit of sightseeing with the chance to help (15) ... some of the mess left by previous visitors.

1	A	convinced	B	attracted	C	persuaded	D	appealed
2	A	place	B	point	C	position	D	purpose
3	A	lead	B	form	C	create	D	invent
4	A	displayed	B	presented	C	exhibited	D	shown
5	A	destination	B	position	C	terminus	D	departure
6	A	handle	B	treat	C	cope	D	check
7	A	reject	B	involve	C	establish	D	produce
8	A	forcing	B	making	C	encouraging	D	urging
9	A	extents	B	distances	C	spaces	D	lengths
10	A	fallen	B	sunk	C	lowered	D	dropped
11	A	injured	B	touched	C	affected	D	influenced
12	A	attempts	B	efforts	C	strains	D	duties
13	A	as well as	B	as for	C	such as	D	so as to
14	A	aim	B	plan	C	wish	D	hope
15	A	rub out	B	care for	C	break off	D	clear up

Ex. 5

Multiple choice reading task

You are going to read an article about a sailing race. Choose the most suitable heading from the list **A–I** for each part (**1–7**) of the article. There is extra one extra heading which you do not need to use. There is an example at the beginning. (**0**).

Mark your answers **on a separate answer sheet**.

- A.** An unexpectedly demanding way of life
- B.** The consequences of poor performance
- C.** No way out if you don't like it
- D.** Letting everyone have a moment of lorry
- E.** Benefiting from the power of nature
- F.** Cooperating to overcome the power of nature
- G.** It's not what people think
- H.** A solution that seems to work
- I.** The terrible consequences of making a mistake

Round the world in a yacht

Heather Wilson goes on board the yacht 'London Light' to reveal the truth about life at sea

0 — I

Imagine, for a moment, spending the night on board a large yacht, being roughly woken in the pitch dark and ordered on deck. Every so often you will be totally drenched, very suddenly, in salt water. You will be sharing the same cramped space with 14 other people for a whole year. Your stomach, when not affected by seasickness, will be hit by the competitive tension and nervousness that afflicts all sportspeople. You will be obliged to concentrate without cease. The slightest loss of focus could cost someone their life.

1 —

For the eight crews taking part in the Round-the-World yachting race, this has been daily life since they left Britain eleven months ago. Now, after racing 50,000 across kilometres of ocean, they are soon due home. While most of us have worked, slept, taken a holiday, these crews have sailed and sailed, day after day, night after night, in weather conditions that would test any human.

This is the reality of ocean yacht racing, which bears little resemblance to the popular image of sailing — the quick sprint around a lake before returning ashore for a meal and a warm bath.

2 —

Racing 20-metre yachts around the world is a story of unrelenting hard work, pushing yourself to the limits of endurance. But it is also a story of the vastness and beauty of the sea, of seeing the sun rise and set on hundreds of desolate horizons, and of the supreme satisfaction of arriving somewhere knowing that wind alone has taken you there.

3 —

Unlike the captains, who are professional sailors, the crews all consist of amateur volunteers who have actually paid for the privilege of taking a year off from their work and enduring these difficult conditions. On board London Light the ages range from 21 to 65. For the youngest member, Susan Porter, the trip is about the excitement of both the racing and the elements. 'Being able to pitch yourselves as a team against a storm gives you a huge sense of achievement,' she says.

4 —

Jerry Wallace, a marketing director, found sailing a refreshing change from the selfish individualism of business. Although he was prepared for the discomfort, the mental stress of long-distance racing was not what he had anticipated. 'A Grand Prix driver has a few hours of focus, a footballer 90 minutes, but we have been racing for 11 months. This is something I didn't really appreciate before I started.

5 —

Inevitably, there are tensions. The kind of people who choose to take part in races like this tend to be motivated and strong-willed. On a trivial level, there are the usual arguments about things like cleaning, tidying, personal hygiene, even the way people snore. Rows on a boat must be addressed immediately. Left to develop, they get much worse. On London Light they have done this by having a meeting where problems can be discussed and resolved by majority vote. Cooperation is the key, and everyone can have their say. The London is one of the few boats that has never lost any crew early because of a personality clash.

The strongest source of unrest on any boat, whether professional or amateur, is the racing itself. Such is the issue's potential for disruption that two captains resigned during the year because their crews were unhappy at their boat's lack of racing success. Inevitably, some crew members want to race the boat hard. That means that only the best sailors tend to get to actually steer the boat, which is not satisfactory.

Some crew members feel they have paid their money and should not be excluded from any tasks on the boat. Walter Given, a retired teacher aboard the London Light, believes the jobs around the boat should be shared out among the crew. And if that means that some of the less competent spend time at the wheel, so be it. 'We all could have done some more steering -that's the glamorous bit,' he says, though this did not spoil the trip for him at all. At 65 the oldest member of the crew, Walter feels the trip has really given him a lot more enthusiasm for life.

Ex. 6

Multiple choice reading task

You are going to read a magazine article about yoga, a form of physical exercise. For questions 1–7, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

Yoga's greatest fan

There are various types of yoga and each has its celebrity fan. Madonna famously did Astanga yoga, Julia Roberts is more of a Bikram fan, but it is arguably because of the model Christy Turlington that ordinary yoga has become so popular. It is Christy, after all, who has always just done it, only mentioning in passing that yoga was her exercise of choice. But people soon began to think that it explained not just her lovely body but also her air of serenity. And it was Christy who started to design a range of clothing specifically for yoga. Now Christy has gone one step further and produced a £250 bag for carrying your yoga mat.

It should be pointed out from the start that all the proceeds from sales of the mat are going to a charity. But really, why does she bother? A decade as one

of the original supermodels means she need never work again. Yet Turlington has turned herself into a sort of Christy Inc business empire, comprising clothing, skincare and of course her own face, with formidable money-making capabilities. “I didn’t realise I was ambitious,” she says, “but looking at all I’ve done, I must be. It’s important for me to try to do things in my life. So I guess I’m ambitious about contributing to the greater things in life.”

The “Christy” yoga mat bag, a collaboration with designer Marc Jacobs, grew out of her work with Puma, manufacturers of her Nuala range of yoga clothing (it stands for natural-Universal-Altruistic-Limitless-Authentic). The Nuala website describes the result as “a classic and a extremely versatile bag which helps ease the transition between office, yoga centre and back home again”. Not, admittedly, a problem many of us knew we had, but we’re not Christy Turlington, who practices yoga every day and views her life, health and diet holistically. “Yoga is more than just physical postures: it disciplines the mind,” she says. “So when you have some focus there’s pretty much nothing you can’t do. I found that dreams become reality very easily.”

“Everything in my life at the moment,” she maintains, “is rooted in my study of yoga and respect for this ancient practice.” Most of us probably don’t feel quite so strongly, but national governing body the British Wheel of Yoga estimates that up to half a million people in the UK now practice yoga regularly. The British yoga “industry” is still young, but interest in yoga is unquestionably *soaring*. To Christy’s credit, she is refreshingly un-pushy about the Nuala line and freely admits that there’s nothing wrong with a T-shirt and leggings. “I just feel that things you would buy to do other types of sport don’t really work,” she explains. “You need to have more flexibility, things that are softer and feel better on your skin. But it’s not like you have to buy clothes designed for yoga: they’re just clothes that are designed with a better understanding of what you might need to do in them.”

These days, Christy has largely retired from modeling, unless it’s linked in some way to yoga, Nuala or Sundari, because she’s been a professional since she was 14 and so *it* now bores her. Now 33, she recently completed a degree at New York University in Comparative Religion, fulfilling an ambition to get an education, which she says she had pretty much from the moment she left school early to start modelling. The future at the moment holds more of the same: business and yoga. Like the rest of the world, she calmly gets on with the business of keeping busy, trying to do some good and making money: she just looks rather better on it than the rest of us. Maybe it’s the yoga.

1. What do we learn about Christy Turlington in the first paragraph?
 - A She introduced other celebrities to yoga.
 - B She practices her own special kind of yoga.
 - C She was doing yoga before she became famous.
 - D She is keen to tell everyone about the value of yoga.
2. What is suggested about Christy in the second paragraph?
 - A She's still a very rich woman.
 - B She has no more ambitions in life.
 - C She's given a lot of her money to charity.
 - D She doesn't feel it's right to earn a lot of money.
3. What does Christy say about the 'yoga mat bag'?
 - A She got the idea from a website.
 - B A friend helped her to design it.
 - C It holds more than just a yoga mat.
 - D It is not part of her range of yoga goods.
4. The word 'soaring' (line 24) suggests that interest in yoga in the UK is
 - A on the increase.
 - B something genuine.
 - C a surprising development.
 - D spreading to young people.
5. In Christy's opinion, what type of clothes are best for yoga?
 - A any kind of sports clothing
 - B clothes in which you can move easily
 - C any clothes that you feel like wearing
 - D clothing which is specially designed for it
6. The word 'it' (line 31) refers to Christy's
 - A range of products
 - B opinion of yoga.
 - C lack of education.
 - D previous career.
7. What does the writer suggest about Christy at the end of the article?
 - A She's quite an ordinary person really.
 - B She worries too much about her appearance.
 - C She seems to have benefited from doing yoga.
 - D She may become even more successful in the future.

Ex. 7

Error correction

For questions 1–15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number **on the separate answer sheet**. If a line has a word which should not be there, write the word **on the separate answer sheet**. There are two examples at the beginning (0 and 00).

HEALTHY EATING

0. ... ✓... People's tastes in food, like everything else, change naturally with age.
00. ... *of*... In my experience of this is a change for the better. And it's true that as
1. ... they get older, people are tend to develop a taste for the food that
 2. ... are supposed to be good for us all. As a young child, I was used to hate
 3. ... tomatoes and beetroot so much that I simply couldn't stand with the
 4. ... sight or smell of them. Similarly, I have completely gone off the unhealthy
 5. ... food that I once did loved, like chips and greasy sausages. The women's
 6. ... magazines I buy are they full of advice about healthy eating, but you
 7. ... never really know as what advice to take seriously. I certainly try to
 8. ... eat the recommended five portions of fruit or either vegetables a day —
 9. ... I think that sounds like was good advice. But when it comes to dieting
 10. ... and trying to be lose weight through a healthy eating programme,
 11. ... I am not so sure. One moment they are all saying 'don't eat whatever
 12. ... any fat', then suddenly it's 'make sure you must eat some fat, but don't
 13. ... under any circumstances eat any sugar'. I think it's far better to
 14. ... eat a balanced diet, not too much of anything, and to take regular
 15. ... exercise. That's the only way really to stay yourself healthy and happy.

Ex. 8

Word formation

For questions 1–10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Write your answers **on the separate answer sheet**. Example: *sight*

The medicine ball

An increasingly regular (0) ... in sports shops and gyms is the medicine ball,
SEE

a very heavy ball designed to be lifted, (1) ... and rotated about the body.
THROW

It is proving very popular on (2) ... programmes because throwing, catching
FIT

and moving the ball involves a much wider range of (3) ... than merely
MOVE

lifting heavy metal (4) ... As a result, the medicine ball is very useful in
WEIGH

working muscles that remain relatively (5) ... in regular gym routines
ACTIVE

As their name suggests, the balls were (6) ... linked more with health
ORIGIN

than with sports training. The aim was to (7) ... the bodies of patients and
STRENGTH

Hippocrates, the Ancient Greek physician, had animal skins (8) ... together
SEW

and filled with sand to make the balls. Patients who had sustained (9) ...
INJURE

would use them as a way of getting safe exercise during their (10) ...
RECOVER

Ex. 9

Lexical cloze

For questions 1–15, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example: 0 A — wide B — long C — deep D — broad

So near and yet so far

From Land's End, in southwestern England, to John O'Groats in northeastern Scotland is 903 miles. It's a (0) ... way to walk or cycle, through the famously unpredictable British weather, but it's the sort of challenge that (1) ... to people. Steve Watts, (2) ..., joined a team which was cycling from one end of the British isles to the other as a way of (3) ... money for charity.

All went well on Steve's trip, which was very well-organised and he (4) ... to complete the distance in eleven days. At least, he nearly did. For when Steve got to within a mile of his (5) ... destination, he was so overjoyed with his (6) ... that he invited one of his back-up team, a young female physiotherapist, to join him on the bike for the last few metres.

That's when disaster (7) Somehow the pair (8) ... their balance and the bike crashed to the ground. The next thing Steve knew was when he (9) ... up in an ambulance on his (10) ... to hospital. It was then that the awful truth hit him. He had not only injured himself quite (11), but he had also (12) ... to complete his journey after all. Fortunately, however, the organisers (13) ... sorry for Steve and decided to (14) ... the fact that he hadn't actually (15) ... the finishing line!

1	A	likes	B	attracts	C	appeals	D	enjoys
2	A	for example	B	such as	C	however	D	as well as
3	A	doing	B	raising	C	fetching	D	gaining
4	A	coped	B	enabled	C	succeeded	D	managed
5	A	furthest	B	latest	C	final	D	terminal
6	A	achievement	B	fulfillment	C	realisation	D	conclusion
7	A	shot	B	broke	C	burst	D	struck
8	A	lost	B	missed	C	slipped	D	spoilt
9	A	caught	B	got	C	woke	D	came
10	A	approach	B	way	C	travel	D	path
11	A	strongly	B	heavily	C	hardly	D	badly
12	A	failed	B	avoided	C	lacked	D	refused
13	A	said	B	got	C	had	D	felt
14	A	neglect	B	escape	C	ignore	D	reject
15	A	delivered	B	crossed	C	ridden	D	respected

Ex. 10

Word formation

For questions 1–10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Write your answers on the separate answer sheet.

Example: *customers*

My favourite hotel

At Gonnal's Hotel in Scotland the service offered to (0) ... is excellent ...

CUSTOM
The manager Marianne Schulz is always on hand to give a (1) ...

FRIEND
welcome to guests on arrival, and her (2) ... attitude towards her ...

ENCOURAGE
employees has a positive effect. The (3) ..., well-motivated members ...

CHEER
of staff make an enormous (4) ...to your stay. Nothing is too much ...

DIFFER
trouble for them. It is clear that they take (5) ... in their work, and try ...

PROUD
to make your stay an (6) ... one. It is rare to find staff who are actually ...

ENJOY
genuinely (7) ... in why you have come to Scotland, and who are ...

INTEREST
(8) ... about promoting their region to holidaymakers. I first arrived ...

ENTHUSE
at the Gonnal's with little (9) ... of the area I was visiting, but the ...

KNOW
hotel staff gave me all the information and (10) ... I needed. ... **ADVISE**

Ex. 11

Error correction

For questions 1–15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number **on the separate answer sheet**. If a line has a word which should **not** be there, write the word **on the separate answer sheet**. There are two examples at the beginning (0 and 00). **Examples:** 0 — ✓; 00 — *there*

A taste of college life

0 ... In my last year of school, I knew what I wanted to do next and that
00 ... was to go to university and there study engineering. The problem
1. ... was that I didn't know where was to do it. There were two possibilities:
2. ... either I could stay at home and go study to the local university, or I could

3. ... go and study in the United States, but I couldn't decide between which
4. ... would be better for me. I liked the idea of studying in the States, but wasn't
5. ... sure whether I wanted to be spend three or four years of my life living
6. ... there. That's when I heard about the pre-college taster programmes which
7. ... offered by some US universities. These programmes they are very
8. ... popular with American high school students who get of the chance to
9. ... spend two months on a pre-college course, finding out if they have
10. ... chosen the right subject for to study, but also getting the chance to see
11. ... what college life is like. I decided to go and it was a great experience,
12. ... but at the end of the programme I have made up my mind not to go and
13. ... live in the United States. I missed out my friends and family too much.
14. ... But the academic work what I did in those two months was useful
15. ... preparation for the course I ended up doing, and I made lots of friends too.

Ex. 12

Comment upon the following proverbs and make up short stories of your own illustrating their moral.

1. Two heads are better than one.
2. Faint heart never won fair lady.
3. A hungry belly has no ears.
4. An idle brain is the devil's workshop.
5. A little body often harbours a great soul.
6. There is no rose without a thorn.
7. The proof of the pudding is in the eating.
8. Truth is stranger than fiction.

Ex. 13

Explain the meaning of the following sayings and use them in a natural conversational context.

1. Easier said than done.
2. Well begun is half done.
3. No sooner said than done.
4. What's done can't be undone.
5. If we can't do as we would, we must do as we can.
6. Do as you would be done by.
7. What we do willingly is easy.

Ex. 14

Comment upon the following proverbs and illustrate their meaning by little stories of your own invention.

1. A friend in need is a friend indeed.
2. A fault confessed is half redressed.
3. Everything is good in its season.
4. Still waters run deep.
5. New brooms sweep clean.
6. To go through thick and thin.
7. Wealth is nothing without health.
8. Birds of a feather flock together.
9. Slow and steady wins the race.
10. Speech is silver, but silence is gold.

Ex. 15

Explain the meaning of the following sayings and use them in a natural conversational context.

1. A wolf in sheep's clothing.
2. A measure for measure.
3. Eat at pleasure drink with measure.
4. Habit cures habit.
5. He that has no head needs no hat.
6. High wind blows on high hills.
7. Far from eye, far from heart.
8. Fortune favours the brave.
9. Give every man thy ear, but very few thy voice.

Ex. 16

Comment upon the following proverbs and illustrate their meaning by little stories of your own invention.

1. Honesty is the best policy,
2. A little pot is soon hot.
3. Dot your i's and cross your t's.
4. When all comes to all.
5. Velvet paws hide sharp claws.
6. New lords — new laws.
7. To make a long story short.
8. The pot called the kettle black.

9. Be slow to promise and quick to perform.
10. A scalded dog fears cold water.
11. He laughs best who laughs last.
12. While the grass grows the horse starves.
13. As snug as a bug in a rug.
14. Every country has its customs.
15. Don't trouble trouble until trouble troubles you.
16. Well begun is half done.
17. It's enough to make a cat laugh.
18. Far from eye, far from heart.
19. A wonder lasts but nine days.
20. Many men many minds.

Ex. 17

Comment upon the following proverbs and illustrate their meaning by little stories of your own invention.

1. Men may meet but mountains never.
2. What's done cannot be undone.
3. Seeing is believing.
4. Saying and doing are different things.
5. First think, then speak.
6. As the fool thinks, so the bell clinks.
7. Hunger is the best sauce.
8. No living man all things can.
9. Better die standing than live kneeling.
10. Among the blind the one-eyed is king.
11. First come first served.
12. It's an early bird that catches the worm.
13. As is the workman so is the work.
14. As like as two peas.
15. Many words hurt more than swords.
16. Birds of a feather flock together.
17. Early to bed and early to rise makes a man healthy, wealthy and wise.

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