

Тетяна ГУЖВА

# АНГЛІЙСЬКА МОВА

РОЗМОВНІ  
ТЕМИ



**MY FAMILY**

**MY HOME**

**MY WORKING DAY**

**LEISURE-TIME ACTIVITIES  
(MY DAYS OFF) AND HOLIDAYS**

**SEASONS AND WEATHER,  
CLIMATE**

**MEALS**

**SHOPPING**

**THE CINEMA**

**AT THE THEATRE**

**MUSIC**

**THE POST-OFFICE. TELEPHONE**

**TRAVELLING**

**SPORTS AND GAMES**

**EDUCATION (MY SCHOOL)**

**AT THE DOCTOR  
(MEDICINE AND HEALTH)**

**CITIES  
(LONDON, WASHINGTON,  
KYIV, MOSCOW)**

**Тетяна ГУЖВА**

**ENGLISH**

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**АНГЛІЙСЬКА  
МОВА**

**РОЗМОВНІ ТЕМИ  
У ДВОХ ЧАСТИНАХ**

*Для студентів  
факультетів іноземної філології  
університетів, ліцеїв, гімназій та коледжів*

**I**

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## ОТ АВТОРА

Предлагаемая вниманию читателей книга представляет собой пособие по совершенствованию навыков устной речи для лиц, уже имеющих необходимую языковую подготовку. Пособие может быть использовано учащимися специализированных школ с углубленным изучением английского языка, абитуриентами вузов, слушателями курсов иностранных языков, лицами, самостоятельно изучающими английский язык, а также в специальных группах, готовящих специалистов для работы за рубежом. Темы могут использоваться студентами филологических факультетов университетов.

В предложенных тематических разделах отражаются предметные реалии и ситуации общения, характерные для нашей страны, для Великобритании и США. Материал частью отобран из художественных произведений, частью из периодики, часть подготовлена автором.

Образцы разговорных тем, извлечения из оригинальных текстов английских и американских авторов, расширенный лексический материал, подобран-

## ВІД АВТОРА

*Запропонована увазі читачів книга являє собою посібник з вдосконалювання навичок усного мовлення для осіб, які вже мають необхідну мовну підготовку. Посібник може бути використаний учнями спеціалізованих шкіл із поглибленим вивченням англійської мови, абітурієнтами вищих навчальних закладів, слухачами курсів іноземних мов, особами, які самостійно вивчають англійську мову, а також у спеціальних групах, що готують фахівців для роботи за кордоном. Темі можуть використовуватися студентами філологічних факультетів університетів.*

*У запропонованих тематичних розділах відбиваються предметні реалії і ситуації спілкування, характерні для нашої країни, для Великої Британії і США. Матеріал почасти запозичений із художніх творів, почасти з періодики, почасти створений автором.*

*Зразки розмовних тем, витяги з оригінальних текстів англійських і американських авторів, розширений лексичний матеріал, підібраний до кожної теми, комунікативні вправи, що складають зміст посібника, допоможуть роз-*

ний к каждой теме, коммуникативные упражнения, составляющие содержание пособия, помогут развить навыки разговорной речи, значительно обогатить лексический запас.

В пособии представлены темы:

«Моя семья», «Мой дом», «Мой рабочий день», «Досуг. Праздники», «Времена года, погода, климат», «Еда», «Покупки», «Театр», «Кино», «Музыка», «Почта, телефон», «Спорт», «Медицина и здоровье», «Путешествие», «Образование», «Города».

Во «Введении» (“Introduction”) предлагается информативный материал, дающий представление о буквах, звуках, правилах чтения, о произношении и интонации. Далее следуют фонетические упражнения для работы над артикуляцией, в которых используются английские пословицы и поговорки, «крылатые» выражения.

В «Приложении» (“Appendix”) дается информативный материал о Великобритании и Соединенных Штатах Америки, об их политическом, экономическом и культурном развитии, о том, каковы эти страны сегодня.

Структура каждого тематического раздела состоит из:

1) образцов учебных монологов (разговорных тем);

2) необходимого лексического материала, на базе которого разработаны темы;

3) дополнительной лексики;

4) дополнительных выражений, необходимых для составления диалогов;

*вити навички мовлення, значно збагатити лексичний запас.*

*У посібнику подані теми: «Моя сім'я», «Мій дім», «Мій робочий день», «Дозвілля. Свята», «Пори року, погода, клімат», «Їжа», «Покупки», «Театр», «Кіно», «Музика», «Пошта, телефон», «Спорт», «Медицина і здоров'я», «Подорож», «Освіта». «Міста».*

*У «Вступі» (“Introduction”) пропонується інформативний матеріал, що дає уявлення про літери, звуки, правила читання, про вимогу та інтонацію. «Вступ» містить фонетичні вправи для роботи над артикуляцією, у яких використовуються англійські прислів'я і приказки, «крилаті» вислови.*

*У «Додатку» (“Appendix”) подано інформативний матеріал про Великобританію і Сполучені Штати Америки, про їх політичний, економічний і культурний розвиток, про сьогодення цих країн.*

*Структура кожного тематичного розділу складається з:*

*1) зразків навчальних монологів (розмовних тем);*

*2) необхідного лексичного матеріалу, на базі якого розроблені теми;*

*3) додаткової лексики;*

*4) додаткових висловів, необхідних для складання діалогів;*

*5) текстів з оригінальної англійської й американської літератури, що ілюструють тему (з урахуванням орфографічних розбіжностей);*

*6) вправ, за допомогою яких здійснюється перевірка засвоєння*

5) текстов из оригинальной английской и американской литературы (с учетом соответствующих различий в орфографии);

6) упражнений, с помощью которых осуществляется проверка усвоения языкового материала по каждой теме.

За каждым текстом следует перевод слов и выражений, которые могут вызвать затруднения.

Работая с данным пособием, преподаватель имеет возможность варьировать порядок изучения тем в зависимости от уровня подготовки учащихся и от цели занятий.

В конце каждого раздела предлагается выполнить три упражнения. В первом упражнении (Exercise 1) следует ответить на вопросы, касающиеся всего материала по данной теме. Таким образом осуществляется контроль понимания учебного материала темы. На основе этого упражнения можно предложить учащимся составить диалог по теме. Упражнение рассчитано на развитие навыков неподготовленной (спонтанной) речи и умения выражать свои мысли на английском языке. Второе упражнение (Exercise 2) базируется на тексте монолога по данной теме и помогает учащимся творчески использовать лексический материал. Третье упражнение (Exercise 3) рассчитано на учащихся, которые хорошо овладели лексическим материалом и свободно оперируют знаниями по теме. Это упражнение носит творческий характер, с его помощью осуществляется итоговый контроль усвоения.

*лексичного матеріалу кожної теми.*

*Кожний текст супроводжується перекладом слів і висловів, що можуть викликати труднощі.*

*Працюючи з цим посібником, викладач має можливість варіювати порядок вивчення тем залежно від рівня підготовки учнів і мети занять.*

*Наприкінці кожного розділу пропонується виконати три вправи. У першій вправі (Exercise 1) слід відповісти на запитання, що стосуються всього матеріалу цієї теми. У такий спосіб здійснюється контроль розуміння навчального матеріалу теми. На підставі цієї вправи можна запропонувати учням скласти діалог по темі. Вправа розрахована на розвиток навичок непідготовленого (спонтанного) мовлення, вміння виражати свої думки англійською мовою. Друга вправа (Exercise 2) базується на тексті монологу з цієї теми і допомагає учням творчо використовувати лексичний матеріал. Третя вправа (Exercise 3) розрахована на учнів, які добре оволоділи лексичним матеріалом і вільно оперують знаннями з теми. Ця вправа має творчий характер, за її допомогою здійснюється підсумковий контроль засвоєння.*

# INTRODUCTION

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## ENGLISH ALPHABET

<b>Aa</b> [eɪ]	<b>Gg</b> [dʒi:]	<b>Mm</b> [em]	<b>Ss</b> [es]	<b>Yy</b> [waɪ]
<b>Bb</b> [bi:]	<b>Hh</b> [eɪtʃ]	<b>Nn</b> [en]	<b>Tt</b> [ti:]	<b>Zz</b> [zed] (Br.)
<b>Cc</b> [si:]	<b>Ii</b> [aɪ]	<b>Oo</b> [əʊ]	<b>Uu</b> [ju:]	[zi:] (Am.)
<b>Dd</b> [di:]	<b>Jj</b> [dʒeɪ]	<b>Pp</b> [pi:]	<b>Vv</b> [vi:]	
<b>Ee</b> [i:]	<b>Kk</b> [keɪ]	<b>Qq</b> [kju:]	<b>Ww</b> [ˈdʌblju:]	
<b>Ff</b> [ef]	<b>Ll</b> [el]	<b>Rr</b> [a:]	<b>Xx</b> [eks]	

В английском алфавите 26 букв (**letters**); 6 гласных (**vowels**) букв передают 20 гласных звуков, 20 согласных (**consonants**) букв передают 24 согласных звука (**sounds**).

У англійському алфавіті 26 літер (**letters**); 6 голосних (**vowels**) літер передають 20 голосних звуків, 20 приголосних (**consonants**) літер передають 24 приголосних звуки (**sounds**).

## THE CONSONANTS OF ENGLISH

1. Глухие согласные звуки (**voiceless consonants**) [p], [t], [k] произносятся с аспирацией, то есть с придыханием, в начале слова и в середине, а в конце слова — энергично.

2. Звонкие согласные звуки (**voiced consonants**) [b], [d], [g] в конце слова не оглушаются.

3. При произнесении конечных английских звуков [d], [z], [m], [n] не следует допускать гласного призвуча после них.

1. Глухі приголосні звуки (**voiceless consonants**) [p], [t], [k] вимовляються з аспірацією, тобто з придихом, на початку слова й усередині, а наприкінці слова — енергійно.

2. Дзвінкі приголосні звуки (**voiced consonants**) [b], [d], [g] наприкінці слова не приглушуються.

3. При вимові кінцевих англійських звуків [d], [z], [m], [n] не слід допускати голосного призвучу після них.



4. Если в конце слова два смычных звука следуют друг за другом, наблюдается явление, называемое потерей взрыва; при этом первый из звуков произносится без размыкания органов речи; оно происходит при произнесении второго смычного звука. Например, ask [a:sk], act [ækt].

5. В английском языке большинство согласных произносится без палатализации (**palatalization**), то есть смягчения согласных, которое происходит под влиянием следующих за ними гласных. Чтобы избежать палатализации, необходимо произносить согласные звуки при опущенной средней спинке языка, и лишь закончив произносить согласный, переходит к последующему гласному звуку.

4. Якщо наприкінці слова два проривні звуки слідуєть один за одним, спостерігається явище, що називається втратою вибуху; при цьому перший із звуків вимовляється без розмикання органів мовлення; воно відбувається при проголошенні другого проривного звука. Наприклад, ask [a:sk], act [ækt].

5. В англійській мові більшість приголосних вимовляється без палаталізації (**palatalization**), тобто зм'якшення приголосних, що відбувається під впливом наступних за ними голосних. Щоб уникнути палаталізації, необхідно вимовляти приголосні звуки при опущеній середній спинці язика, і лише закінчивши вимовляти приголосний, переходити до наступного голосного звука.

## VOWELS

В английском языке выделяют 12 монофтонгов и 8 дифтонгов.

Монофтонги (**monophthongs**) подразделяются на долгие (**long**): [i:], [a:], [ɔ:], [u:], [ə:] и краткие (**short**): [i], [ə], [æ], [ɔ], [ʌ], [ə]. Долгота гласных носит слово-различительный характер. Например, sport [spɔ:t] (спорт), spot [spɒt] (пятно).

Дифтонги (**diphthongs**): [eɪ], [aɪ], [ɔɪ], [əʊ], [ɪə], [eə], [aʊ], [uə]. Дифтонги — это гласные, состоящие из двух различных

В англійській мові виокремлюють 12 монофтонгів і 8 дифтонгів.

Монофтонги (**monophthongs**) підрозділяються на довгі (**long**): [i:], [a:], [ɔ:], [u:], [ə:] і короткі (**short**): [i], [ə], [æ], [ɔ], [ʌ], [ə]. Довгота голосних має слово-розрізняльний характер. Наприклад, sport [spɔ:t] (спорт), spot [spɒt] (пляма).

Дифтонги (**diphthongs**): [eɪ], [aɪ], [ɔɪ], [əʊ], [ɪə], [eə], [aʊ], [uə]. Дифтонги — це голосні, що складаються з двох різних за

по качеству элементов. При произнесении дифтонгов язык сначала занимает положение для одного из гласных, а затем движется, занимая положение, необходимое для произнесения второго гласного звука. Более сильный, словообразующий элемент дифтонга называется ядром, а слабый — скольжением.

Все гласные звуки различаются по длительности в зависимости от положения в слове и звуков, которые следуют за ними. В ударном слоге гласный звук более долгий, чем в безударном. Все гласные звуки произносятся более длительно в односложных словах, если за ними следует согласный звук. В ударном слоге гласные звуки произносятся более длительно, когда они предшествуют сонантам и звонким согласным.

*якістю елементів. При вимові дифтонгів язык спочатку займає положення для однієї з голосних, а потім рухається, займаючи положення, необхідне для вимови другого голосного звука. Більш сильний, словотворчий елемент дифтонга називається ядром, а більш слабкий — скольженням.*

*Всі голосні звуки різняться за тривалістю залежно від положення в слові і звуків, що слідують за ними. У наголошеному складі голосний звук більш довгий, ніж у ненаголошеному. Всі голосні звуки вимовляються більш довго в односкладових словах, якщо за ними слідує приголосний звук. У наголошеному складі голосні звуки вимовляються більш довго, коли вони передують сонантам і дзвінким приголосним.*

## Reading Rules Consonant Sounds

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b [b], d [d], h [h], k [k], l [l], m [m], n [n],  
p [p], t [t]

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### c

[s] — перед гласними e, i, y: pencil, cent

[k] — перед остальними гласними и согласными: cake, act

[s] — перед голосними e, i, y: pencil, cent

[k] — перед іншими голосними і приголосними: cake, act

[s] — в начале слова перед гласными и согласными: **sit, step**

[s] — в середине слова перед глухой согласной: **desk**

[s] — в конце слова перед глухой согласной: **desks, cats**

[z] — в конце слов после гласных и звонких согласных;  
 между двумя гласными: **ties, beds, easy**

[s] — на початку слова перед голосними і приголосними: **sit, step**

[s] — у середині слова перед глухою приголосною: **desk**

[s] — наприкінці слова перед глухою приголосною: **desks, cats**

[z] — наприкінці слів після голосних і дзвінких приголосних; між двома голосними: **ties, beds, easy**

## Reading Rules

### Combinations of Consonants

**ck** [k] — **neck, black** (в конце односложных слов с предшествующей краткой гласной • *наприкінці односкладових слів із попередньою короткою голосною*)

**kn** [ŋ] — **knee, knife** (в начале слова • *на початку слова*)

**ll** [l] — **till, all** (в конце односложных слов с предшествующей гласной • *наприкінці односкладових слів із попередньою голосною*)

**th** [ð] — **that, bathe, three** (в начале служебных слов; между двумя гласными • *на початку службових слів; між двома голосними*)

**ss** [s] — **less** (в конце слов • *наприкінці слів*)

**ch** [tʃ] — **children, peach**

**ng** [ŋ] — **song, ring**

**sh** [ʃ] — **shop, fish**

**ph** [f] — **phone, geography**

**th** [θ] — **thick, thanks**

**wh** [w] — **where, what**

**wr** [r] — **wrong, writer**

## Reading Rules

### Vowel Sounds

Буква <i>Літера</i>	Алфавитное название <i>Алфавітна назва</i>	Ударный открытый слог <i>Наголошений відкритий склад</i>	Ударный закрытый слог <i>Наголошений закритий склад</i>
<b>a</b>	[eɪ]	[eɪ] <b>name</b>	[æ] <b>sad</b>
<b>e</b>	[i:]	[i:] <b>me</b>	[e] <b>neck</b>
<b>i</b>	[aɪ]	[aɪ] <b>time</b>	[ɪ] <b>in</b>
<b>у</b>	[waɪ]	[aɪ] <b>my</b>	[ɪ] <b>gym</b>
<b>o</b>	[əʊ]	[əʊ] <b>nose</b>	[ɔ] <b>not</b>
<b>u</b>	[ju:]	[ju:] <b>student</b> [u:] <b>blue</b>	[ʌ] <b>bus</b>

## Reading Rules

### Vowel and Consonant Sounds

Букво- сочетание <i>Букво- сполучення</i>	Звук <i>Звук</i>	Примечание <i>Примітка</i>	Пример <i>Приклад</i>
<b>ea</b> <b>ee</b>	[i:]	в ударном слогe <i>у наголошеному складі</i>	<b>meat</b> [mi:t] <b>meet</b> [mi:t]
<b>oo</b>	[u]	в односложных словах перед <b>k</b> , в некоторых односложных словах перед <b>d</b> <i>в односкладових словах перед k, в деяких односкладових словах перед d</i>	<b>book</b> [buk] <b>good</b> [gud]
<b>oo</b>	[u:]	в большинстве слов <i>у більшості слів</i>	<b>too</b> [tu:] <b>room</b> [ru:m]
<b>ew</b>	[ju:]	в большинстве слов <i>у більшості слів</i>	<b>new</b> [nju:]
<b>ou</b>	[aʊ]	в ударном слогe <i>у наголошеному складі</i>	<b>sound</b> [saund]
<b>ow</b>	[aʊ]	в ударном слогe <i>у наголошеному складі</i>	<b>now</b> [naʊ]

Букво- сочетание Букво- столучения	Звук Звук	Примечание Примітка	Пример Приклад
oa	[əu]	в ударном слоге (во многих словах) у наголошеному складі (в багатьох словах)	coat [kəʊt]
ow	[əu]	1) в ударном слоге у наголошеному складі 2) в безударном конечном слоге у ненаголошеному кінцевому складі	snow [snəʊ] yellow [ˈjeləʊ]
o + ld	[əʊld]	в ударном слоге у наголошеному складі	old [əʊld]
ss a + st th	[ɑ:s] [ɑ:st] [ɑ:θ]	во многих словах у багатьох словах	class [kla:s] past [pa:st] path [pa:θ]
ai	[eɪ]	во многих словах у багатьох словах	main [meɪn]
ay	[eɪ]	во многих словах у багатьох словах	day [deɪ]
ie	[aɪ]	в односложных словах в односкладових словах	tie [taɪ]
i + ld i + nd	[aɪld] [aɪnd]	в ударном слоге у наголошеному складі	mild [maɪld] kind [kaɪnd]

## Reading Rules Consonant Sounds

f[f], v[v], x[ks], z[z]

Букво- сочетание Букво- столучения	Звук Звук	Примечание Примітка	Пример Приклад
g	[g]	1) перед гласными а, о, и перед голосными а, о, и 2) перед согласными перед приголосними 3) в конце слов наприкінці слів	game [geɪm] glad [glæd] big [bɪg]

Букво- сочетание Букво- сполучення	Звук Звук	Примечание Примітка	Пример Приклад
г	[r]	1) в начале слов перед гласной <i>на початку слів перед голосною</i> 2) после согласной <i>після приголосної</i>	<b>red</b> [red] <b>green</b> [gri:n]
th	[θ]	1) в начале значимых слов <i>на початку значущих слів</i> 2) в конце слов <i>наприкінці слів</i>	<b>thin</b> [θɪn] <b>teeth</b> [ti:θ]
ve	[v]	в конце слов; <i>наприкінці слів</i>	<b>twelve</b> [twelv]
w	[w]	в начале слов перед гласными <i>на початку слів перед голосними</i>	<b>we</b> [wi:]
wh	[w] [h]	в начале слов <i>на початку слів</i> перед о <i>перед о</i>	<b>white</b> [waɪt] <b>who</b> [hu:]
wr	[r]	в начале слов; <i>на початку слів</i>	<b>write</b> [raɪt]

## TRANSCRIPTION

Для обозначения звуков в английском языке используется фонетическая транскрипция — знаки, обозначающие звуки. Для большей части знаков фонетической транскрипции используются буквы латинского алфавита и лишь для некоторых — особые знаки, например [θ], [ð], [æ] и некоторые другие. Знаки фонетической транскрипции обычно заключаются в квадратные скобки.

Для позначення звуків в англійській мові застосовується фонетична транскрипція — знаки, що позначають звуки. Для більшої частини знаків фонетичної транскрипції використовуються літери латинського алфавіту і лише для деяких — особливі знаки, наприклад [θ], [ð], [æ] і деякі інші. Знаки фонетичної транскрипції звичайно містяться у квадратних дужках.

Интонация — это единство мелодики, ударения, ритма, темпа и тембра. Это понижение или повышение голоса в процессе произнесения фраз. В английском языке смысловую нагрузку несет на себе не только содержание сообщения, но и интонация, с которой произносится это сообщение. Так, если вместо необходимого повышения голоса в вопросах, требующих ответа «Да» (или «Нет»), произнести вопрос с понижением голоса, то беседующий с вами англичанин расценит ваш вопрос как невежливый. В английском языке различают два основных вида интонации: **нисходящий и восходящий**. Падение тона принято графически изображать стрелкой вниз (↘), которая ставится перед ударным слогом (словом), а восходящий — стрелкой вверх (↗).

С нисходящей интонацией произносятся:

1. Утвердительные предложения: **He has already bought this ↘book.**

2. Отрицательные предложения: **He has never been to ↘London.**

3. Специальные вопросы (начинающиеся с вопросительных слов): **What is your ↘name?**

4. Вторая часть альтернативного вопроса: **Are you single or ↘married?**

*Интонація — це єдність мелодики, наголосу, ритму, темпу і тембру. Це зниження або підвищення голосу в процесі вимови фраз. В англійській мові значення навантаження несе на собі не тільки зміст повідомлення, але й інтонація, з якою його вимовляють. Так, якщо замість необхідного підвищення голосу в питаннях, що потребують відповіді «Так» (або «Ні»), вимовити питання зі зниженням голосу, то англієць, що розмовляє з вами, розцінить ваше питання як нечемне. В англійській мові розрізняють два головних різновиди інтонації: **спадний і висхідний**. Падіння тону заведено графічно зображувати стрілкою донизу (↘), що ставиться перед наголошенням складом (словом), а висхідний — стрілкою нагору (↗).*

*Із спадною інтонацією вимовляють:*

1. *Стверджувальні речення:* **He has already bought this ↘book.**

2. *Негативні речення:* **He has never been to ↘London.**

3. *Спеціальні питання (що починаються із запитальних слів):* **What is your ↘name?**

4. *Друга частина альтернативного запитування:* **Are you single or ↘married?**

*З висхідною інтонацією вимовляють:*

С восходящей интонацией произносятся:

1. Общие вопросы, требующие ответа «Да» или «Нет»: **Do you speak ↗German?**

2. Слова, которые перечисляются, кроме последнего: **I have ↗a father, ↗a mother, a ↗sister and a ↘brother.**

3. Предложения, в которых выражается удивление или как бы переспрашивается содержание: **Is this ↗true? Are you ↗sure?**

4. Уточнения: **↗Sorry. ↗Pardon.**

1. Загальні питання, що потребують відповіді «Так» або «Ні»: **Do you speak ↗German?**

2. Слова, що перераховуються, крім останнього: **I have ↗a father, ↗a mother, a ↗sister and a ↘brother.**

3. Речення, в яких виражають подив або немовби перепитують зміст: **Is this ↗true? Are you ↗sure?**

4. Уточнення: **↗Sorry. ↗Pardon.**

## STRESS

**Word Stress** — словесное ударение. Выделение в слове одного или двух слогов называется словесным ударением. В двухсложных словах, как правило, ударение падает на первый слог. В многосложных словах часто встречаются два ударных слога: один слог имеет главное ударение, а второй — второстепенное. Если в многосложном слове только один ударный слог, то это, как правило, третий слог от конца слова.

В транскрипции ударение обозначается значком ['] перед ударным слогом, например **table** ['teɪbl]. Второстепенное ударение обозначается значком [ˌ], который ставится снизу перед соответствующим

**Word Stress** — словесний наголос. Виділення в слові одного або двох складів називається словесним наголосом. У двоскладових словах, як правило, наголос падає на перший склад. У багатоскладових словах часто зустрічаються два наголошених склади: один склад має головний наголос, а другий — другорядний. Якщо в багатоскладовому слові тільки один наголошений склад, це, як правило, третій склад від кінця слова.

У транскрипції наголос позначається значком ['] перед наголошеним складом, наприклад **table** ['teɪbl]. Другорядний наголос позначається значком [ˌ], що ставиться знизу перед відповідним складом, наприклад **independence** [ˌɪndɪ'pendəns].



слогом, например independence [ˌɪndɪˈpendəns].

**Sentence Stress** — фразовое ударение. Более сильное произнесение, выделение голосом одних слов в предложении среди других (неударных) называется фразовым ударением. В английском языке в предложении ударение, как правило, падает на знаменательные слова (смысловые глаголы, существительные, прилагательные, числительные, наречия, вопросительные слова и указательные местоимения); служебные слова (вспомогательные глаголы, артикли, союзы, предлоги, личные и притяжательные местоимения) обычно бывают неударными. Ударные слоги графически изображаются тире (—), а неударные — точкой (•). Для обозначения границ диапазона голоса используются параллельные линии. Между этими линиями ставятся знаки ударных и неударных слогов:

— • • — • • ↘  
—————

**Sentence Stress** — фразовий наголос. Більш сильна вимова, виділення голосом одних слів у реченні серед інших (ненаголошених) називається фразовим наголосом. У англійській мові в реченні наголос, як правило, падає на знаменні слова (значеннєве дієслово, іменники, прикметники, числівники, прислівники, запитальне слово і вказівні займенники); службові слова (допоміжне дієслово, артиклі, союзи, прийменники, особисті і присвійні займенники) звичайно бувають ненаголошеними. Ударні склади графічно зображуються тире (—), а ненаголошені — крапкою (•). Для позначення меж діапазону голосу використовуються рівнобіжні лінії. Між цими лініями ставляться знаки наголошених та ненаголошених складів:

'What was the 'matter with \that?'

## EXERCISES

### Exercise 1

Read the given notes about consonants. Practise the following consonants in phonetic drills:

### Consonants

There are two good reasons for beginning with consonants rather than with vowels. First, consonants contribute more to making English understood than vowels do. Second, consonants are generally

made by a definite interference of the vocal organs with the air stream, and so are easier to describe and understand.

Native speakers of English from different parts of the world have different accents, but the differences in accents are mainly the result of differences in the sound of the vowels; the consonants are pronounced in very much the same way wherever it is spoken. So if the vowels you use are imperfect it will not prevent you from being understood, but if the consonants are imperfect there will be a great risk of misunderstanding.

In dealing with the consonants you must first learn how each one is mainly distinguished from the other.

***Practise the following phonetic drills:***

- [f] Five fellows went fishing on Friday.  
His friend offered him the finger reward.  
Five in a family.  
Give me a photo and a book on geography.  
As fit as a fiddle.  
Five fat friendly frogs.  
Feeding from funny fish.
- [v] The leafy violets filled the valley.  
A very fine voice came from veranda.
- [w] Wind your watch when you get up.  
Where there is a will, there is a way.  
What is done wisely, is done well. Her work grows worse and worse.  
William was not very willing to wait.  
Didn't this waiter work in Washington last winter?  
No sweet without some sweat.  
All is well, that ends well.  
Oh, what a tangle web we weave  
When first we practise to deceive.
- [w]—[v] William always wears a very warm woollen vest in winter; Victor, however, will never wear woollen underwear, even in the Wild West.
- [θ] Think over your theme.  
The path leads through the thick forest.  
The teacher thought and thought and thought and no one knew the thought he thought.  
Wealth is nothing without health.  
Thomas thinks of a terrible thing.

- [ð] His father breathes heavily.  
My father and brother help each other.  
These are three brothers, these are their father and mother,  
this is their other brother.
- [s] Sandy plays chess best of all.  
A sailor went to sea  
To see what he could see;  
What he could see  
Was the bottom of the deep sea.  
He used to sing a nice song.
- [p] Peter Piper picked a peck of pickled pepper,  
A peck of pickled pepper Peter Piper picked;  
If Peter Piper picked a peck of pickled pepper,  
Where's a peck of pickled pepper Peter Piper picked?
- [b] He brings the book of his brother.  
She brought the book from the library.  
A baby-bear in a bubble bath.  
A big bunch of blue balloons.  
Betty Botter bought some butter,  
But she said "The butter's bitter,  
And a bit of better butter  
Will make my butter better".
- [g] He gives a big glass to the girl.  
A goose playing the golden guitar.  
He was glad to see the girl.  
A goat gobbling grapes.
- [k] Ask Kate to take the cake.  
Take the ticket to Tokyo.  
A kitten in the kitchen.  
A cat curled up on a cosy couch.  
Counting candles on a cake.
- [l] Little Nell likes to tell tales.  
All's well that ends well.  
Look, listen, learn.
- [m] Mike's mother is coming tomorrow.  
You've made the same mistakes.
- [n] They haven't noticed many mistakes.  
Never mind.

- [z] We used these scissors for cutting.  
The farmers raised a big crop of maize.
- [ʃ] He wished for an English book.  
I shall buy the shirt in a shop.
- [s]—[ʃ] She sells sea-shells on the seashore;  
The shells that she sells are sea-shells, I'm sure.
- [ʒ] They took usual measures.  
The vision was a real pleasure.
- [tʃ] Charles fetched the chair for his teacher.  
Most Scotch children like cheese.  
Don't touch those peaches in the kitchen.  
Why did the teacher ask such a question?
- [dʒ] Jack enjoyed the joke very much.  
Jane and George took much pleasure in learning German.  
Just a joke.  
John put the orange juice into the fridge.  
A journalist made a journey over Japan.  
Julius was jealous.
- [t] Don't trouble trouble until trouble troubles you.  
Thomas missed the last train to the town.  
Tony had little time left.
- [d] Did you see the lad in the garden?  
Suddenly he darted down the road.
- [ŋ] He was singing a nice English song.  
To know everything is to know nothing.  
A good beginning makes a good ending.  
Better die standing than live kneeling.  
The proof of the pudding is in the eating.  
Spades for digging, pens for writing,  
Ears for hearing, teeth for biting,  
Eyes for seeing, legs for walking,  
Tongues for tasting and for talking.
- [r] Mary reads a very rare romance.  
Robert reads books regularly.  
Two wrongs don't make right.  
All roads lead to Rome.  
Neither rhyme nor reason.  
We gathered ripe red raspberries along the river road.

- [j] In youth and beauty wisdom is but rare.  
 Music is the universal language of mankind.  
 You can wear your new suit tonight.
- [h] Hold the hat in your hand.  
 A haunted house on a hill.  
 Helen's husband hates hot tea.  
 The horn of the hunter was heard on the hill.  
 Healthful habits make healthy body.  
 He held her hand in his.

## ***Exercise 2***

***Read the following notes about vowels. Practise vowels in phonetic drills:***

### **Vowels**

Vowels made by voiced air are passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. It is easy to see and to feel the lip differences, but it is very difficult to see or to feel the tongue differences, and that is why a detailed description of the tongue position for certain vowels does not really help us to pronounce it well.

Vowels must be learnt by listening and imitating. It should be remembered that when the vowels are followed by a strong consonant they are shorter than when they are followed by a weak consonant.

***Practise the following phonetic drills:***

- [æ] A black fat cat sat on a mat and ate a fat rat.  
 The neck of Jack's cat is fat.  
 That's the man who sat on my hat in the tram.  
 Once there lived a Lfad who was always very sad,  
 For he hadn't any mother and he hadn't any dad.  
 If you, Sandy, have two candies  
 Give one candy to Andy, Sandy.  
 If you, Andy, have two candies  
 Give one candy to Sandy, Andy.  
 That's bad grammar.  
 Pat cannot catch that. Fancy that!
- [e] Let him go to bed.  
 Let them fetch ten pencils.

Get ten eggs ready for breakfast.  
Every day in every way.  
The weather is getting better and better.  
East or West — home is best.  
Better late than never,  
But better never late.  
Health is above wealth.  
Necessity is the mother of invention.

[i:] Please, believe me. Please, leave me in peace.  
Extremes meet.  
Seeing is believing.  
A friend in need, is a friend indeed.  
He speaks Chinese and Japanese with equal ease.  
My tea is sweet enough.  
Between the devil and the deep sea.  
I see a bee in a tree.  
I see Pete in the street.  
I like tea and meat.

[ɪ] Please, listen a minute to Kitty.  
Sit still for six minutes.  
It's a pity that little Kitty lives in a big city.  
Six little kittens lost their mittens.  
It's a pity, they were so pretty.  
It's the limit.  
William is quick-witted.  
Little Bill, sit still,  
Will you sit still, little Bill?  
If you sit still, little Bill,  
Jimmy Nill will bring you to the big hill.

[ə:] The turner came first to his work.  
First come, first served.  
Many words hurt more than swords.  
The work shows the workman.  
A little girl with a pretty curl.  
One good turn deserves another.  
I've overheard the word.  
Erna is a proverb and byword (притча во языцех • притча во языцех).

[ɔ:] The hall is on the fourth floor.  
New lords, new laws.

George was born in August.  
I saw more than forty horses.  
Her naughty daughter Maud is at fault.  
Pride goes before a fall.  
To pour water into a sieve.  
Of all the saws I ever saw a saw,  
I never saw a saw as that saw saws.

- [ɔ] Rod often got into hot water.  
Lots and lots of clocks and watches have gone wrong.  
Molly's got a spot on her frock.  
A watched pot never boils.  
Honesty is the best policy. I am fond of our pond, of the  
superfine gloss on its moss.  
Drop the block and lock the box.  
Tom and his dog went to the pond.
- [u:] The ruler is on the stool.  
Too good to be true.  
Ruth can't say a boo to a goose.  
Prue knew who is who.
- [u] He took the book to school.  
Put some sugar in the pudding.  
The cook took a good look at the cookery book.  
A good beginning makes a good ending.  
It's good he could go on foot.
- [ɑ:] Cast the last nasty card.  
Far from eyes, far from heart.  
It's enough to make a cat laugh.  
My father is in the garden.  
Can't you ask Father or Aunt Margaret?  
He laughs best who laughs last.  
Half heart is no heart.
- [ʌ] Tough luck.  
You must not touch the luggage.  
As snug as a bug in the rug.  
Such a fine day, you are lucky.
- [ə] Peter is afraid of the doctor.

### **Exercise 3**

**Read the given notes about diphthongs. Practise the following diphthongs in phonetic drills:**

#### **Diphthongs**

A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowel.

- [eɪ]        Let's play the game again.  
              Save your points.  
              Take a place in the train to Wales.  
              Money spent on brain is never spent in vain.
- [aɪ]        Mike likes to ride a bike.  
              Out of sight, out of mind.  
              Mind your eyes.  
              I had a white night.  
              I had the time of my life.  
              It was high time to dine.
- [ɔɪ]        The spoiled boy destroyed the toys.  
              The boy enjoys his toy.  
              Give a nice toy to the little boy.  
              The noise is annoying.  
              Joy is at boiling point.
- [əʊ]        Oh, no, don't go home alone,  
              Nobody knows how lonely the road is.  
              He only spoke very slowly.  
              Soames never boasts of what he knows,  
              But Rose never knows of what she boasts.  
              As you sow you shall mow.  
              Little strokes fell great oaks.  
              The North wind does blow  
              And we shall have snow.
- [aʊ]        Don't shout while pronouncing sound.  
              The clown came down to our town.  
              Mr. Brown came downtown.  
              What have you found out about it?  
              Out of sight, out of mind.  
              It's bound to found out.  
              I'm doubtful about the hour.



- [ɪə] Dear and dear.  
Come here my dear.  
He lived near London for years.  
The theatre and the museum are near here.
- [eə] Mary shared the pears with Clare.  
Mary takes care of her hair.  
I dare swear.  
Where are their parents?
- [ʊə] I'm sure it's pure fuel.  
The steward is sure to come.  
Poor, tour, jury.

## MY FAMILY

Before I start talking about my family let me **introduce myself**. I am Sveta Petrenko. I am 17. I **have left school** this year. I was born in Kyiv, so I have been living in Kyiv since my childhood.

And now I am going to tell you about my family. We are a family of five. We think we are a large and friendly family. So we are happy to be living together and are getting on all right.

To begin with, I am going to talk about my father. His name is Sergey Petrovich, he is 45. He works as a **surgeon** at a hospital. He is neither old, nor young. He is a good-looking man, **handsome**, rather thin with dark brown hair just beginning to go grey. He is a very **social** person. What I don't like about my dad is that he is always busy. Very often he **works overtime**. He is a **bread-maker** in our family. He is **fond of** going to the country at week-ends, because he enjoys working in the garden.

My mother's name is Galina Nickolayevna. She is three years younger than my father. She works as a teacher at a nursery school. My mother is rather **slim** and **pretty**, she is always **elegant** and **smart**. In short, she is a pleasant-looking woman of about 40. She always has a lot of work to do both at school and about the house. She is fond of her work and spends a lot of time there. But she has to cook the food for the whole family at home. Shopping and cooking is nearly half a day's work for her. But my granny and I **are in a habit of** helping her about the house.

Boris is my elder brother. He is six years **senior** to me. So he is 25 already. He **has graduated from the University** and he is an economist by profession now. Boris is **married**. His wife is a journalist. They are three in the family. They have got a child, my **nephew**. It is a lovely little boy of two with golden hair and dark brown eyes and a spirit that is always bright and happy, full of joy and **gaiety**.

And finally a few words about my granny. To tell you the truth, she is my best friend. She always listens to my endless stories about my friends and my school life. She is on a pension now but in her youth and her older age she worked as a teacher in a school. I must admit, she is a very understanding person.

Put it into a few words, we are a united and friendly family.

## Word List on the Subject "My Family"

- to introduce oneself — представлять к.-л., знакомиться • *знайомити з кимось*
- to leave school — заканчивать школу • *закінчувати школу*
- surgeon [ˈsɜːdʒən] — хирург • *хірург*
- handsome [ˈhænsəm] — красивый (о мужчине) • *вродливий (про чоловіка)*
- sociable [ˈsəʊjəbl] — общительный • *комунікабельний*
- to work overtime — работать сверхурочно • *працювати понад-нормова*
- bread-maker — кормилец • *годувальник*
- to be fond of — нравится, любить • *подобатися, вподобати*
- slim [slɪm] — стройный, изяшный • *стрункий, зграбний*
- pretty [ˈprɪti] — хорошенькая, симпатичная (о женщине) • *симпатична, вродлива (про жінку)*
- elegant [ˈelɪgənt] — элегантный • *елегантний*
- smart [smɑːt] — хорошо одетый, модный, изяшный • *добре вдягнений, модний, вишуканий*
- to be in (to have) a habit of doing smth. — иметь привычку (обыкновение) ч.-л. заниматься • *мати звичку поратися*
- senior [ˈsiːnjə] — старший, старше • *старший, старше*
- junior [ˈdʒuːnjə] — младший • *молодший*
- to graduate from the University — заканчивать университет • *закінчувати університет*
- to be married — быть женатым (замужем) • *бути одруженим*
- nephew [ˈnevjuː] — племянник • *племінник, небіж*
- gaiety [ˈgeɪəti] — веселость • *веселість*
- endless — нескончаемый • *нескінченний*
- to be on a pension — находиться на пенсии • *бути на пенсії, пенсіювати*

## Supplementary Word List and Word Combinations on the Subject "My Family" *Relatives by Birth*

- family** — семья • *сім'я*  
**parents** — родители • *батьки*  
**mother (mum)** — мать (мама) • *мати*  
**father (dad)** — отец (папа) • *батько (тато)*  
**son** — сын • *син*  
**daughter** ['dɔ:tə] — дочь • *дочка*  
**sister** — сестра • *сестра*  
**brother** — брат • *брат*  
**grandfather** — дед • *дід*  
**grandmother** — бабушка • *бабуся*  
**great-grandfather** — прадед • *прадід*  
**great-grandmother** — прабабушка • *прабабка*  
**grandson** — внук • *онук*  
**granddaughter** — внучка • *онука*  
**grandparents** — бабушка и дедушка • *дід і баба*  
**grandchildren** — внуки • *онуки*  
**uncle** — дядя • *дядько*  
**aunt** — тетя • *дядина, тітка*  
**nephew** — племянник • *племінник, небіж*  
**niece** — племянница • *племінниця, небога*  
**cousin** — двоюродный брат (двоюродная сестра) • *двоюрідний брат (двоюрідна сестра)*

## *Relatives by Marriage*

- husband** — муж • *чоловік*  
**wife** — жена • *дружина*  
**father-in-law** — тесть, свекор • *тесть, свекор*  
**mother-in-law** — теща, свекровь • *теща, свекруха*  
**son-in-law** — зять (муж дочери) • *зять (чоловік дочки)*  
**daughter-in-law** — невестка (жена сына) • *невістка (дружина сина)*  
**brother-in-law** — деверь (муж сестры) • *дівер (чоловік сестри)*  
**sister-in-law** — золовка (жена брата) • *зовиця (дружина брата)*  
**stepfather** — отчим • *вітчим*  
**stepmother** — мачеха • *мачуха*  
**adopted child** — приемный ребенок • *прийомне дитя*  
**orphan** ['ɔ:fən] — сирота • *сирота*

**widower** — вдовец • *удівець*

**widow** — вдова • *удовиця*

**twins** — близнецы • *близнюки*

**to be married** — быть женатым (замужем) • *бути одруженим (одруженою)*

**to get married** — жениться (выходить замуж) • *одружуватися, оженитися*

**divorce** [di'vɔ:s] — развод; разведенный • *розлучення, розлука; розведений, розлучений*

**divorcee** [divɔ:'seɪ] — разведенная • *розведена, розлучена*

**single** — холост, не замужем • *неодружений, незаміжня*

**descendant** [di'sendənt] — потомок • *нащадок, потомок*

**direct descendant** — прямой потомок • *прямий нащадок*

**hereditary** [hi'reditəri] — потомственный, традиционный в семье • *родовий, спадковий*

**heir** [eə] — наследник • *спадкоємець*

**progeny** ['prɔ:dʒɪni] — поколение, потомство • *генерація, потомство*

**relatives** — родственники • *родичі*

**one's flesh and blood** — родственник • *родич*

## Additional Words and Expressions on the Subject "My Family"

<b>He (she) is energetic</b>	Он (она) энергичный(-ая)	<i>Він (вона) енергійний(-а)</i>
<b>sharp-minded</b>	смышленный(-ая)	<i>тямущий(-а), кмітливий(-а)</i>
<b>emotionally stable</b>	эмоционально уравновешенный(-ая)	<i>емоційно врівноважений(-а)</i>
<b>aggressive</b>	агрессивный(-ая)	<i>агресивний(-а)</i>
<b>generous</b>	щедрый(-ая)	<i>щедрий(-а)</i>
<b>talented</b>	талантливый(-ая)	<i>талановитий(-а)</i>
<b>sensitive</b>	чувствительный(-ая)	<i>чутливий(-а)</i>
<b>good-hearted</b>	добросердечный(-ая)	<i>добросердий(-а), добросердний(-а)</i>
<b>simple-hearted</b>	простодушный(-ая)	<i>простодушний(-а)</i>
<b>empty-headed</b>	пустоголовый(-ая)	<i>пустоголовий(-а)</i>
<b>cheerful</b>	веселый(-ая)	<i>веселий(-а)</i>
<b>intelligent</b>	умный, смышленный(-ая)	<i>розумний(-а), кмітливий(-а)</i>

<b>educated</b>	образованный(-ая)	<i>освічений(-а)</i>
<b>awkward</b>	неуклюжий(-ая)	<i>незграбний(-а)</i>
<b>shy</b>	застенчивый(-ая)	<i>сором'язливий(-а)</i>
<b>easy-going</b>	покладистый(-ая)	<i>лагідний, поступливий(-а)</i>
<b>brave</b>	храбрый(-ая)	<i>хоробрий</i>
<b>stubborn</b>	упрямый(-ая)	<i>впертий(-а)</i>
<b>envious</b>	завистливый(-ая)	<i>зздрісний</i>
<b>sophisticated</b>	с утонченным вкусом	<i>з витонченим смаком</i>

**What's your name?** — Как Вас зовут? • *Яке Ваше ім'я?*  
**first name?**

**What's your surname?** — Как Ваша фамилия? • *Яке Ваше прізвище?*  
**last name?**

**What are you?** — Кто Вы (по профессии)? • *Хто Ви (за фахом)?*

**What's your occupation?** — Чем Вы занимаетесь? • *Чим Ви займаєтесь?*

**How old are you?** — Сколько Вам лет? • *Скільки Вам років?*

**I am 17.** — Мне 17. • *Мені 17.*

**When were you born?** — Когда Вы родились? • *Коли Ви народилися?*

**I was born on the 23rd of January, 1988.** — Я родился 23 января 1988 года. • *Я народився 23 січня 1988 року.*

**Have you got any sisters or brothers?** — У Вас есть братья или сестры? • *Чи є у Вас брати або сестри?*

**Is your sister (brother) younger or older than you?** — Ваша сестра (брат) младше или старше Вас? • *Чи Ваша сестра (брат) молодше чи старше за Вас?*

**I am the only child in the family.** — Я единственный ребенок в семье. • *Я єдина дитина в сім'ї.*

**I have neither a brother nor a sister.** — У меня нет ни брата, ни сестры. • *В мене немає ані брата, ані сестри.*

**What does he (she) look like?** — Как он (она) выглядит? • *Який (яка) він (вона) на вроду?*

**He is handsome.** — Он красивый (о мужчине). • *Він вродливий (про чоловіка).*

**She is beautiful.** — Она красивая (о женщине). • *Вона вродлива (про жінку).*

**She is pretty (charming).** — Она хорошенькая (симпатичная). • *Вона гарненька (симпатична).*

**She is like her mother (father).** — Она похожа на свою мать (своего отца). • *Вона схожа на свою мати (свого батька).*

- He (she) looks like his (her) father (mother).** — Он (она) похож(а) на своего отца (свою мать). • *Він (вона) схожий (схожа) на свого батька (свою мати).*
- He (she) has a noble look.** — У него (у нее) благородный вид. • *У нього (в неї) шляхетний вигляд.*
- They look alike.** — Они похожи друг на друга. • *Вони схожі один на одного.*
- He (she) is so unique.** — Он (она) неповторим(а). • *Він неповторний (Вона неповторна).*
- He (she) is so tactful.** — Он (она) так тактичен (тактична). • *Він такий тактовний (Вона така тактовна).*
- His (her) charm is irresistible.** — Его (ее) обаяние неотразимо. • *Його (її) чарівність невідпорна.*
- Where are you from?**  
**What country are you from?** } — Откуда Вы родом? • *Звідки Ви родом?*
- What is your nationality?** — Кто Вы по национальности? • *Хто Ви за національністю?*
- I am Ukrainian (Russian, English, American).** — Я украинец (русский, англичанин, американец). • *Я українець (росіянин, англієць, американець).*
- Is your family large (small)?** — У Вас большая (маленькая) семья? • *Чи Ваша сім'я велика (маленька)?*
- How many persons are there in your family?** — Из скольких человек состоит Ваша семья? • *Скільки осіб у Вашій сім'ї?*
- We are a family of four.** — Из четырех. • *З чотирьох.*
- Are you related to Kate?** — Катя Ваша родственница? • *Чи Катя Ваша родичка?*
- What is your address?** — Какой у Вас адрес? • *Якою є Ваша адреса?*
- What is your phone number?** — Какой у Вас номер телефона? • *Який у Вас номер телефону?*
- What are your hobbies?** — Какие у Вас хобби? • *Які у Вас хоббі?*
- What do you enjoy most?** — Что Вы любите больше всего? • *Що Ви любляете понад усе?*
- I am a loner. I don't like a noisy crowd.** — Я люблю одиночество. Я не люблю шумную толпу. • *Я люблю самотність. Мені не до вподоби гучний натовп.*
- What kind of education did you get?** — Какое Вы получили образование? • *Яку освіту Ви отримали?*
- Did you get a diploma (certificate)?** — Вы получили диплом (свидетельство, аттестат)? • *Чи отримали Ви диплом (свідоцтво, аттестат)?*

**What is your favourite subject?** — Какой у Вас любимый предмет (учебный)? • *Якою є Ваша найулюбленіша дисципліна?*  
**Are you doing well?** — Вы хорошо учитесь? • *Чи добре Ви навчаєтесь?*  
**When did you leave school?** — Когда Вы закончили школу? • *Коли Ви закінчили школу?*  
**What are you going to be?** — Кем Вы хотите стать? • *Ким Ви бажаєте стати?*

## **TEXTS**

*Read the texts, give a summary and discuss them.*

### **Text 1-1**

## **The Royal Family**

At present the British royal family is headed by Queen Elizabeth. When the Queen was born on the 21st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI.

As a child she studied constitutional history and law as well as art and music. In addition she learned to ride and acquired her **enthusiasm** for horses. As she grew older she began to take part in public life, **making her first broadcast** at the age of 14.

The marriage of the young Princess Elizabeth II to Philip, the **Duke** of Edinburgh, took place in November 1947. She came to the throne after her father's death in 1952 and **was crowned** in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen has done much to **signify** the formalities of the **monarchy**, including allowing the BBC to make a documentary film about the every day of the royal family. She also started the tradition of the "walkabout," an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

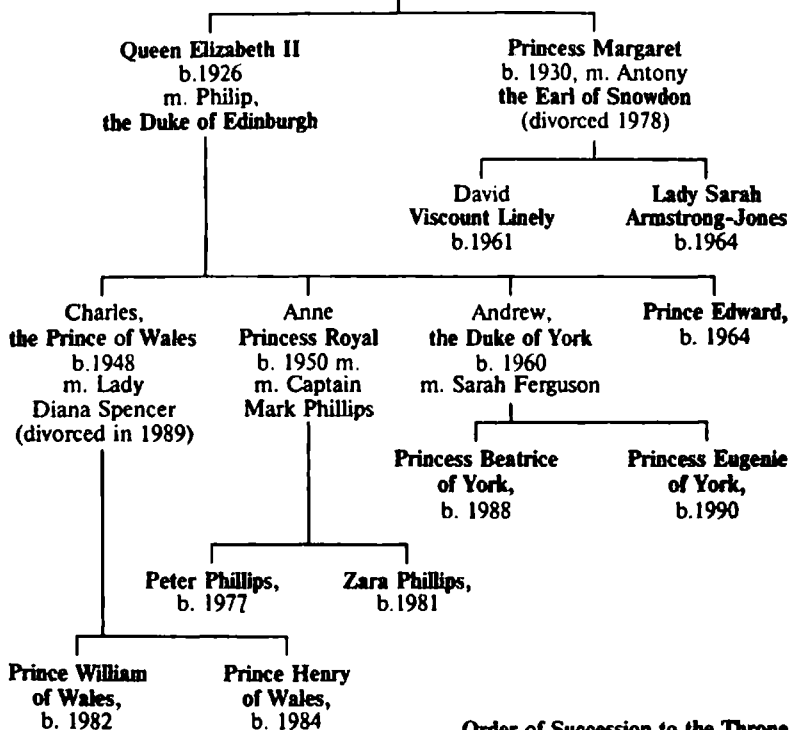
The **annual** Christmas broadcast made by the Queen on radio and television has become a traditional and popular feature of the sea-



# The Royal Family

## From the reign of King George VI up to September 1990

King George VI  
1895—1952. m. Lady  
Elizabeth Bowes-Lyon  
(Queen Elizabeth  
Queen Mother)



### Order of Succession to the Throne

The Prince of Wales  
 Prince William of Wales  
 Prince Henry of Wales  
 The Duke of York  
 Princess Beatrice of York  
 Princess Eugenie of York  
 Prince Edward  
 Anne, Princess Royal  
 Peter Phillips  
 Zara Phillips  
 Princess Margaret  
 Viscount Linley  
 Lady Sarah Armstrong-Jones

### Dates Relating to Queen Elizabeth II

Marriage: 20 Nov. 1947  
 Accession to throne: 6 Feb. 1952  
 Coronation: 2 June 1953  
 Birthday: 21 April  
 Official Birthday Celebration: During June

son, and there were **widespread** celebrations and special programmes of events in 1977 to mark her Silver Jubilee.

The Queen's husband, the Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded the Duke of Edinburgh's Award Scheme in 1956) and in saving wild animals from extinction.

The Queen's heir is Charles, the Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a **keen promoter** of British interests.

In recent years he has become outspoken on such controversial topics as modern architecture, violence in films and on television, and standard of English teaching in schools. His wife Diana, the Princess of Wales (often called in **mass media** Princess Di), has won the affection of many people by her modesty, shyness and beauty. She is one of the most popular members of the Royal Family, widely admired for her **commitment** to helping children throughout the charities, of which she is patron, and her support for the aged and ill, particularly AIDS sufferers.

The Queen's other children are Princess Anne (born in 1950), Prince Andrew (born in 1960) and Prince Edward (born in 1964). Anne, Princess Royal, has acquired a reputation for being arrogant, but in recent years has become quite popular with the general public.

She is widely known for her interest in horses and horse-racing. She is now the president of the Save the Children Fund, Chancellor of the University of London and carries out many public engagements.

Prince Andrew, the Duke of York, served as a helicopter pilot in the Royal Navy. In 1986 he married Miss Sarah Ferguson (Fergie, for short) and has two daughters. Prince Edward is keen on the theatre. This interest began while he was at university. He has quit the Royal Marines, and is now pursuing a career with a theatrical company.

The Queen Mother, the widow of the late King George VI, celebrated her ninety birthday in 1990 and continued to carry out many public engagements every year. The Queen's only sister, Princess Margaret, the Countess of Snowdon, is one of the most unconventional members of the royal family. She is well-known for her charity work, including her support for Barbados, the Girl Guides Association, and the St. John Ambulance Brigade.

*(from "The Monarchy in Britain")*

**heir** [eə] — наследник • *спадкоємець*  
**abdication** [ˌæbdɪˈkeɪʃn] — отречение • *зречення*  
**enthusiasm** [ɪnˈθjuːzɪəzəm] — увлечение • *захоплення*  
**to make one's broadcast** [ˈbrɔːdkɑːst] — выступать в радиопередаче • *виступати у радіопередачі*  
**duke** [djuːk] — герцог • *герцог*  
**to crown** [kraʊn] — короновать • *коронувати*  
**signify** [ˈsɪgnɪfaɪ] — выражать • *виражати, висловлювати*  
**monarchy** [ˈmɒnəki] — монархия • *монархія*  
**annual** [ˈænjʊəl] — годовой • *річний*  
**widespread** [ˈwaɪdspræd] — распространенный • *розповсюджений, поширений*  
**keen promoter** — ярый защитник • *завзятий захисник*  
**mass media** — средства массовой информации • *засоби масової інформації*  
**commitment** [kəˈmɪtmənt] — приверженность • *прихильність*

## Text 1-2

### Settling Down in England

My name is Martin Anderson. My wife and I are Danish. As a matter of fact, many of my **ancestors** were English. I was born in England, and was originally of British nationality. I lost my parents when I was a baby and lived in Denmark with my grandmother, so that Danish is really my native language.

We arrived in England last February at five o'clock on a Wednesday morning. We were both sick on the journey. **To make matters worse**, I left my camera on the ship. Few visitors **experienced** such an **unfortunate** beginning to their stay, and we certainly wanted **to go straight home** again.

We stayed for a week in a hotel, and were then **lucky enough to** find a house in the suburbs of London. It is not so **convenient** as our flat in Copenhagen, but it is less **expensive**. I am studying at the Local **Technical College** and, **in addition**, often **attend** public lectures at the University of London on as many subjects as possible, chiefly **to improve** my English. I am an engineer and have worked for several years at a factory. Our two children have **joined** us. My wife is working as a part-time nurse in a hospital.

Most of our **neighbours** are kind, but often ask **dull** questions, such as "What is the weather like in Denmark?" or "What kind of games do you play?"

We have made a few close friends, who often invite us to their homes. One of them even fetches us in his car on Sunday mornings and brings us back in the evenings. He speaks Swedish and has an elderly Swedish housekeeper, so we chat for hours in a language that is in some ways similar to our own.

Our children can already speak English more fluently than we can, and are always making fun of our mistakes, but spelling causes all of us many headaches.

(from "First Certificate in English Course for Foreign Students"  
by Ona Low)

- ancestor** — предок, прародитель • *предок*
- to be sick on the journey** — утомиться от путешествия • *втомитися від подорожі*
- to make matters worse** — более того, в довершение всего • *більш того, понад те*
- experienced** [iks'pɪəriənst] — опытный, знающий, квалифицированный • *досвічений, кваліфікований*
- unfortunate** [ʌn'fɔ:tʃnɪt] — несчастливый, неудачный, неблагоприятный • *нещасливий, невдалий, несприятливий*
- to go straight home** — отправиться прямо домой • *іти прямо додому*
- to be lucky enough to do smth.** — удаваться, везти • *таланити*
- convenient** [kən'vi:njənt] — удобный, подходящий • *зручний, догідний*
- expensive** [iks'pensɪv] — дорогой, дорогостоящий • *дорогий, коштовний*
- technical college** — технический колледж • *технічний коледж*
- in addition** — в дополнение, вдобавок • *на додачу*
- to attend** [ə'tend] — посещать, присутствовать • *відвідувати, бути присутнім*
- to improve** [ɪm'pru:v] — улучшать, совершенствовать • *покрашувати, вдосконалювати*
- to join** [dʒɔɪn] — соединять, связывать, присоединяться • *з'єднувати, приєднуюватися*
- neighbour** ['neɪbə] — сосед, соседка • *сусід, сусідка*
- dull** [dʌl] — унылый, хмурый, пасмурный, скучный • *похмурий, понурий*
- to make friends with smb.** — подружиться с к.-л. • *затоваришувати з кимось*

- to invite** [in'vaɪt] — приглашать, звать • *запрошувати*  
**to fetch** [fetʃ] — принести, привезти, заходить, заезжать (за к.-л.) • *принести, привезти, заходити*  
**fluently** ['flu:əntli] — бегло • *вільно*  
**to make fun of smb./smth.** — смеяться над к.-л./ч.-л. • *сміятися з когось/чогось*  
**to cause** [kɔ:z] — быть причиной, поводом; вызывать • *спричиняти*

## Meeting People

### *Some Useful Forms and Expressions*

- Let me introduce { you.  
myself.  
my friend, wife, etc. to you.
  - Have you met each other before?  
You've met Mr. Smith, haven't you?  
I don't think { you've met.  
you've met each other before.
  - How do you do?  
I am very glad to meet you.  
Glad to meet you.  
Pleased to meet you.  
Nice to meet you.  
Glad to see you back.  
I am sorry. I didn't quite catch your name.
  - How are you? — Quite well, thank you.  
How are you getting on? — And how are you?  
How's your father (mother), etc.? — Very well, indeed, thank you.  
How's business? — Well, not too good, I'm afraid.  
— Going from bad to worse.  
— Pretty good, thank you.  
— And how are things with you?
  - How's your sister (brother) getting on?  
Give her (him) my regards, please.
- Or:* Remember me to her (him), please.

### *Explanation:*

- "How do you do?" — this is not really a question, but a formula used when people meet for the first time or have not seen each



## **EXERCISES**

### **Exercise 1-1**

**Answer the following questions:**

1. What do you say when you are introduced to someone? What is the reply?
2. Can you introduce your friend to me? Introduce him (her) to me, please.
3. Do you use the same expressions when meeting friends and when parting with them? Say what kind of polite expressions you use under such circumstances. What is the reply?
4. What do you say if you want to know about your friend's health?
5. What replies might you get to these inquiries?
6. What greetings are used at any time of the day?
7. What does the expression "Going from bad to worse" mean?
8. What is the formula which may be used alternatively with "How do you do?" by people who have been introduced to each other?

### **Exercise 1-2**

**(based on the topic "My Family").**

**Fill in the missing words:**

1. I was born \_\_\_\_\_.
2. We are a family of \_\_\_\_\_.
3. We are happy to be living together and \_\_\_\_\_ all right.
4. My father is a very \_\_\_\_\_ person.
5. My father often works \_\_\_\_\_.
6. He is a \_\_\_\_\_ in our family.
7. My mother is rather \_\_\_\_\_ and \_\_\_\_\_, she is always elegant and smart.
8. She is a \_\_\_\_\_ woman of about 40.
9. She is \_\_\_\_\_ her work and always spends a lot of time there.
10. Shopping and \_\_\_\_\_ is nearly half a day's work for her.
11. I have a habit of \_\_\_\_\_ her about the house.
12. Boris is my \_\_\_\_\_ brother.
13. He has already \_\_\_\_\_ the University.
14. They have got a child, my \_\_\_\_\_.
15. It is a lovely little child of two with \_\_\_\_\_ hair and dark blue eyes.

16. My granny always listens to my \_\_\_\_\_ stories about my school life.
17. She is on a \_\_\_\_\_.
18. I must admit, she is a very \_\_\_\_\_ person.
19. Put it into a few words, we are a \_\_\_\_\_ and friendly family.

### ***Exercise 1-3***

***(based on the text "The Royal Family").***

***Express your agreement or disagreement with one of the statements given below. Begin your answers with one of the following formulas: "That's right"; "Exactly so"; "Precisely so"; "That's just it"; "You are quite right, I agree with you"; "I am afraid, you are incorrect"; "Nothing of the kind"; "There is no doubt about it".***

1. At present the British royal family is headed by Charles, the Prince of Wales.
2. As a child Queen Elizabeth studied constitutional history and law as well as art and music.
3. The marriage of the young Princess Elizabeth to Philip, the Duke of Edinburgh, took place in June 1953.
4. The Queen's husband, the Duke of Edinburgh, was born in 1926.
5. The Queen's heir is Prince Andrew.
6. Charles, the Prince of Wales, and Diana Spencer, the Princess of Wales, have got five children.
7. Anne, Princess Royal, in recent years has become quite popular with the general public.
8. Prince Andrew, the Duke of York, and Sarah Ferguson has got three children.
9. The Queen's only sister, Princess Margaret, is well-known for her charity, including her support for Barbados, the Girl Guides Association, and the St. John Ambulance Brigade.



## MY HOME

I would like to tell you a few words about my home. To begin with, I want to tell you that I live in Kyiv, one of the largest and oldest cities of Europe. It is one of the most ancient cities located on the picturesque banks of the Dnieper River.

Our family lives in a new flat in one of the largest newly built residential areas. We **moved into** our flat seven years ago. It is a three-room flat on the fifth floor of an eight-storeyed building. It consists of a **living-room**, a study, a **bedroom**, a **kitchen**, a **bathroom**, two closets and a **lavatory**. There are two **balconies** in our flat: the first one is in the living-room, and the second — in the bedroom. Our flat has all **modern conveniences**: **central heating**, running cold and hot water, electricity, telephone and gas. Besides, there is a lift and a **garbage disposal** in our building. The layout is very good, I must admit. The rooms are light, though not very large. In my opinion, it's quite a modern-looking flat. The windows face the park in front of the building and the **view** is really wonderful.

Our living-room is quite a big room of about 19 square metres. It is the largest room in our flat. My parents don't like much **furniture** in the house, so in the living-room there are two comfortable **armchairs** and a sofa, a coffee-table and a nice thick **carpet** on the floor. Opposite the window there is a **wall unit**, but it doesn't take much **space** in the room. Of course there is a colour TV set, a **stereo cassette-recorder** and a record-player in the living-room. A nice chandelier is hanging from the ceiling and there is a standard lamp to the left of the sofa. During the day, the light comes in through the window, but at night, when it gets dark, we switch on the light and draw the curtains across the windows. We like to receive our guests in this room.

Now I would like to describe our study. At first it was my daddy's room, but as I grew older, it became mine. To tell you the truth, I am very happy to have a room for myself, that's why I always try to keep

it tidy and cosy. There is a sofa, a writing table, a **bookcase** and a **wardrobe** in my room. On the wall there are some shelves full of English, Ukrainian and Russian books. There is a radio set on the shelf and, I must confess, I like to listen to the wireless in the evening. The dressing-table is next to the sofa. In the chest of drawers I keep clean linen and handkerchiefs and in the wardrobe I keep my clothes, which I hang on coat-hangers. I have two water-colours on the wall above the sofa. They are nice copies of my favourite paintings by Serov.

Our bedroom is the smallest room in our flat. At night, when my parents feel tired and sleepy, they share this room.

But the most popular and favourite place with all of us is the kitchen, as we spend most of our time there. We all are not big-eaters, but use the kitchen as a place where we can have a chat about our problems and life.

In the kitchen there are some stools, a table, a cupboard, a **sink** with water taps, a fridge and a **gas cooker**. Of course, we usually have our meals there.

We like our flat very much. It is important that our house is rather close to the underground station and we can easily get to any place we like.

## Word List on the Subject "My Home"

- to move into — переехать, въехать • *переїжджати, в'їжджати*  
 to consist of — состоять из • *складатися з*  
 living-room — жилая комната • *житлова кімната*  
 study — кабинет • *кабінет*  
 bedroom — спальня • *спальня*  
 kitchen — кухня • *кухня*  
 bathroom — ванная • *ванна кімната*  
 closet — кладовая, стенной шкаф • *комора, стінна шафа*  
 lavatory (toilet) — туалет • *туалет*  
 balcony ['bælkəni] — балкон • *балкон*  
 modern conveniences — современные удобства • *сучасні зручності*  
 central heating — центральное отопление • *центральне опалювання*  
 garbage disposal ['gɑːbɪʃ dɪs'pəʊzəl] — мусоропровод • *сміттєспровід*  
 view — вид • *видляд*  
 furniture ['fɜːnɪʃə] — мебель • *меблі*  
 armchair — кресло • *крісло*

**sofa** — диван • *канана*  
**carpet** — ковер • *килим*  
**wall unit** — мебель «стенка» • *меблі «стінка»*  
**space** — пространство • *простір*  
**stereo** ['stiəriəu] **cassette-recorder** — стереомагнитофон • *стереомагнітофон*  
**bookcase** — книжный шкаф • *книжкова шафа*  
**wardrobe** ['wɔ:drəub] — шкаф • *шафа*  
**chest of drawers** ['tʃest əv 'drɔ:z] — комод • *комод*  
**sink** — раковина • *раковина*  
**gas cooker** — газовая плита • *газова плита*

## Supplementary Word List and Word Combinations on the Subject “My Home” *Hall (Entrance Hall)*

**[coat] rack** — вешалка • *вішалка*  
**[coat] hook** — крючок • *гачок*  
**[coat] hanger** — плечики • *плічки*  
**stair** — лестница • *сходи*  
**to go downstairs** — спускаться по лестнице • *спускатися сходами*  
**to go upstairs** — подниматься по лестнице • *підніматися сходами*  
**principal staircase** — центральная лестница • *центральні сходи*  
**key** — ключ • *ключ*  
**doorway** — вход в помещение • *вхід до приміщення*  
**door plate** — табличка на дверях • *табличка на дверях*  
**doorstep** — порог • *пори́г*  
**doormat** — половичок (на пороге двери) • *постілка (на порозі дверей)*  
**backdoor** — задняя дверь, «черный» вход • *задні двері*  
**sidedoor** — боковая дверь • *бічні двері*  
**doorbell (doorknob)** — дверной звонок (кнопка) • *дзвоник*  
**door-handle** — дверная ручка • *ручка дверей*  
**spyhole** — дверной «глазок» • *вічко*  
**dressing table** — тумбочка • *тумбочка*  
**mirror** ['mɪrə] — зеркало • *дзеркало*  
**window sill** — подоконник • *підвіконня*  
**lift (elevator)** — лифт • *ліфт*  
**garage** ['gæɹɑ:ʒ] — гараж • *гараж*  
**chimney** — труба, дымоход • *труба, комин*  
**antenna** — антенна • *антена*

**drain-pipe** — канализационная труба • *каналізаційна труба*  
**porch** [pɔ:tʃ] — крыльцо • *ганок*  
**shutter** — ставни • *віконниці*  
**roof** — крыша • *покрівля, дах*

## *Living-Room*

**coffee table (low table)** — журнальный столик • *журнальний стілець*  
**cushion** [ˈkʊʃən] — диванная подушка • *канапова подушка*  
**lampshade** — абажур • *абажур*  
**standard lamp** [ˈstændədˈlæmp] — торшер • *торшер*  
**curtain** [ˈkɜ:tn] — занавеска • *фіранки*  
**net curtain** — тюль • *тюль*  
**ash-tray** — пепельница • *попільничка*  
**fitted carpet** — ковровое покрытие • *килимове покриття*  
**planter, flower pot** — горшок для цветов • *горщик для квітів*  
**drape** — портьера • *портьера*  
**chandelier** [ˈʃændilɪə] — люстра • *люстра*

## *Dining-Room*

**fork** — вилка • *виделка*  
**knife** — нож • *ніж*  
**spoon** — ложка • *ложка*  
**coffee spoon** — кофейная ложка • *кавова ложка*  
**teaspoon** — чайная ложка • *чайна ложка*  
**soup-spoon** — суповая ложка • *супова ложка*  
**carving-knife** — нож для нарезания мяса • *ніж для накраювання м'яса*  
**cutlery** — ножевые изделия • *ножові вироби*  
**bowl** — глубокая тарелка • *глибока тарілка, миса*  
**plate** — тарелка • *тарілка*  
**cup** — чашка • *чашка*  
**saucer** [ˈsɔ:sə] — блюдце • *блюдце*  
**tablecloth, tablemat** — [небольшая] скатерть • *[невелика] скатертину*  
**napkin** — салфетка • *серветка*  
**tray** — поднос • *таця*  
**carafe** [kəˈrɑ:f] — графин • *карафа*  
**goblet** [ˈgɒblɪt] — бокал • *бокал*  
**tumbler** — высокий стакан (фужер) без ножки • *висока склянка (фужер) без ніжки*

**china** — фарфоровая посуда • *порцеляновий посуд*  
**crockery** — фаянсовая посуда • *фаянсовий посуд*  
**glass** — стакан • *склянка*

### ***Bedroom (Bedchamber)***

**night table** — ночной столик • *нічний стілець*  
**bed, bedstead** — кровать • *ліжко*  
**bed-spread** — покрывало на кровать • *покривало на ліжко*  
**pillow** [ˈpɪləʊ] — подушка • *подушка*  
**pillow-case** — наволочка • *пошивка, пошиванка*  
**sheet** [ʃi:t] — простыня • *простирадло*  
**blanket** [ˈblæŋkɪt] — одеяло • *ковдра*  
**eiderdown** [ˈaɪdədaʊn] — пуховое одеяло • *пухова ковдра*  
**blanket cover, blanket slip** — пододеяльник • *підковдра*  
**roll-away bed** — раскладушка • *розкладушка, розкладачка*

### ***Bathroom and Toilet***

**bath-tub** — ванная • *ванна*  
**tap** — кран • *кран*  
**mixer tap** — кран-смеситель • *кран-змішувач*  
**diverter** [daɪˈvɜ:tə] — переключатель на душ • *перемикач на душ*  
**drain plug** — пробка для ванны • *затичка для ванни*  
**sink, washbasin** — раковина • *раковина*  
**toothbrush** — зубная щетка • *зубна щітка*  
**toothpaste** — зубная паста • *зубна паста*  
**soap** [səʊp] — мыло • *мило*  
**soap dish** — мыльница • *мильниця*  
**sponge** [sprɒŋdʒ] — мочалка, губка • *манула, мочалка*  
**razor** — бритва • *бритва, лезо*  
**towel** — полотенце • *рушник*  
**cistern** [ˈsɪstən] — бачок • *бачок*  
**toilet** — унитаз • *унітаз*

### ***Kitchen***

**gas (electric) cooker** — газовая (электрическая) плита • *газова (електрична) плита*  
**oven** [ʌvən] — печь, духовка • *піч*  
**stove** [stəʊv] — печь, кухонная плита • *піч, кухонна плита*  
**burner** — конфорка • *конфорка*  
**cooker hood** — вытяжка • *витяжка*

**pot holder** — ухват • *рогач*  
**cutting board** — разделочная доска • *обробна дошка*  
**frying pan** — сковорода • *сковорода, пательня*  
**pot** — горшок, кастрюля • *горщик, каструля*  
**kettle** — чайник • *чайник*  
**coffee-pot** — кофейник • *кавник*  
**salt-cellar** — солонка • *сільниця*  
**pepper-box** — перечница • *перечниця*  
**cruet-stand** — судок • *судок*  
**jug** — кувшин • *глек, глечик*  
**mug** — кружка • *кружка*  
**mixer** — миксер • *міксер*  
**mincer** [ˈmɪnsə] — мясорубка • *м'ясорубка*  
**saucepan** [ˈsɔːspæn] — кастрюля • *каструля*  
**toaster** [ˈtəʊstə] — тостер • *тостер*  
**microwave oven** [ˈmaɪkrəweɪv ʌvən] — микроволновая печь • *мік-рохвильова піч*  
**dishwasher** — посудомоечная машина • *машина для миття посуду*  
**matches** [ˈmætʃɪz] — спички • *сірники*  
**bread bin** [ˈbred bɪn] — хлебница • *хлібниця*  
**ladle** — разливная ложка • *розливна ложка*  
**strainer** — ситечко • *сито, підситок*  
**cake tin** — форма для выпечки кекса • *форма для випічки кексу*  
**lid, cover** — крышка • *кришка*  
**nut crackers** — ореходавка • *горіходавка*  
**garlic press** — чеснокодавилка • *часникодавка*  
**baking sheet** — противень • *лист, деко*  
**sugar basin** — сахарница • *цукорниця*  
**coffee maker** — кофеварка • *кавоварка*  
**thermos** — термос • *термос*  
**whisk** — взбивалка, венчик • *вінце*  
**grater** — терка • *тертка, тертушка*  
**sieve** — решето • *решето*  
**skimmer** — шумовка • *шумівка*  
**spatula** — лопатка • *лопатка*  
**peeler** — нож для снятия кожуры • *ніж для зняття шкірки*  
**can (tin, bottle) opener** — ключ для вскрытия консервных банок • *ключ для відкривання бляшанок*  
**cork-screw** — штопор • *штопор*

## Household Objects

- vacuum cleaner** [ˈvækjuəmˈkli:nə] — пылесос • *пилосос*  
**iron** [ˈaɪən] — утюг • *утюг, праска*  
**ironing board** — гладильная доска • *гладильна дошка*  
**washing machine, washer** — стиральная машина • *пральна машина*  
**brush** — щетка • *щітка*  
**mop** — швабра • *швабра*  
**dust pan** — совок • *совок*  
**light bulb** — лампочка • *лампочка*  
**hair drier** — фен • *фен*  
**plug-switch** — штепсельный выключатель • *штепсельний ви-  
микач*  
**socket** — розетка • *розетка*  
**bucket** — ведро • *відро, цеберка*  
**sweeper** — веник • *віник*  
**washing line, clothesline** — веревка для развешивания белья •  
*мотузка для білизни*  
**clothespin** — прищепка • *защіпка*  
**refrigerator, fridge** — холодильник • *холодильник*  
**air conditioner** — кондиционер • *кондиціонер*  
**lock** — замок • *замок*  
**key to the lock** — ключ к замку • *ключ до замка*  
**house key** — ключ от дома • *ключ від дому*  
**electric meter** — электрический счетчик • *електричний лі-  
чильник*  
**electric wiring** — электропроводка • *електропроводка*  
**electricity** [ɪlekˈtrɪsɪti] — электричество • *електрика*

## Additional Words and Expressions on the Subject “My Home”

- rent** — квартплата • *квартплата*  
**to pay the rent** — вносить квартплату • *вносити квартплату*  
**one-room flat (one-room apartment, studio, efficiency** [ɪˈfɪʃənsi] —  
Am.) — однокомнатная квартира • *однокімнатна квартира*  
**two-room flat (two bedroom apartment** — Am.) — двухкомнатная  
квартира • *двокімнатна квартира*  
**furnished flat (apartment** — Am.) — меблированная комната •  
*мебльована кімната*

**private house** — частный дом • *приватний будинок*  
**to share the room (flat)** — жить [с к.-л.] в одной комнате (квартире) • *жити [з кимось] в одній кімнаті (квартирі)*  
**utilities** [ju:ˈtɪlɪtɪz], **amenities** [əˈmi:nɪtɪz], **conveniences** — удобства, коммунальные услуги • *зручності, комунальні послуги*  
**to provide amenities** — предоставлять удобства • *надавати зручності*  
**traffic noise** — уличный шум • *вуличний гомін*  
**I live in a multistoreyed building.** — Я живу в многоэтажном доме. • *Я живу у багатопверховому будинку.*  
**What street do you live in?** — На какой улице Вы живете? • *На якій вулиці Ви живете?*  
**I live in ... street.** — Я живу на улице... • *Я живу на вулиці...*  
**How many rooms are there in your flat (apartment)?** — Сколько комнат в Вашей квартире? • *Скільки кімнат у Вашій квартирі?*  
**We live in a two-room (three-room) flat.** — Мы живем в двухкомнатной (трехкомнатной) квартире. • *Ми живемо в двокімнатній (трикімнатній) квартирі.*  
**What floor is your flat on?** — На каком этаже Ваша квартира? • *На якому поверсі Ваша квартира?*  
**Our flat is on the fourth floor (on the ground floor, on the first floor).** — Наша квартира на пятом (первом, втором) этаже. • *Наша квартира на п'ятому (першому, другому) поверсі.*  
**What furniture have you got in your flat?** — Какая у Вас мебель? • *Які у Вас меблі?*  
**Where is the lift (elevator)?** — Где лифт? • *Де ліфт?*  
**The lift (elevator) stops on each floor.** — Лифт останавливается на каждом этаже. • *Ліфт зупиняється на кожному поверсі.*  
**Up or down?** — Лифт идет вверх или вниз? • *Чи йде ліфт нагору чи вниз?*  
**I left my key in the room and slammed the door shut.** — Я захлопнул дверь, а ключ остался внутри. • *Я зачинив двері, а ключ залишився всередині.*  
**What amenities are there in the flat?** — Какие удобства имеются в квартире? • *Які зручності є у квартирі?*  
**I find the flat (room) comfortable.** — Я нахожу эту квартиру (комнату) удобной. • *Ця квартира (кімната) здається мені зручною.*



## TEXTS

Read the texts, give a summary and discuss them.

### Text 2-1

#### Our Sitting-Room

Let's have a look at this picture of our sitting-room. As you come into the room you notice a piano with a low music-stool in front of it. Next to the piano there is a tall bookcase standing against the wall. On the left there is a large window. Under the window there's a radiator, but you can't see it because it's behind the settee. On the settee there are two cushions. The fireplace is at the other end of the room. On each side of the fireplace there's an armchair. An old lady is sitting in one of the chairs, but nobody's sitting in the other one: it's empty.

In the centre of the mantelpiece there's a clock and above it there is an oval mirror. On the right you can see a standard lamp. Opposite the fireplace you can see a small table with an ash-tray and some newspapers on it. By the table there is a small chair. On the extreme right there's a radio-set. The floor is covered with a beautiful thick carpet. An electric light is hanging from the middle of the ceiling. At night, when it gets dark we switch on the light and draw the curtains. During the day, the light comes in through the window.

(from "London Linguaphone Course")

**settee** [se'ti:] — небольшой диван • невелика канапа  
**cushion** ['kʌʃən] — диванная подушка • канапова подушка  
**mantelpiece** ['mæntlpi:s] — камин • камін  
**standard lamp** — торшер • торшер

### Text 2-2

#### My Bedroom

At night, when I feel tired and sleepy, I go up to my bedroom and switch on the electric light. I take off my shoes, undress and put on my pyjamas. Then I get into bed and switch off the light.

After a few minutes I fall asleep. I sleep the whole night through. Punctually at seven-thirty in the morning, the alarm-clock rings and wakes me up. I get out of bed, put on my dressing-gown and slippers, and go into the bathroom, where I turn on the hot and cold taps.

While the water's running into the bath, I wash my face and neck, brush my teeth and shave. My shaving things are on the shelf above the basin. Then I turn off the taps and have my bath. Sometimes I take a shower. When I've dried myself with a towel, I get dressed.

On the dressing-table in front of the **looking-glass**, you'll see a hairbrush and a comb, a **hand-mirror**, a **bottle of scent** and a **powder-box**. These, of course, don't belong to me, but to my wife. In the chest of drawers I keep clean linen such as shirts, **collars** and **handkerchiefs**, besides things like socks and ties. The dirty linen is put in a linen basket and sent to the **laundry**. In the wardrobe I keep my suits and other clothes, which I hang on coat-hangers.

(from "London Linguaphone Course")

**punctually** [ˈpʌŋktjuəli] — точно, пунктуально • *точно, пунктуально*

**looking-glass** [ˈlʊkɪŋɡlɑːs] — зеркало • *дзеркало*

**bottle of scent** [sent] — флакон духов • *скляночка парфумів*

**powder-box** [ˈpaʊdə] — пудреница • *пудрениця*

**collar** [ˈkɒlə] — воротник • *комір*

**handkerchief** — носовой платок • *хусточка*

**laundry** [ˈlɔːndri] — прачечная • *прачальня*

## Text 2-3

### The Priestleys' House

Mr. Priestley lives in a very nice house. It is called "The Pines" and is about ten miles from London. There is a big garden all round it, and I went in at the garden gate and walked along the path to the front door. There is a smooth lawn in front of the house with beds of roses in it. I knocked at the front door.

Mr. Priestley opened it and, with a smile and some words of welcome, shook hands with me and we went into the hall.

Then Mr. Priestley and I went into the sitting-room and sat down in armchairs before the fire, for it was a rather cold day and I was very pleased to see the bright fire burning in the fireplace.

Their sitting-room is quite a big room, about 25 feet long by 15 feet wide. There was a thick carpet on the floor. One or two good water-colours hung on the walls, and there was a large and very interesting oil-painting that I hadn't seen before. There was a piano on one side of the room. There were four comfortable armchairs, a radio and three or four bookcases filled with books. On a small table

near the window there were copies of "The Times," "Punch" and some foreign newspapers and magazines.

...After a little time Mrs. Priestley joined us again and said, "Dinner is ready," so we went to the dining-room, a pleasant-looking room with a Persian carpet on the floor, a dark oak dining-table, six chairs and a sideboard. A red lampshade gave a warm colour to the room, and an electric fire kept it comfortable while we had dinner. Susan drew the brown velvet curtains across the windows, as it was now quite dark outside.

After dinner we went to the sitting room to take coffee and talk together and listen to the news on the radio. It was now eleven o'clock and I was feeling rather tired. Mr. Priestley saw this and said, "You have had a tiring day and you look sleepy; come along upstairs to your bedroom".

Upstairs there were five bedrooms, a bathroom and a lavatory. We went to my room and he said, "Here you are. There is running water in your room and you can wash there or go to the bathroom, whichever you prefer. You will find soap in the soap-dish, and here are your towels. Put on the electric fire and warm your pyjamas before putting them on. There are sheets and three blankets on your bed, and my wife has put a hot-water bottle in it, but if you are not warm enough there is an eiderdown here".

(from C.E. Eckersley)

## DIALOGUE

a) Read the dialogue.

b) Make up dialogues based on the models using as many words as possible dealing with the topic "My Home".

### A House of Their Own

**Mr. Reed:** Have you decided how many rooms you want?

**Jack:** Two bedrooms, I think. A double bedroom for ourselves, and another not quite so large.

**Mrs. Wells:** You'd better have three, Jack. One for the child — or children. You'll be having children, Anne?

**Anne:** Yes, we intend to have children.

**Mrs. Wells:** And a third bedroom for visitors. Or for the children when they grow too big to sleep in the same room.

*Jack:* But won't three bedrooms make the house rather expensive, Father?

*Mr. Wells:* That's all right.

*Jack:* Let's have three bedrooms, then.

*Mrs. Wells:* Do you like built-in furniture, Anne? What about having wardrobes built into the bedrooms?

*Mr. Reed:* An excellent idea, Mrs Wells! We design built-in furniture for most of our houses. It saves space, and is cheaper, usually, than buying separate pieces of furniture.

*Anne:* I'd love that, Mrs. Wells. What about you, Jack?

*Jack:* I agree. It will cost us much less to furnish the house if the wardrobes are built in. But it's going to cost you a **pretty penny**, Father!

*Mr. Wells:* Very well, Mr. Reed, built-in wardrobes in the bedrooms.

\* \* \*

*Mr. Reed:* Now, the downstairs rooms. Am I to design a living-room and a separate dining-room, or a room that can be used for general purposes?

*Mrs. Wells:* That's question for Anne, I think.

*Anne:* Jack and I would like a fairly large living-room, I think. We don't need a separate dining-room.

*Jack:* We've been talking about that. We thought we'd like to have a fairly large kitchen with a dining recess. Lots of people eat in the kitchen nowadays.

*Anne:* Modern kitchens are quite pleasant rooms, aren't they? We're not likely to have a servant, so it's much simpler to have meals where they're cooked. What do you think, Mrs. Wells?

*Mrs. Wells:* Oh, a good modern kitchen's quite pleasant. But I don't think you should eat all your meals in the kitchen. But I'm **old-fashioned**, perhaps.

*Mr. Reed:* It's quite possible to plan a dining recess that's separate from the part of the kitchen where the work is done.

*Mr. Wells:* I agree with your mother, Jack. You oughtn't to have all your meals in the kitchen. Breakfast — yes. But suppose you have friends to a meal. You wouldn't want to give them lunch in the kitchen, would you?

*Anne:* I don't see why not. If the kitchen's good enough for me and Jack, it's good enough for our friends.

*Mr. Reed:* May I make a suggestion? Why not have a dining recess in the living-room? Here's the sort of thing I mean. With three

bedrooms, there'll be quite a lot of floor-space downstairs. You can have a good kitchen — plenty of space for working in, and space for a table you could have breakfast at if you wanted. You'd have quite a large living-room. Now, look at this *sketch*. Here's your living-room. One end of it can be used quite easily for meals. Between the two parts of the room you can have a built-in piece of furniture. It wouldn't be high — not up to the ceiling. On one side there'd be cupboards and drawers and shelves for china, silver, cutlery and so on. And on the other side would be a bookcase. You could have a built-in writing-desk, too, if you liked.

*Anne:* Oh, that's a marvellous idea. Don't you think so, Jack?

*Jack:* I do, indeed.

*Mrs. Wells:* And so do I! I think it's most unpleasant to sit in a living-room and see the dining-table with the *remains* of a meal on it. And then a visitor calls, just as you've finished dinner, and she has to sit there looking at the remains of the meal — unless you rush round and clear everything away!

*Mr. Wells:* Well, Mr. Reed, we all seem to be agreed. Please combine the dining-room and the living-room.

\* \* \*

*Mr. Reed:* We haven't discussed heating yet. Have you thought about that?

*Mrs. Wells:* Do you like central heating, Anne?

*Anne:* Yes, Mrs. Wells, but isn't it rather expensive? First costs, I mean — the *furnace*, and the boiler, all the pipes and radiators?

*Mr. Reed:* That depends upon the system. An automatically controlled oil-burning system is rather expensive.

*Mr. Wells:* Electric fires are expensive, I know. We have them in the bedrooms, and the electricity bills are always high at the end of the winter.

*Jack:* I'm old-fashioned. I like open fires.

*Anne:* I like to see a fire. But coal fires do make a lot of work — and a lot of dust, too.

*Mr. Reed:* You might have a furnace in the kitchen, and a storage tank upstairs. A furnace that burns coke is much less expensive than one that burns oil. A good one would give you all the hot water you need for the kitchen and for baths, and enough for two radiators in the living-room.

*Anne:* Oh, I know what you mean. They have to be filled twice a day, don't they?

*Mr. Reed:* Yes, and you clear out the ashes once a day. They're very little trouble.

\* \* \*

*Mr. Reed:* Here's the hall, and the stairs. There's a door from the hall into the living-room here, and another door on the right, into the kitchen. On the left side of the hall there's a cloak-room with a wash-basin in it, and next to it a lavatory.

*Jack:* That all seems very convenient.

*Anne:* There's plenty of light in the kitchen, I hope.

*Mr. Reed:* There's quite a large window in the north. The door on the west side can be half glass, too, if you like.

*Jack:* That's the side door for the tradesmen, isn't it?

*Mr. Reed:* Yes. If you look at this sketch again, you'll see there's a path from the gate to the front door. Here's the garage, on the west side of the house. By using the west wall of the house as one wall of the garage we can save quite a bit of money. There's a wide path from the road straight to the garage. You can have a **concrete surface** — or tarmac.

\* \* \*

*Anne:* The kitchen looks rather small, doesn't it?

*Jack:* Where will that furnace be, Mr. Reed?

*Mr. Reed:* I think you'll have as much space as you need, Miss Green. I've included a cellar — Mr. Wells agreed to the extra cost for that. The furnace will be in one half of the cellar, and the other half will be for storing coke. The coke will be dropped into the cellar through a covered opening in the concrete driveway — just in front of the garage doors.

*Jack:* How do we get down into the cellar?

*Mr. Reed:* There's a door in the kitchen — here, in this corner. The stairs to the cellar are below the stairs to the bedrooms.

*Anne:* Are you sure the furnace will provide all the water we shall need?

*Mr. Reed:* It'll give you all the hot water you'll need, Miss Green. There'll be enough for these two radiators in the living-room.

*Jack:* Well, that's fine, isn't it, Anne?

*Anne:* It's marvellous. What about the upstairs?

\* \* \*

*Mr. Reed:* Here's a rough sketch of the upstairs rooms. The two large bedrooms are in the south. The small bedroom's in the north.

Each of them has a large hanging-cupboard, so there's no need for separate wardrobes. Here's the bathroom.

*Jack:* Father says he told you to put a wash-basin in the largest bedroom.

*Mr. Reed:* Yes, that's right. I've put it here, on the east wall. Is that where you'd like it?

*Anne:* There isn't a window on that side, is there?

*Mr. Reed:* No, the window's in the south.

*Anne:* That's where I'd have the dressing-table then, and the wash-basin on the east wall.

\* \* \*

*Jack:* We discussed lighting last time we saw you, Mr. Reed. Will that be all right?

*Mr. Reed:* You said you didn't want standard lamps or table lamps.

*Anne:* No, neither of us wants them. I don't like flex running all over the floors. I fall over it.

*Mr. Reed:* I've arranged for indirect lighting in the living-room. The cables will be built into the wall and there'll be brackets so that the light shines on the ceiling and is reflected downwards. That's what you want, I think.

*Jack:* Yes, that will be very good. But you'll see that there are two or three other points, won't you?

*Anne:* We shall want one for the radiogram. And a power point for the vacuum-cleaner.

*Mr. Reed:* I'll see to those. You're having a telephone, aren't you? Where would you like that? In the living-room?

*Jack:* No, not in the living-room, please. In the hall, don't you think, Anne?

*Anne:* Well, the hall may be rather a cold place for a long conversation on a winter evening!

*Jack:* Yes, perhaps. But can you think of anything more annoying than having a broadcast of an opera from Covent Garden interrupted by the ringing of the telephone bell? And then having to turn the wireless off, or turn it low, while one of us carries on a telephone conversation?

*Anne:* You're right. Jack. I hadn't thought of that. If the telephone's in the hall, one of us can go on listening to the broadcast.

*Jack:* It might be difficult to hear the telephone bell if we were in the garden. The hall's in the north and the garden's in the south.

*Mr. Reed:* It's not likely that you'd both be in the garden, is it, except perhaps in summer? And in summer the doors would probably be open.

*Anne:* Let's have the telephone in the hall, then. It will mean buying a low table and a chair.

*Mr. Reed:* Oh, there's one thing I forgot to mention about the kitchen. There's a larder here, in the north-west corner. You'll find it quite cool — the window's in the north.

*Anne:* That'll be very useful. I don't think we shall be able to afford a refrigerator — not for a few years, anyway.

*Jack:* Most of the kitchen furniture is to be built in, isn't it?

*Mr. Reed:* Miss Green and I discussed that very thoroughly when she was here with your father last week. The sink and the draining-boards will be under the window. The electric cooker will be on the other side of the kitchen. And there'll be plenty of space for a refrigerator and a washing-machine if you get them later on. Perhaps you'll get them as **wedding presents**.

*Anne:* We'll be lucky if we do!

\* \* \*

*Mr. Reed:* We've settled the **exterior** of the house, haven't we? Red brick for the walls and red tiles for the roof. And you're having a fireplace in the living-room — on the east wall.

*Jack:* I'm glad that could be included, even though we're having radiators. How do people arrange their furniture if there's no fireplace to put the chairs round?

*Mr. Reed:* Round the television set in most homes today, probably. Is there anything else you'd like to ask me about?

*Anne:* I don't think I've any more questions. What about you, Jack?

*Jack:* I don't think so.

*Mr. Reed:* Well, I'll make my final plans and send them to you, probably in two or three weeks' time. Then, if you **approve** everything, the plans can go to the builders.

*Anne:* Please let me know when the builders start working. We shall want to go and see our house going up.

*Mr. Reed:* Certainly, Miss Green.

(from A. S. Hornby)

to intend to do smth. — намереваться ч.-л. делать • *мати намір зробити щось*

to design [di'zain] — задумывать, замышлять, проектировать • *задумувати, загадувати*

pretty penny — большая сумма денег • *велика сума грошей*



**old-fashioned** — старомодный • *старомодний*  
**to make a suggestion** [sə'dʒestʃən] — вносить предложение, по-  
 давать мысль • *вносити пропозицію*  
**sketch** [sketʃ] — эскиз, набросок • *ескіз, начерк*  
**that's a marvellous** ['mɑ:vɪləs] **idea** — это чудесная мысль • *це*  
*чудова думка*  
**remains** [rɪ'meɪnz] — остатки • *залишки*  
**furnace** ['fɜ:nɪs] — печь, топка • *піч*  
**ashes** — пепел, зола • *попіл, зола*  
**concrete surface** ['kɒkri:t'sə:fɪs] — бетонное покрытие (поверх-  
 ность) • *бетонна поверхня*  
**flex** [fleks] — электрический гибкий шнур • *електричний гнуч-*  
*кий шнур*  
**brackets** — бра • *бра*  
**to reflect** — отражать(ся) • *відбивати(ся)*  
**wedding present** — свадебный подарок • *весільний подарунок*  
**exterior** [eks'tɪəriə] — экстерьер, внешняя (наружная) сторона •  
*екстер'єр, зовнішній бік*  
**to approve** [ə'pru:v] — одобрять, утверждать • *схвалювати,*  
*стверджувати*

## EXERCISES

### Exercise 2-1

*Answer the following questions:*

1. Where do you live? Describe your flat (house).
2. Is there a lift in your block of flats?
3. Which floor is your flat on?
4. What modern conveniences are there in your flat (house)?
5. How many rooms are there in your flat?
6. Which room is the largest one? Describe it.
7. What furniture is there in your living-room?
8. How long have you lived in your house?
9. How many storeys are there in your house?
10. Is there a yard or a park near your house?
11. When did you move into your flat?
12. Do you have a room for yourself?
13. How is your kitchen furnished?
14. Do you like your flat (house)?

## **Exercise 2-2**

**(based on the topic "My Home").**

**Fill in the missing words:**

1. Kyiv is one of the most ancient \_\_\_\_\_ located on the \_\_\_\_\_ banks of the Dnieper River.
2. Our family lives in a new flat in one of the \_\_\_\_\_ newly built \_\_\_\_\_ areas.
3. Our flat has all modern \_\_\_\_\_: central \_\_\_\_\_, running cold and hot water, electricity, \_\_\_\_\_ and gas.
4. The \_\_\_\_\_ is very good in our building.
5. In my opinion, it's quite a modern-\_\_\_\_\_ flat.
6. My parents don't like much furniture in the house, so in the living-room there are two \_\_\_\_\_ armchairs and a sofa, coffee table and a nice \_\_\_\_\_ carpet on the floor.
7. Opposite the window there is a \_\_\_\_\_, but it doesn't take much \_\_\_\_\_ in the room.
8. A nice \_\_\_\_\_ is hanging from the ceiling and there is a \_\_\_\_\_ lamp to the left of the sofa.
9. We like to \_\_\_\_\_ our guests in this room.
10. I am very glad to have a room for \_\_\_\_\_, that's why I always try to keep it \_\_\_\_\_ and cosy.
11. I like to listen to the \_\_\_\_\_ in the evening.
12. In the \_\_\_\_\_ I keep clean linen and handkerchiefs and in the wardrobe I keep my \_\_\_\_\_ which I hang on the \_\_\_\_\_.
13. We are not big-eaters, but we use our kitchen as a \_\_\_\_\_ where we can have a \_\_\_\_\_ about our problems and life.
14. It is important that our house is rather \_\_\_\_\_ to the underground station and we can \_\_\_\_\_ get to any place we like.

## **Exercise 2-3**

**(based on the text "The Priestley's House").**

**In the spaces provided, mark each true statement T and each false one F:**

1. Mr. Priestley lives in a very nice house which is called "The Pines".

- 2. There is a smooth lawn in front of the house with beds of tulips in it.
- 3. They sat down in armchairs before the fire, for it was a rather hot and sunny day.
- 4. Their sitting-room is quite a big room, about 25 feet long by 15 feet wide.
- 5. There were two comfortable armchairs, a radio and one bookcase filled with books.
- 6. They went to the kitchen for dinner.
- 7. After dinner they went to the garden.
- 8. Upstairs there were two bedrooms, a bathroom and a lavatory.
- 9. There are sheets and three blankets on the bed.
- 10. There wasn't running water in my room and I had to go to the bathroom to take a shower.

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Use *Гурка Т. Workbooks* which provide sufficient material for students' training on the topic "My Home" consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humour.

### MY WORKING DAY

I want to describe my **daily actions** which I did, **more or less regularly**, on weekdays during my **final year** at school. There was little **variation** in my life then, all days except **weekends** looked very much the same.

On **weekdays** my working day began early in the morning. As a **matter of fact**, I am not an early-riser, that's why I hate getting up early, but I **got used to** it. I usually got up at about 7 o'clock. Then I did my morning exercises and went to the bathroom to wash my face and hands with a soap and brush my teeth with a toothpaste. I **didn't take a shower** in the morning, I generally did it late in the evening before going to bed. At a quarter past seven I was ready to have my breakfast. As a rule, I had a quick light breakfast which **consisted of** a cup of coffee or tea, a **boiled egg** or an omelette and a cheese or sausage sandwich. After breakfast I put on my coat, took my bag and went to school.

As my school is not far from my house, it took me 10 minutes to get there. I never took a bus or a trolley-bus **on my way to school**, I usually walked there.

Six or seven lessons a day was the **ordinary timetable**. I seldom had lunch in the **canteen**, because I usually had **packed one** in my bag (an apple and a sandwich).

The classes at school were over at about three o'clock. Twice a week I stayed at school later to play table-tennis or was busy with the English language club.

When I came home my mother always had dinner ready just in time. Then I changed my school uniform and had a rest. While resting, I **listened to** music or **looked through** the newspapers or magazines. Then I started doing my **home assignments**. It took me about five hours to **cope with** my homework **properly**. I **normally finished** doing my homework at 10 o'clock in the evening. So I hadn't much time for television and friends, because I had to work hard at all the

subjects during my final year at school. But sometimes I managed to see an interesting film.

I did well in most school subjects without any effort. Besides, I managed to help my mother about the house and do our shopping, go to the library and have private English lessons in order to improve it.

And I must admit, that school life was a very interesting page of my life. I had good friends at school and some lessons were interesting.

After supper I usually relaxed for some time and then went on with my homework.

As a rule, I went to bed at about 11 o'clock or even later.

## Word List on the Subject "My Working Day"

- daily actions** [ˈækjəns] — ежедневные действия • щоденні дії  
**more or less** — более или менее • більш-менш  
**regularly** [ˈregjʊləli] — регулярно • регулярно  
**final** [ˈfaɪnəl] — заключительный, последний • заключний, останній  
**variation** [ˌvæəriˈeɪʃn] — изменение • зміна  
**weekend (days off)** — выходные дни • вихідні дні  
**weekdays** — рабочие дни, будни • будні  
**as a matter of fact** — дело в том, что; фактически, собственно говоря • справа у тому, що; фактично, власне кажучи  
**to get used to** — привыкать к • звикати до  
**to take a shower** [ˈʃaʊə] — принимать душ • приймати душ  
**to consist of** — состоять из • складатися з  
**boiled egg** — вареное яйцо • варене яйце  
**on one's way to** — по дороге в • дорогою до  
**ordinary** [ˈɔːdnri] — обычный • звичайний  
**timetable** — расписание (уроков) • розклад (занять)  
**canteen** [kæpˈtiːn] — столовая • їдальня  
**packed lunch** — завтрак (упакованный) • сніданок (упакований)  
**to listen to** — слушать • слухати  
**to look through** [θruː] — просматривать • переглядати  
**home assignment** [əˈsainmənt] — домашнее задание • домашнє завдання  
**to cope** [kəʊp] **with** — справляться с • справлятися з  
**properly** [ˈprɒərəli] — должным образом • належним чином  
**normally** [ˈnɔːməli] — обычно, нормально • звичайно, нормально  
**to do well** — хорошо учиться • добре вчитися

- without any effort [ 'efət ] — без к.-л. усилия • без зусиль  
 to improve [ ɪm 'pru:v ] — улучшать • покращувати  
 I must admit [ əd 'mɪt ] — я должен отметить, признать • я маю визнати  
 to relax [ rɪ 'læks ] — расслабляться, отдыхать • розслаблюватися, відпочивати  
 to go to bed — ложиться спать • лягати спати

## Supplementary Word List and Word Combinations on the Subject "My Working Day"

- to wake up — просыпаться, пробуждаться • пробуджуватися, прокидатися  
 to get up — вставать • прокидатися  
 to do one's morning exercises — делать утреннюю зарядку • робити ранкову зарядку  
 to put on one's slippers — надевать тапочки • надягати тапочки  
 to put on one's dressing gown [ gaʊn ] — надевать халат • надягати халат  
 to take/have a cold (hot) shower принимать холодный (горячий) душ • приймати холодний (гарячий) душ  
 to comb one's hair — расчесывать волосы • розчісувати волосся  
 to wash one's face and hands with a soap [ səʊp ] — мыть лицо и руки мылом • мити обличчя і руки милом  
 to clean one's teeth with a toothpaste — чистить зубы зубной пастой • чистити зуби зубною пастою  
 to dress, to put on smth. — одеваться • вдягатися  
 to make a bed — застилать постель • застилати ліжко  
 to have breakfast (lunch, dinner, supper) — завтракать (второй раз завтракать, обедать, ужинать) • снідати (снідати вдруге, обідати, вечеряти)  
 to go to school — уходить в школу • йти у школу  
 to take a bus (trolley-bus, tram) — садиться на автобус (троллейбус, трамвай) • садитися у автобус (тролейбус, трамвай)  
 to take a taxi — взять такси • узяти таксі  
 to walk, to go on foot — идти пешком • йти пішки  
 to finish one's work — закончить работу • закінчити роботу  
 to have a break — иметь перерыв • мати перерву  
 to come home — прийти домой • прийти додому  
 to rest — отдыхать • відпочивати  
 to have a rest — [немного] отдохнуть • [трохи] відпочити

- to watch TV (television programme)** — смотреть телевизор (телепередачу) • *дивитися телевізор (телепередачу)*
- to listen to music** — слушать музыку • *слухати музику*
- to be short of time (pressed for time)** — быть ограниченным во времени • *бути обмеженим часом*
- to be late for** — опаздывать на • *запізнюватися на*
- to have a practice in** — тренироваться, практиковаться • *тренуватися, практикуватися*
- to play the piano (the guitar, the violin)** — играть на пианино (гитаре, скрипке) • *грати на піаніно (гітарі, скрипці)*
- to have a good time** — хорошо провести время • *добре провести час*
- to fall asleep** — заснуть • *заснути*

## Additional Expressions on the Subject “My Working Day”

- What are your duties about the house?** — Какие Ваши домашние обязанности? • *Якими є Ваші домашні обов'язки?*
- First of all I tidy up the rooms: make the bed, dust the things in it, clean the carpet with the vacuum cleaner, polish the floor with the floorpolisher.** — Прежде всего я убираю комнаты: застилаю кровать, вытираю пыль, чищу ковер пылесосом, натираю пол полотером. • *Насамперед я прибираю кімнати: застеляю ліжку, витираю пил, чищу килим пилососом, натираю підлогу натирачем.*
- How do you help your parents about the house?** — Как Вы помогаете родителям по дому? • *Як Ви допомагаєте батькам вдома?*
- I lay the table, clean the dishes, wash-up, vacuum the mats and the carpets, do my shopping, water the flowers, do some cooking.** — Я накрываю [на] стол, убираю посуду со стола, мою посуду, чищу пылесосом половички и ковер, делаю покупки, поливаю цветы, готовлю пищу. • *Я накриваю [на] стіл, прибираю посуд зі столу, мию посуд, чищу пилососом постілки і килим, роблю покупки, поливаю квіти, готую їжу.*
- to do (to clean) the room (flat, house)** — убирать комнату (квартиру, дом) • *вбирати кімнату (квартиру, дім)*
- to do shopping (ironing, washing)** — делать покупки (гладить белье, заниматься стиркой) • *робити покупки (прасувати білизну, прати)*

- to brush one's clothes (shoes) — чистить щеткой одежду (обувь) • *чистити одяг (взуття) щіткою*
- to sweep — подметать • *замітати*
- to wash clothes (linen) — стирать одежду (белье) • *прати одяг (білизну)*
- to wash-up — мыть посуду • *мити посуд*
- to iron linen — гладить белье • *прасувати білизну*
- to press clothes (not linen) — утюжить одежду (не белье) • *прасувати одяг (не білизну)*
- to repair, to put right — чинить, ремонтировать • *лагодити, ладнати*

## TEXTS

*Read the texts, give a summary and discuss them.*

### Text 3-1

#### Everyday Life

I wake at about seven o'clock and then it is time for me to get up. I like a cold bath every morning, so I put on my dressing-gown and slippers and go to the bathroom. The water feels very cold on winter mornings, but I **rub myself hard with the towel** and soon I feel quite warm.

Then I shave, brush my teeth and wash my face and go back to the bathroom to dress. I brush and comb my hair, take a clean handkerchief out of the drawer and go downstairs for breakfast at a quarter past eight. After breakfast I sit and read my morning newspaper and smoke a cigarette, or in summer I have a walk round my garden. I go into my study at nine o'clock and meet my students there, and the day's work begins. At twelve-thirty I have a break for lunch. I usually have this at home, but sometimes I go out for lunch and **have a chat** with my friends before beginning work again at two o'clock. I generally finish my work by about five o'clock. Then I have a cup of tea and a biscuit, and in summer I spend an hour or so in the garden and play a few games of tennis, or go to the golf club and have a round of golf.

We have dinner at about seven-thirty or eight o'clock, and then we sit and talk, listen to the wireless or watch television, or Mrs. Priestley plays the piano. Sometimes, in summer, we take out the car and go for a drive in the country; in winter we go to the cinema or the theatre. But that is not often. I have a lot of work to do, and



usually after dinner or supper I go to my study and read or write until twelve or one o'clock.

Mrs. Priestley, too, gets up soon after seven and goes downstairs to help Susan with the work. She cleans out the stove and **fills it up with coke**, so that they get plenty of hot water all day. Then she takes out the **ashes** from the sitting-room fire and re-lays it with paper and sticks and **coal**. Then it is all ready to light, and only needs a match put to it.

While Susan is doing that, Mrs. Priestley gets the breakfast ready. She puts the table cloth on the dining-room table and puts out the knives, forks and spoons, and the cups, saucers and plates. Then she goes and cooks the breakfast. She soon has the bacon and the eggs cooking in the frying-pan. She makes toasts, boils the kettle for tea or coffee, and we are ready to sit down at a quarter past eight.

After breakfast, Susan and Mrs. Priestley clean away the dishes. Then Susan washes and dries them, and Mrs. Priestley goes to do her shopping. Sometimes she goes to the shops — **to the butcher's** to order the meat, to the **grocer's** to buy tea, coffee, sugar, etc., but often she rings them up and **orders** what she wants by **phone**.

Then Mrs. Priestley and Susan go upstairs to make the beds, dust upstairs and downstairs, and do the carpets with electric-cleaner. It is about eleven o'clock by this time, so Mrs. Priestley changes her clothes and begins to get ready for lunch. After lunch she **does some sewing** or goes for a walk and visits her friends.

Then I join her for afternoon tea in the sitting-room — usually bringing one or two of my students with me. We have bread and butter (cut thin), jam or honey, cakes and biscuits.

Sometimes, in fact very often, we spend our evenings at home. You see, John is at the University and Margaret is now at a **boarding-school** and comes home only at the weekends; so, except when they are on holiday, there are only two of us at home. On these quiet evenings we have a very simple supper round the fire in the sitting-room, and when that is over I sometimes **work** in my study at a **book** that I am writing, but quite often I sit in my armchair at one side of the fire with my pipe and, for a change, a detective story. Mrs. Priestley sits on the other side with her book or her sewing; and Sally, our cat, lies on the carpet before the fire or jumps up on my knees. And when the **wind is blowing** through the trees outside and the **rain is beating** on the windows, our warm fire seems warmer and more cheerful than ever — and we often think that these "quiet" evenings are the best evenings of all.

*(from C. E. Eckersley)*

**to rub oneself with the towel** — *растираться полотенцем* • *розти-  
ратися рушником*  
**to have a chat** [tʃæt] — *поболтать* • *побалакати, потеревеніти*  
**to fill up with coke** [kəuk] — *заполнять коксом* • *заповнювати  
коксом*  
**ashes** [ˈæʃɪz] — *пепел* • *попіл*  
**coal** [kəʊl] — *уголь* • *вугілля*  
**to go to the butcher's (grocer's)** — *пойти в мясной отдел (бака-  
лею)* • *іти до м'ясного відділу (до бакалеї)*  
**to order smth. by phone** — *заказать ч.-л. по телефону* • *замови-  
ти щось по телефону*  
**to do sewing** — *заниматься шитьем* • *займатися шиттям*  
**boarding-school** [ˈbɔːdɪŋskuːl] — *школа-интернат* • *школа-ін-  
тернат*  
**to work at smth.** — *работать над ч.-л.* • *працювати над чимось*  
**the wind is blowing** — *дует ветер* • *віє вітер*  
**the rain is beating on** — *дождь стучит по, ударяется о* • *дощ ка-  
потить по*

## Text 3-2

### Start Your Day

*Feng Shui* (pronounced “fung shway”) is a Chinese system for deciding the right position for a building and for placing objects inside a building in order to make people feel comfortable and happy.

The right breakfast can make or break your day according to *Feng Shui* consultant, Simon Brown. And it's no good just eating the right food either — you've got to eat it in the right place.

Morning is a very important time because it's the transition from sleeping to waking. It's best to wake naturally, by sunlight flooding into the room, or from a rumbling stomach. Parents will find it easier to get children out of bed if they need breakfast. By eating their last meal between six and seven the night before, their food is properly digested by bedtime, and they're hungry in the morning.

When you've made your way, **bleary-eyed**, to the table, you should find it an **inspiring** place to start the day. If you **get off on the wrong foot**, you can usually guarantee the rest of the day will go from bad to worse. “The worst thing you can do is eat breakfast in a kitchen with last night's washing-up on the work surface,”

says Simon. "It should be **clutter-free**". For an uplifting room to send you off full of energy use bright colours, like red and yellow. But for a calmer effect, decorate with pastel greens and blues, and choose the plates and bowls in the same way. If you're planning to re-do your kitchen, let the energy flow through the room by using wooden worktops and tables, and ceramic tiles for the floors. Ideally, your breakfast place should be facing east, so you see the sun rising over your bowl of corn-flakes. You can also create a *Feng Shui* environment with plants and fresh flowers. Failing that, inspire yourself with a picture on the wall to look at while you eat. Simon explains, "Look around the room and think about the things that make you feel positive. Have a picture of something that motivates you, like a photo of a holiday destination you're saving up to visit or a car you would love to buy".

(from "The Sunday Mirror")

**bleary-eyed** — с затуманенными глазами • з затуманеними очима  
**inspiring** — вдохновляющий, воодушевляющий • надихающий, запальювальний

**to get off on the wrong foot** — неудачно начать, произвести плохое первое впечатление • невдало почати, справити погане перше враження

**clutter-free** — чистый, без мусора • чистий, без сміття  
**tiles** кафель • кахель

### Text 3-3

#### Are you a lark or an owl?

If you are reading this article over your breakfast table, then you may well be a "lark" or morning type of person. "Owls," or evening types, tend not to spend much time over breakfast. They have little appetite then and, as they are usually late risers, they are probably running short of time anyway. The time of day at which one is most alert and mentally at one's best has been studied by those interested in the circadian rhythms.

Around half of the adult population are morning or evening types, the rest fall somewhere in the middle. There can be up to a twelve-hour difference in the time of day when the two types are at their peak. *Larks* tend to reach this point in the late morning, *owls* reach it at around 10.00 p.m.

Such contrasting times are due to more than just a difference in sleep habits. *Larks* and *owls* take similar amounts of sleep,

although, as one might expect, *larks* tend to be “early to bed early to rise,” and *owls* the opposite. But there is seldom more than a three-hour lag in sleeping times between the two, especially for those who go out to work.

Although the time of peak alertness differs considerably from lark to owl, the circadian rhythms of other body functions, especially that of body temperature, do not differ by more than an hour or so between the two types. In both larks and owls, body temperature reaches its daily peak around 7.00-9.00 p.m. and a trough at about 4.00 a.m.

In the 1930s it was thought (wrongly) that the predisposing factor for being one or other of the types was a dominance of either the sympathetic or parasympathetic nervous system. In the 1940s, Professor William Sheldon, renowned for his classification of body build, turned his attention to temperaments. His “somatotonic” persons (active, assertive and aggressive people) were claimed to be clear cut morning types, whereas “cerebrotonics” (restrained, inhibited and withdrawn from social contact) were evening types.

More recently, psychologists have considered *owls* to be mainly extroverts and *larks* introverts. One explanation for this seeming contradiction is that extroverts are more inclined to enjoy socialising and nightlife, and therefore they are more likely to be *owls*.

But our work at Loughborough has shown that this is not the case: there is no correlation between introversion-extroversion and morningness-eveningness. One can easily find the extroverted morning type who is the life and soul of the breakfast table, and the introverted evening type who reads well into the night. There is, in fact, little by way of obvious personality differences between the two types.

*(from Helen Naylor and Stuart Hagger)*

owl – сова • сова

lark – жаворонок • жайворонок

to be alert – быть живым, проворным • бути жвавим, бадьорим

assertive – позитивный • позитивний

restrained – сдержанный, умеренный • стриманий, спокійний

## DIALOGUES

a) Read and act the dialogues.

b) Make up the dialogues based on the models using as many words as possible dealing with topic “My Working Day”.

## Dialogue 3-1

### My Working Day. Monday Morning

*Read the dialogues and compare David's and Sue's lives with Mrs. Cornelia's life.*

*David:* What's the matter, honey?

*Sue:* Oh, I don't know.

*David:* Come on, something's the matter. What is it?

*Sue:* It's just life. It's too boring!

*David:* It's not that bad. You have the children.

*Sue:* But Kim will be at school and John's only a baby! You'll leave in five minutes, but I'll be here all day. You won't be home till seven!

*David:* One of us has to work, honey.

*Sue:* Yes, dear, but your day will be interesting. My day will be the same as every other day.

*David:* My work isn't always interesting.

*Sue:* I know, but you travel around, you meet different people, and you do different things. Whom will I meet today? What will I do? Huh? Oh, I'll do the dishes, feed the baby, wash the clothes, clean the house, give the baby a bath, walk the dog...

*David:* But... but... honey...

*Sue:* Then I'll feed the baby again and put the kids to bed. What a life? Today, tomorrow, this week, next week, this month, next month, next year — forever!

*David:* It's just Monday morning, honey. You'll feel O.K. tomorrow.

*Sue:* Will I?

#### Compare:

##### David's Monday

David Shaw, television news reporter.

- 8:30 — catch the train.
- 9:30 — arrive at MBS studio.
- 10:00 — take an interview with Miss Universe.
- 12:00 — have lunch with movie producer.
- 3:00 — interview Paul McCartney at Kennedy Airport.

##### Sue's Monday

Sue Shaw, housewife.

- 8:15 — drive David to the train station.
- 8:45 — wash the dishes.
- 10:00 — feed the baby.
- 10:30 — do the wash.
- 12:00 — clean the house.
- 2:30 — go to the supermarket.
- 3:00 — pick Kim up at school.
- 4:00 — make dinner.

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 5:00 — meet Walter for drinks. | 6:45 — meet David at the station. |
| 6:00 — catch the train.        |                                   |
| 7:30 — have dinner.            | 7:30 — have dinner.               |
| 8:30 — watch TV.               | 8:30 — wash the dishes.           |
| 9:30 — walk the dog.           | 9:00 — feed the baby.             |
| 11:00 — go to bed.             | 10:15 — go to bed.                |

## Dialogue 3-2

### An Interview

Arnold Rivera, the TV news reporter, is interviewing Mrs. Cornelia Vandergift for the programme *Real People*.

*Arnold:* Well, Mrs. Vandergift, please tell our viewers about an ordinary day in your life.

*Cornelia:* Well, I wake up at eight o'clock.

*Arnold:* Really? Do you get up then?

*Cornelia:* No, of course I don't get up at that time. I have breakfast in bed, and I read the "New York Times".

*Arnold:* What time do you get up?

*Cornelia:* I get up at ten.

*Arnold:* What do you do then?

*Cornelia:* I read my letters and dictate the answers to my secretary.

*Arnold:* And then?

*Cornelia:* At eleven I take a walk with Jimmy.

*Arnold:* Jimmy? Who's Jimmy?

*Cornelia:* Jimmy's my dog.

*Arnold:* Oh, what time do you have lunch?

*Cornelia:* I have lunch at twelve thirty. I eat alone.

*Arnold:* Oh, I see. Well, what do you do after lunch?

*Cornelia:* Oh, I rest until six o'clock.

*Arnold:* And at six? What do you do at six?

*Cornelia:* I get dressed for dinner. I have dinner at seven o'clock.

*Arnold:* Yes, well, what do you do after dinner?

*Cornelia:* I read or watch TV. I take a bath at nine-thirty, and go to bed at ten.

*Arnold:* Thank you, Mrs. Vandergift. You certainly have a busy and interesting life.

*Cornelia:* You're welcome.

(from "American Streamline" by Bernard Hartley and Peter Viney,  
Oxford American English)

**Answer the questions to the dialogues:**

1. When does Mr. David (Mrs. Sue, Mrs. Cornelia) get up?
2. When does Mr. David (Mrs. Sue, Mrs. Cornelia) usually have breakfast (lunch, dinner)?
3. When does Mr. David (Mrs. Sue, Mrs. Cornelia) walk the dog?
4. Which of them goes to bed at eleven o'clock?
5. Whose life is the most sensible (enjoyable, attractive)?

**Dialogue 3-3**

**A Typical Working Day**

Casey Lord of BBC talked to Arthur Hailey, one of the most commercially successful living novelists. His works are available in 30 languages. The titles of Arthur Hailey's books — *Wheels*, *Hotel*, *Airport* indicate that he writes mainly about modern life in factories and big cities.

**Lord:** Can you tell us what would be for you a typical working day? How do you go about your work?

**Hailey:** I go about my work in that **I take three years for a book**, the first year I do nothing but research into the background. About six months of planning after that, and then the hardest work of all, the actual writing; and when I get to the writing stage I'm usually at my desk about half past eight or nine in the morning. I work **through the day** with a break for lunch, and finish at about five... I work an ordinary day just like anyone does at any occupation.

**Lord:** Your method of working is systematic to the Nth degree, do you enjoy writing a book?

**Hailey:** It's a love-hate relationship — at least that's how my wife describes it. I tell people that I enjoy the research because that involves going to places and meeting people. And there comes a time when you can put off the writing no longer. People say to me sometimes "Are there days when you **don't feel like writing?**" — and I say, "I never feel like writing!"

**Lord:** Are you going on for the rest of your life writing, or are you going to do other things, are there other ambitions that you want to **fulfil?**

**Hailey:** No, writing is the only thing, though as for going on, I'm not too sure. I did say that after the book I've almost completed now I wasn't going to do any more, now I've decided to do another one, and perhaps there'll be another one after that. There's a problem: doing a book is **total involvement** for three years and shutting off from a lot of other things, and yet I really don't know the answer to your question.

*(from "Moscow News")*

I take three years for a book — мне нужно три года на книгу •  
мені потрібно три роки на книгу  
through the day — целый день • цілий день  
to the Nth degree — в N-ой степени • в N-ому ступені  
don't feel like — не расположены, не хотите • не бажаєте, не  
схильні  
to fulfil — осуществлять • здійснювати, виконувати  
total involvement — полная самоотдача • повна самовіддача

## EXERCISES

### Exercise 3-1

Answer the following questions:

1. When does your working day begin?
2. When do you usually wake up?
3. When do you usually get up?
4. What do you do in the morning?
5. When do you usually have your breakfast?
6. When did your classes at school begin?
7. How long did it take you to get to school?
8. Did you like to be late for the lessons?
9. When were your lessons over?
10. What do you usually have for your dinner?
11. How long did it take you to do home assignments?
12. What do you usually do in the evening?
13. Who cooks food for you?
14. In what way do you help your parents about the house?
15. Do you prefer weekends to weekdays? Why?
16. What time do you usually go to bed?

### Exercise 3-2

(based on the topic "My Working Day").

Fill in the missing words:

1. There was little \_\_\_\_\_ in my life then, all days \_\_\_\_\_ weekends looked very much the same.
2. I am not \_\_\_\_\_, that's why I hate getting up \_\_\_\_\_, but I got used to it.
3. I didn't take a \_\_\_\_\_ in the morning, I generally did it late in the evening before going to bed.



4. I had a quick \_\_\_\_\_ breakfast which consisted of a cup of coffee or tea, a \_\_\_\_\_ egg or an omelette and cheese or \_\_\_\_\_ sandwich.
5. Six or seven lessons a day was the ordinary \_\_\_\_\_.
6. I seldom had lunch in \_\_\_\_\_, because I usually had \_\_\_\_\_ one in my bag (an apple and a sandwich).
7. While resting, I \_\_\_\_\_ to music or \_\_\_\_\_ the newspapers or magazines.
8. I did well \_\_\_\_\_ the most school subjects without any \_\_\_\_\_.
9. But I \_\_\_\_\_ to help my parents about the house, do our \_\_\_\_\_ and to go to the library.
10. After supper I usually \_\_\_\_\_ for some time.

### ***Exercise 3-3***

***Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided:***

- |  |   |
|--|---|
| <input type="checkbox"/> 1) to dress       | a) to stop sleeping                               |
| <input type="checkbox"/> 2) to listen to   | b) to buy some things or food                     |
| <input type="checkbox"/> 3) to cope with   | c) to put on clothes                              |
| <input type="checkbox"/> 4) to wake        | d) to make clean with or in water or other liquid |
| <input type="checkbox"/> 5) to wash        | e) to be still and quiet                          |
| <input type="checkbox"/> 6) to cook        | f) to do a part of the work of another person     |
| <input type="checkbox"/> 7) to help        | g) to manage successfully                         |
| <input type="checkbox"/> 8) to rest        | h) to prepare food by heating                     |
| <input type="checkbox"/> 9) to do shopping | i) to try to hear                                 |

# LEISURE-TIME ACTIVITIES (MY DAYS OFF) AND HOLIDAYS

On weekdays I usually go to school, but on my days off I prefer to rest. I think it is important for us to rest after hard work. That's why our weekends are more attractive than weekdays. At our leisure time we go in for sports, read books, go to the library, cinema, theatre, park, museum, or exhibition. Sometimes we go to the zoo or the circus and enjoy ourselves watching animals. As a rule, we try to spend most of the time outdoors. Some people prefer to go to the country to see their relatives and friends. In winter we like to go to the winter forest to ski and skate. After having such a pleasant rest in the open air, you are always happy to return home and have a rest sitting near the TV-set and watching an interesting TV programme. In summer and spring picnics are popular with schoolchildren and their parents. They are fond of picnics chiefly because they have an excellent opportunity to admire the beauty of nature, to run on the grass and to play interesting games, to have a bite without observing table manners. But the most exciting event is making a fire. The children are fond of collecting wood in the forest and sitting round the fire. And again, they like to return home after a picnic. And now they think that "there is no place like home" as the saying goes.

Many people like to go to the cinema and theatre at weekends and on holidays and enjoy seeing an interesting film or performance.

As for me, my days off are normally like this. I hate getting up early and at weekends I can afford to wake up later than usual. As a rule, I get up at 8 o'clock. Then I do my morning exercises, wash my face and hands and brush my teeth. After having breakfast I relax a little: listen to a lovely stereo music and try to forget about all my problems. Then I can visit my friends and have a chat with them about our life. Sometimes my friends and I go to the museum or art exhibition. As a rule, my activities at weekends depend on my plans, but in any case I manage to do a lot of things and to have a rest. I always try to do my best to have a really good time. But unfortunately

time flies very quickly at weekends, and the next Monday morning comes, and I look forward to my next days off.

## Word List on the Subject "Leisure-Time Activities (My Days Off) and Holidays"

- leisure** ['leɪzə] — досуг, свободное время • *дозвілля*  
**attractive** [ə'træktɪv] — привлекательный, притягательный • *привабливий, звабливий*  
**to go in for sports** — заниматься спортом • *займатися спортом*  
**to spend time outdoors** — проводить время на открытом воздухе (вне дома) • *проводити час на свіжому повітрі*  
**to ski** — кататься на лыжах • *бігати на лижах*  
**to skate** — кататься на коньках • *бігати на ковзанах*  
**to have a pleasant rest** — приятно отдыхать • *приємно відпочивати*  
**in the open air** [eə] — на [открытом] воздухе • *на [свіжому] повітрі*  
**to have a rest** — отдохнуть (немного) • *відпочити (трохи)*  
**picnic** — пикник • *пікнік*  
**to be popular with** — быть популярным среди • *бути популярним серед*  
**chiefly** ['tʃi:flɪ] — главным образом • *головним чином*  
**to have an excellent** [ˈeksələnt] **opportunity** [ɒpə'tju:nɪti] — иметь отличный удобный случай, отличную возможность • *мати пречудову нагоду*  
**to admire** [əd'maɪə] — восхищаться, любоваться • *захоплюватися, милуватися*  
**beauty** ['bju:tɪ] — красота • *краса*  
**nature** ['neɪtʃə] — природа • *природа*  
**to run on the grass** — бегать по траве • *бігати по траві*  
**to play interesting games** — играть в интересные игры • *грати у цікаві ігри*  
**to have a bite** ['baɪt] — перекусить • *під'їсти*  
**without observing** [əb'zə:vɪŋ] **table manners** — не соблюдая манер (правил) поведения за столом • *вільно поводячи себе за столом*  
**to make a fire** — развести костер • *розпалити багаття*  
**There is no place like home** (a proverb) — В гостях хорошо, а дома лучше (поговорка) • *У гостях добре, а вдома краще (прилів'я)*

- normally** ['nɔ:məli] — обыкновенно, обычно • *звичайно, як зазвичай*
- to afford** [ə'fɔ:d] — быть в состоянии, позволять себе • *дозволяти собі*
- to depend on smb.'s plans** — зависеть от ч.-л. планов • *залежати від чіхось планів*
- in any case** — в любом случае • *у будь-якому разі*
- to try to do one's best** — пытаться сделать все возможное • *намагатися зробити все можливе*
- unfortunately** [ʌn'fɔ:ʃnɪli] — к несчастью • *на жаль*
- time flies quickly** — время летит быстро • *час спливає швидко*
- to look forward to** — с нетерпением ожидать • *нетерпляче очікувати*

## Supplementary Word List and Word Combinations on the Subject "Leisure-Time Activities (My Days Off) and Holidays"

- holidays** — праздники, каникулы • *свята, канікули*
- to enjoy oneself** — хорошо проводить время • *добре проводити час*
- to pick (gather) berries and mushrooms** — собирать ягоды и грибы • *збирати ягоди та гриби*
- to pick flowers** — собирать цветы • *збирати квіти*
- to boat (to go boating)** — кататься на лодке • *кататися на човні*
- to fish (to go fishing)** — заниматься рыбной ловлей, удить рыбу • *займатися рибальством, ловити рибу*
- to lie in the sun (to sunbathe** ['sʌnbəið]) — загорать • *загоряти*
- beach** ['bi:tʃ] — пляж • *пляж*
- on the beach** — на пляже • *на пляжі*
- sea** [si:] — море • *море*
- at the seaside** — на море (на побережье) • *на морі (на узбережжі)*
- on the seashore** — на берегу моря • *на березі моря*
- to bask in the sun** — греться на солнце • *грітися на сонці*
- to swim** — плавать • *плавати*
- holiday home** — дом отдыха • *будинок відпочинку*
- holiday-centre** — место отдыха, пансионат • *місце відпочинку, пансіонат*
- on the bank of a river** — на берегу реки • *на березі ріки*
- on the shore of a sea** — на берегу моря • *на березі моря*
- wood** — лес (небольшой) • *ліс (невеликий)*
- forest** ['fɔ:rist] — лес (лесной массив) • *ліс (лісовий масив)*

## Additional Expressions on the Subject "Leisure-Time Activities (My Days Off) and Holidays"

**What are your plans for...?** — Какие у тебя планы на...? • *Які в тебе плани на...?*

**Will you be staying at the hotel or in a tourist centre?** — Вы останетесь в гостинице или на туристической базе? • *Чи Ви зупинитесь в готелі або на туристичній базі?*

**We shall live in the camping.** — Мы будем жить в кемпинге. • *Ми житимемо у кемпінгу.*

**Where did you spend your holidays?** — Где вы провели свои каникулы? • *Де Ви провели свої канікули?*

**I can't stand crowd and prefer peaceful rest.** — Я не люблю отдыхать там, где много людей и предпочитаю спокойный отдых. • *Я не люблю відпочивати там, де багато людей, і віддаю перевагу спокійному відпочинку.*

**Children like to spend their holidays at the rest camps.** — Дети любят проводить свои каникулы в оздоровительных лагерях. • *Діти любляють проводити свої канікули в оздоровчих таборах.*

**They are fond of spending their spare time in the open air.** — Им нравится проводить свое свободное время на свежем воздухе. • *Їм подобається проводити свій вільний час на свіжому повітрі.*

**There is nothing to worry about when you rest in a holiday-centre.** — Когда вы отдыхаете в пансионате, Вам не о чем беспокоиться. • *Коли Ви відпочиваєте у пансіонаті, Вам немає про що турбуватися.*

**I like to take a tour or cruise across the Black Sea.** — Я люблю туристические поездки и круизы по Черному морю. • *Я люблю туристичні подорожі і круїзи Чорним морем.*

**I am tired of Kyiv because there are too many people, too many buses, too many taxis, and too much noise.** — Я устал от Киева, потому что в нем слишком много людей, автобусов, такси и шума. • *Я втомився від Києва, оскільки у ньому занадто багато людей, автобусів, таксі і галасу.*

**I like quiet little places among the mountains or with the sea and the yellow sand and sunshine.** — Мне нравятся спокойные маленькие поселенья среди гор или рядом с морем с желтым песком и солнечным светом. • *Мені подобаються спокійні маленькі поселення між гір або поряд з морем з жовтим піском і сонячним світлом.*

**I am fond of good hotels with good food and good wine.** — Мне нравятся хорошие гостиницы с хорошей едой и хорошим

вином. • *Мені подобаються гарні готелі з доброю їжею і добрим вином.*

**I like walking and climbing.** — Я люблю прогулюватися пешком и взбираться в горы. • *Я люблю прогулюватися пішки і підніматися в гори.*

**I feel half dead in quiet places.** — Я чувствую себе едва живым в спокойных местах. • *Я почуваю себе ледь живим у спокійних місцях.*

**I am fond of entertainments of any kind.** — Меня захватывают любые развлечения. • *Мене захоплюють будь-які розваги.*

**I was lucky with the weather.** — Мне повезло с погодой. • *Мені пощастило з погодою.*

**We lived in tents on the slope of a high hill.** — Мы жили в палатках на склоне горы. • *Ми жили у наметах на схилі гори.*

**We enjoyed places where there were meadows, fields, a forest and a beautiful lake.** — Нам нравились места, где были луга, поля, лес и красивое озеро. • *Нам подобалися місця, де були луки, поля, ліс і красиве озеро.*

**I like to spend my holidays in my native village.** — Я люблю проводить каникулы в своей родной деревне. • *Я люблю проводити канікули в своєму рідному селі.*

**I help my parents (grandparents) with their work in the fields.** — Я помогаю своим родителям (деду и бабушке) в их работе на полях. • *Я допомагаю своїм батькам (діду і бабусі) в їхній роботі на ланах.*

**to celebrate holidays** — праздновать • *святкувати*

**[My] congratulations [to you]!** — [Мои] поздравления [Вам]! • *[Мої] вітання [Вам]!*

**Best wishes for the New Year!** — Наилучшие пожелания в Новом Году! • *Найкращі побажання у Новому Році!*

**Happy New Year!** — С Новым Годом! • *З Новим Роком!*

**Merry Christmas!** — С Рождеством! • *З Різдом!*

**May all your dreams come true!** — Да сбудутся все Ваши мечты! • *Нехай збудуться усі Ваші мрії!*

**May success attend you!** — Да сопутствует Вам успех! • *Хай Вам щастить!*

**I wish you luck!** — Желаю [Вам] успехов! • *Бажаю [Вам] успіхів!*

**Good luck!** — Успехов! • *Успіхів!*

**A happy journey!** — Счастливого пути! • *Щасливої дороги!*

**Have a good time (weekends, holidays)!** — Желаю хорошо провести время (выходные, каникулы)! • *Бажаю добре провести час (свята, канікули)!*

## TEXTS

Read the texts, give a summary and discuss them.

### Text 4-1

## The Holidays in Britain

There are only six **public holidays** a year in Great Britain. These are the days on which people need not go to work. They are: Christmas Day, Boxing Day, Good Friday, Easter Monday, Spring Bank Holiday and Late Summer Bank Holiday. Most of these holidays are of **religious origin**, though it would be right to say that for the greater part of the population they have lost their religious **significance** and are the days on which people relax, eat, drink and **make merry**.

*New Year* in England is not so widely **observed** as Christmas. Some people **ignore** it **completely**. The most **common** type of celebrating is a **New Year party**, either a family party or one **arranged** by a group of young people. There is a lot of drinking, mainly beer, wine, gin and whisky. There is usually a **tasty supper** of cold meat, pies, sandwiches, cakes and biscuits. At midnight the **wireless** is turned on, so that everyone can hear the **chimes** of Big Ben, and **on the hour** a toast is drunk to the New Year.

*Hogmanay Celebration*. Hogmanay is the way of celebrating the **New Year Eve**, and is the time for **merrymaking**, giving of presents and the observance of the old **custom** of First-Footing.

*St. Valentine's Day* — February, 14. It is a holiday when boys and girls, **sweethearts** and lovers, husbands and wives and even the **office staff** will **exchange** greetings of **affections**, undying love or satirical comment. And the quick, **slick**, modern way to do it is with a Valentine card:

"I'll be your sweetheart, if you will be mine,  
All of my life I'll be your Valentine..."

*Pancake Day*. **Pancake Day** is the popular name for **Shrove Tuesday**, the day preceding the first day of **Lent**. Whatever religious significance Shrove Tuesday may have **possessed** in the olden days, it certainly has none now. The origin of the festival is rather **obscure**, as is the origin of the custom of pancake eating.

*Mothering Sunday (Mother's Day)*. Mother's Day is traditionally observed on the fourth Sunday in Lent. This is usually in March. The day used to be known as **Mothering Sunday** and dates from the time when many girls worked away from home as domestic servants in big households. **Mothering Sunday** was **established** as a holiday for these

girls and gave them an opportunity of going home to see their parents, especially their mothers. They used to take presents with them. Nowadays people visit their mothers if possible and give them flowers and small presents. If they cannot go they send a "Mother's Day card".

*Easter.* Easter is the time when certain old traditions are observed, whether it is celebrated as the start of spring or a religious festival. The people celebrate Christ's rising from the dead. It always comes on Sunday, and this Sunday is either in March or April. In England it is time for giving and receiving presents which traditionally take the form of an Easter egg. Nowadays **Easter eggs** are usually made of chocolate. The Easter egg is by far the most popular emblem of Easter, but **fluffy** little chicks, baby rabbits and spring-time flowers like **daffodils**, **dangling catkins** and the **arum** lily are also used to **signify** the Nature's reawakening.

*April Fool's Day.* April Fool's Day or *All Fool's Day*, named from the custom of **playing practical jokes** or sending friends on fools' **errands**, is on April, 1. Its timing seems related to **vernal equinox**, when nature fools mankind with sudden changes from showers to sunshine. It is a season when all people, even the most **dignified**, are given an excuse to play the fool.

*Late Summer Bank Holiday.* On Bank Holiday townsfolk usually **flock** into the country and to the coast. If the weather is fine many families take a picnic-lunch or tea with them and enjoy their meal in the open air. Seaside towns near London, such as Southend, are visited by thousands of trippers who came in cars and trains, motor cycles and bicycles. Trippers wear **comic paper hats** with **slogans** such as "Kiss Me Quick," and they eat and drink the **weirdest** mixture of stuff you can imagine, sea food like cockles **mussels**, **whelks**, **shrimps** and **fried fish and chips**, **candy floss**, beer, tea, soft drinks — everything you can imagine. There is also much boating activity on the Thames, **regattas** at Henley and on other rivers.

*Guy Fawkes Night (Bonfire Night).* Bonfire Night is celebrated on November, 5. It is one of the most popular festivals in Great Britain. It **commemorates** the **discovery** of the so-called Gunpowder Plot and is widely celebrated throughout the country. There is an extremely well-organized celebration at Winchester, Hampshire. College students and many other organizations in the city prepare elaborate **guys**, for which prizes are awarded.

*Remembrance Day (Poppy Day).* Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers, sailors and airmen who lost their lives during the two



World Wars. On that day special services are held in the churches and **wreaths** are laid at war memorials throughout the country and at London's Cenotaph, where a great number of people gather to observe the two-minute **silence** and to perform the **annual Remembrance Day ceremony**. The silence begins at the first stroke of Big Ben booming 11 o'clock, and is broken only by the **crash** of distant **artillery**. When the two-minute silence is over, members of the Royal Family or their **representatives** and **political leaders** come forward to lay wreaths at the foot of the Cenotaph.

*Christmas Celebration.* Christmas Day is observed on the 25th of December. In Britain this day was a festival long before the **conversion to Christianity**. On Christmas Eve everything is **rush and bustle**. Offices and public buildings close at one o'clock, but the shops stay open late. Most big cities, especially London, are **decorated with coloured lights** across the streets and enormous Christmas Tree. The main line stations, trains and buses are crowded with people travelling from all parts of the country to be at home for Christmas. Children decorate the tree with **tinsel**, various **baubles** and often coloured lights as well. Christmas cards with the words "A Merry Christmas to You," or "Wishing you a Merry Christmas and a **Prosperous New Year**," or "With the Compliments of the Season," — are arranged on shelves, tables, and sometimes **attached to the ribbon** and hung round the walls. Meanwhile the housewife is probably busy in the kitchen getting things ready for the next day's dinner. The Christmas bird, nowadays usually a **turkey**, is being prepared and stuffed, the **pudding** is inspected and the cake is got out of its tin and iced.

*Boxing Day.* Boxing Day is the day when one visits friends, goes for a drive or a long walk or just sits around **recovering** from too much food — everything to eat is cold. In the country there are usually Boxing Day Meets (**hunts** — fox — hunting). In the big cities and towns, tradition on that day **demand**s a visit to the **pantomime**, where once again one **is entertained by** the story of Cinderella, Dick Whittington, Puss in Boots or whoever it may be — the story being **protracted** and **elaborated** into as many spectacular **scenes** as the producer thinks one can take at a sitting.

*(from T. Khimunina, N. Konon "Customs, Traditions and Festivals of Great Britain")*

**public holidays** — народные праздники • народні свята

**religious** [rɪ'liʤzəs] — религиозный • релігійний

**origin** ['ɔrɪdʒɪn] — источник, начало, происхождение • джерело, походження

**significance** [sig' nifikəns] — значение, смысл • *значення, смисл*  
**to make merry** — веселиться • *веселитися*  
**to be observed** [əb' zə:vd] — соблюдать(ся) • *дотримувати(ся)*  
**completely ignore** [ig' nə:] — полностью игнорировать, не обра-  
 щать внимания • *ігнорувати, не звертати уваги*  
**common** ['kɒmən] — общий, обычный, простой • *загальний, зви-  
 чайний, простий*  
**to arrange** [ə'reɪndʒ] — устраивать, улаживать • *влаштовувати*  
**arranged** — устроенный • *улаштований*  
**tasty supper** — вкусный ужин • *смачна вечеря*  
**wireless** — радио, сообщение по радио • *радіо, повідомлення по  
 радіо*  
**chime** [tʃaɪm] — подбор колоколов • *підбір дзвонів*  
**on the hour** — во время • *під час*  
**New Year Eve** [i:v] — канун Нового года • *переддень Нового року*  
**merrymaking** ['merɪmeɪkɪŋ] — веселье, потеха, празднество •  
*веселощі, потіха, забава*  
**custom** ['kʌstəm] — привычка, обычай • *звичка, звичай*  
**St. Valentine's Day** [snt'væləntaɪnz'deɪ] — День Св. Валентина •  
*День Св. Валентина*  
**sweetheart** ['swi:tha:t] — возлюбленный, возлюбленная • *коха-  
 ний, кохана*  
**office staff** [sta:f] — штат работающих в учреждении • *штат  
 тих, хто працює в установі*  
**to exchange** [ɪks'tʃeɪndʒ] — обмениваться • *обмінюватися*  
**affection** [ə'fekʃn] — склонность, любовь, симпатия • *схильність,  
 любов, симпатія*  
**slick** [sɪk] — гладкий • *гладенький*  
**pancake** ['pænkəɪk] — блин • *млинець*  
**to shrive** [ʃraɪv] (**shrove**; **shriven**) — исповедовать, отпустить гре-  
 хи • *сповідати, відпустити гріхи*  
**Lent** [lent] — Великий пост • *Великий піст*  
**to possess** [pə' zes] — владеть, обладать • *володіти, мати*  
**obscure** [əb'skjuə] — мрачный, темный, тусклый, скрытый, не-  
 ясный • *похмурий, темний, тьмянний*  
**to establish** [ɪs'tæblɪʃ] — основывать, учреждать, устанавливать •  
*засновувати, впроваджувати*  
**Easter** — Пасха • *Великдень*  
**Easter egg** — пасхальное яйцо • *писанка*  
**fluffy** ['flʌfi] — пушистый • *пухнастий*  
**daffodil** ['dæfədɪl] — желтый нарцисс • *жовтий нарцис*  
**dangling** ['dæŋɡlɪŋ] **catkin** ['kætkɪn] — свободно висящая сереж-  
 ка • *сережка, яка вільно висить*

**arum** [ˈɛərəm] — арум, аронник • *арум*  
**to signify** [ˈsɪgnɪfaɪ] — значить, означать, знаменовать • *значи-ти, означати*  
**to play a joke** — сыграть шутку, подшутить • *пожартувати*  
**errand** [ˈerənd] — небольшое поручение • *невелике доручення*  
**vernal** [və:n] **equinox** — весеннее равноденствие • *весняне рівно-дення*  
**dignified** [ˈdɪgnɪfaɪd] — обладающий чувством собственного до-стоинства, величавый • *величний, величавий, такий, що має гідність*  
**townsfolk** — городские жители • *міські мешканці*  
**to flock** [flɒk] — собираться в толпу, идти толпой • *збиратися у натовп, йти натовпом*  
**comic paper hats** — комические бумажные шляпы • *комічні паперові капелюхи*  
**slogan** — лозунг • *гасло*  
**weird** [wɪəd] — сверхъестественный, странный, непонятный • *надприродний, чудний, незрозумілий*  
**mussel** [mʌsl] — мидия (моллюск) • *мідія (моллюск)*  
**whelk** [welk] — волнистый рожок (моллюск) • *хвилястий ріжок (моллюск)*  
**shrimps** — креветки • *креветки*  
**fried fish** — жареная рыба • *смажена риба*  
**chips** — чипсы • *чіпси*  
**candy floss** — сахарная вата • *цукерова вата*  
**regatta** [rɪˈɡætə] — регата • *регата*  
**to commemorate** [kəˈmeməreɪt] — праздновать годовщину • *свят-кувати річницю*  
**discovery** [dɪsˈklʌvəri] — открытие • *відкриття*  
**guy** [gaɪ] — пугало, кукла, чучело • *лялька, опудало*  
**wreath** [rɪ:θ] — венок, гирлянда • *вінок, гирлянда*  
**silence** [ˈsaɪləns] — молчание • *мовчання*  
**annual** [ˈænjʊəl] — ежегодный, годовой • *щорічний, річний*  
**ceremony** [ˈserɪməni] — обряд, церемония • *обряд, церемонія*  
**crash** [kræʃ] — падение, крах • *падіння, крах*  
**artillery** [ɑːˈtɪləri] — артиллерия • *артилерія*  
**representative** [ˌreprɪˈzentətɪv] — представитель • *представник*  
**political leader** [ˈlɪ:də] — политический лидер • *політичний лідер*  
**at the foot of** — у подножия • *біля підніжжя*  
**conversion to** [kənˈvɜːʃn] — обращение в • *навернення на*  
**Christianity** [ˌkrɪstɪˈænɪti] — христианство • *християнство*  
**rush** [rʌʃ] — спешка • *метушня*

**bustle** [bʌsl] — суматоха, суєта • *метушня*  
**decorated with coloured lights** — украшений цветными огнями •  
*прикрашений кольоровими вогниками*  
**tinsel** [ˈtɪnsəl] — блестки • *блискітки*  
**bauble** [bɔːbl] — игрушка, пустяк • *іграшка, дрібничка*  
**prosperous** [ˈprɒsprəs] — процветающий, благоприятный, за-  
 житочный • *заможний, вгараздїлий, сприятливий*  
**to attach** [əˈtætʃ] **to** — прикреплять к, присоединять к • *приєдну-*  
*вати до*  
**ribbon** [ˈrɪbən] — лента • *стрічка*  
**turkey** [ˈtɜːki] — индейка • *індичка*  
**pudding** [ˈpuːdɪŋ] — пудинг • *пудінг*  
**to recover** [rɪˈkʌvə] — выздоравливать, оправляться • *одужувати*  
**hunt** [hʌnt] — охота • *мисливство*  
**to demand** [dɪˈmɑːnd] — требовать, предъявлять требование •  
*вимагати, висувати вимоги*  
**pantomime** [ˈpæntəmaɪm] — пантомима • *пантоміма*  
**to be entertained** [ˌentəˈteɪnd] **by smth.** — быть занятым ч.-л.,  
 развлекаться ч.-л. • *бути зайнятим чимось, розважатися*  
*чимось*  
**to protract** [prəˈtrækt] — длить, медлить • *подовжувати, гаяти*  
*час, вагатися*  
**elaborate** [ɪˈlæbərət] — разрабатывать, выработать • *розробляти*  
**scene** [siːn] — сцена, место действия • *сцена, місце дії*

## Text 4-2

### American Holidays

*Independence Day.* The Fourth of July is the American nation's birthday. It honours the day in 1776 when the Declaration of Independence, which cut the tie with England and established the United States of America, was adopted.

On that memorable day the Liberty Bell called the people of Philadelphia (the capital) to the State House to hear the Declaration of Independence read out. Communities, large and small, celebrated the day with speeches, parades and fireworks.

Each city and town now organizes its own ceremony — a parade, speeches by public officials, guided tours through historic monuments, outdoor stage shows, boat-races and evening fireworks displays. Families, clubs and civic organizations, all hold daylong picnics. There are baseball games, water-melon eating contests, folk dancing, and lots of lively music.

**Labour Day.** Labour Day was first celebrated in 1882. On September 5th of that year the first Labour Day parade was held in New York City. After a mass meeting in Union Square 200,000 cheering and singing workers marched up Broadway with banners that read: "Eight hours for work; eight hours for rest; eight hours for recreation!" "Labour creates all wealth".

In 1894 the Congress of the United States made it a national holiday. Labour Day is observed on the first Monday in September.

**Memorial Day.** Memorial Day is observed on May 30th. It is also known as *Decoration Day*. Its origins go back to 1868 when the Commander-in-Chief of the Grand Army of the Republic issued an order to decorate the graves of soldiers who fell in the Civil War. Now it is also the day for honouring the memory of members of the armed forces killed in war. Memorial Day is a legal holiday in most of the states and in territories and is also observed by the Armed Forces.

**Thanksgiving Day.** Thanksgiving day is celebrated only in the United States on the last Thursday in November. The day's most important event is the traditional midday meal. Favourite Thanksgiving food is **turkey, pumpkin pie** and other home-cooked specialties.

Thanksgiving was first celebrated in 1621 by English settlers of the Plymouth colony. The Plymouth colony was founded in 1620 by English settlers who came to be called Pilgrims. They left their native England and sailed to America on the "Mayflower". After a two-months' voyage they landed at what is now Plymouth, Massachusetts. During their first winter over half of the settlers died of hunger or from epidemics. But when April came the survivors began their planting, struggling with the rocky soil as they had struggled with the bitter climate. When, finally, the fields produced a rich harvest they decided to celebrate it. But it did not become an official holiday until 1863 when President Lincoln made his "Thanksgiving Proclamation".

On Thanksgiving families always try to be together, especially for the wonderful meal.

**turkey** — индейка • индичка

**pumpkin** — тыква • гарбуз

**bitter** — здесь: суровый • тут: суровий

### *Text 4-3*

## **Winter Holidays in the United States of America**

The winter holidays season is the most festive time of the year in the United States. Pupils from elementary school through college have

about two weeks' **vacation**, beginning shortly before Christmas and ending soon after New Year's Day. Many families go away for the holidays, but those who stay at home **have fun**, too. There are many parties to celebrate the birth of Christ and the arrival of the New Year.

**Christianity**, the **major religious faith** in the United States, the Western Hemisphere, and the world, is based upon the teachings and life of Jesus **Christ**. American people start celebrating Christmas Day on December 25. In the United States the **spirit** of Christmas arrives about a month before the holiday itself. Late in November street lights and **store windows** are decorated with the traditional Christmas colours of red and green. Santa Claus, **shepherds**, **angels appear** in shop windows. Winter scenes with **snow man**, skaters and skiers decorate cards and windows. **To earn extra money for gifts** in December many Americans get **part-time jobs delivering mail or selling gifts**, trees, ornaments, or greeting cards. Many families go to Church on Christmas Eve and Christmas morning. After services, they gather around the tree and open their gifts. Then they sit down to enjoy a traditional Christmas dinner — turkey or ham, potatoes, vegetables and **cranberry sauce**. **Dessert** usually consists of a fruit cake, plum pudding or mince pie.

Many American children believe that on Christmas Eve Santa Claus (a fat, **jolly** man who wears a red suit, red hat and long white **beard**) slides down their **chimney** to bring them gifts. As in Great Britain, American children hang stockings by the fireplace, **hoping** that Santa Claus will fill them with candy and toys.

The winter custom of decorating homes and churches with **ever-greens** began in **ancient** times. Branches of **fir** or **spruce** were thought **to bring good luck** and **guarantee** the return of spring. The modern American tree is usually covered with coloured balls and strings of coloured lights. The star on the top **represents** the star in the East which guided the three Wise Men to Bethlehem. In ancient times a **branch of mistletoe** was hung over **doorways** for good luck. Today the custom continues, but now it is for fun. Anyone standing under the mistletoe is likely to be kissed. On Christmas Day everyone sings Christmas Carols and sends Christmas cards with greetings to friends and relatives.

Happy New Year! "Ring out the old, ring in the new," wrote Alfred Lord Tennyson, the 19th century English poet. And that's exactly what Americans do every December 31. New Year's Eve is time for noise and fun. At home or in restaurants most Americans spend the holiday drinking and dining with friends. One popular New Year's Eve drink is **eggnog** made of eggs, milk or cream, **nutmeg** and

sugar. **Champagne** — the drink that **symbolizes** celebration — is often served for the midnight toast on New Year's Eve. New Year's Eve festivals often last until two or three o'clock in the morning.

New Year's Day has traditionally been the **occasion** for starting new programmes and giving up bad habits. Many Americans **make** New Year **resolutions**, **promising to improve** their **behaviour**. Typical New Year resolutions are to **spend less money**, **give up smoking**, **begin a diet** or **control one's temper**. From the ancient times to the present New Year's customs **have been connected with** saying goodbye to the past and looking forward to a better future.

**festive** [ˈfestɪv] — праздничный, веселый, оживленный • *святковий, веселий, жвавий*

**vacation** — каникулы • *канікули, вакації*

**to have fun** — забавляться, развлекаться • *розважатися*

**Christianity** [ˌkrɪstɪˈæməti] — христианство • *християнство*

**major** [ˈmeɪdʒə] — больший, более важный • *більший, важливіший*

**faith** [feɪθ] — вера • *віра*

**Christ** [kraɪst] — Христос • *Христос*

**spirit** [ˈspɪrɪt] — дух • *дух*

**store windows** — витрины магазинов • *вітрини крамниць*

**shepherd** [ˈʃɛpəd] — пастух • *пастух, чередник*

**angel** [ˈeɪndʒəl] — ангел • *янгол*

**to appear** [əˈpɪə] — появляться • *з'являтися*

**snow man** — снеговик, снежная баба • *снігова баба*

**to earn** [ɜ:n] **extra money** — заработать дополнительные деньги • *заробити додаткові гроші*

**gift** (Am.) / **present** (Br.) — подарок • *подарунок*

**part-time job** — работа по совместительству, дополнительная работа • *праця за сумісництвом*

**delivering mail** — доставка почты • *доставка пошти*

**selling gifts** — продажа сувениров • *продаж сувенірів*

**cranberry sauce** [ˈkrænbɛrɪˈsɔ:s] — клюквенный соус • *журавлиновий соус*

**dessert** [dɪˈzɜ:t] — десерт • *десерт*

**jolly** [dʒɔ:lɪ] — радостный, праздничный, веселый • *радісний, святковий, веселий*

**beard** [bɪəd] — борода • *борода*

**chimney** [ˈtʃɪmni] — дымоход, камин • *димар, комин, камін*

**evergreens** — вечнозеленое растение, дерево • *вічнозелена рослина, дерево*

- ancient** ['emʃnt] — древний, старинный • *стародавній*
- fir** [fə:] — ель, еловое дерево • *ялина*
- spruce** [spru:s] — канадская ель • *канадська ялина*
- to bring good luck** — приносить удачу • *приносити удачу*
- to guarantee** [ˌgærən'ti:] — гарантировать, обеспечивать • *гарантувати, забезпечувати*
- to represent** [ˌreprɪ'zent] — представлять, изображать, символизировать • *представляти, зображати, символізувати*
- branch of mistletoe** ['mɪsltəʊ] — ветка омелы • *гілка омели*
- doorway** — место у двери • *місце біля дверей*
- eggnog** ['egnɒɡ] — вино с желтком, взбитым с молоком и сахаром • *вино з жовтком, збитим з молоком (вершками) та цукром*
- nutmeg** ['nʌtmeg] — мускатный орех • *мускатний горіх*
- champagne** [ʃæm'reɪn] — шампанское (вино) • *шампанське (вино)*
- to symbolize** ['sɪmbəlaɪz] — символизировать • *символізувати*
- occasion** [ə'keɪzən] — случай, обстоятельство, оказия • *випадок, обставина, оказія*
- to make a resolution** [ˌrezə'lʊ:ʃn] — принимать решение • *приймати рішення*
- to promise to improve one's behaviour** — обещать исправить ч.-л. поведение • *обіцяти виправити чийсь поведінку*
- to spend less money** — тратить меньше денег • *витрачати менше грошей*
- to give up smoking** — бросить курить • *кинути палити*
- to begin a diet** ['daɪət] — «садиться» на диету • *дієтувати*
- to control one's temper** ['tempə] — не выходить из себя, контролировать свое поведение • *контролювати свою поведінку*
- to be connected with** — быть связанным с • *бути пов'язаним з*

## Text 4-4

### On Holidays

Many people think about holidays in January. They begin to make plans. They talk about places and ideas... January is a cold month in many countries, and February is even worse! Christmas is over. The New Year has begun. So people begin to dream.

Some people like winter holidays. If they live near mountains they probably go skiing. Some people can ski every weekend, but others go for a week and have a real holiday.



Not everybody likes winter holidays, though. Many people **dream** of the sun and warm beaches. And other people like to do things when they are on holiday. They want to learn a foreign language or visit famous places, or go **climbing**. Some people like to spend their holidays with a lot of other people; others prefer to go on their own.

Even if we all have different ideas about an ideal holiday, we all have to **face two problems**: time and money. In some countries, people have a three weeks, holiday each year, in other countries, it is four weeks and teachers often have twelve weeks! Some people like to have one long holiday each year; others prefer to have two short ones.

(from "Modern English")

- to **dream of smth.** — мечтать о ч.-л. • *мріяти про щось*  
to **go climbing** — заниматься альпинизмом • *займатися альпінізмом*  
to **face the problem** — столкнуться с проблемой • *зіткнутися з проблемою*

## Text 4-5

### Holidays and How to Spend them

The whole point of a holiday is that it should be a change. Most people like a change of scene; if they live up-country, they like to go to a big town and spend their time looking at shops and visiting cinemas and museums and art galleries, and having gay evenings at hotels and dances; if they are city-dwellers, they like a quiet holiday in the hills or by the sea, with nothing to do but walk and bathe and lie in the sun.

But such changes of scenes are usually expensive, and many people, from lack of money, are obliged to spend their holidays in the same **surroundings** as their working days. What can these do to make their period of rest a real holiday?

The best thing is to choose some form of occupation **entirely** different from their daily **avocation**.

The whole virtue of holiday which brings a change of scene or occupation is that it is only **temporary**. Sooner or later it comes to the end, and the holiday-maker goes back to his normal life. If he has used his holiday well, he ought not to feel a very deep regret that it is over, however much he has enjoyed it, for it ought to have refreshed him and filled him with vigour for the true work of his life to which he is now returning.

(from "First Certificate in English Course for Foreign Students")

**surroundings** — окружение • *оточення*

**entirely** — совершенно • *цілком*

**avocation** — основное занятие, призвание • *основне заняття, покликання*

**temporary** — временно • *тимчасово*

## *Text 4-6*

### **Summer Holidays in England**

Vine Cottage,  
Oxford Road,  
Abingdon-on-Thames, Nr Oxford.  
13 May 20\_\_

Dear Mario,

I was very glad to have a letter from you, and to know that you and your wife are keeping well and busy. I'm glad, too, that you are both coming to England again this summer. My wife and I **look forward to seeing you and Rosa.**

You say you want a **different kind of holiday** this year. Perhaps, when you were here last year, I took you to see too many historic buildings and places. You saw most of the places that tourists usually see. So this year you want a rest from sightseeing. You don't want to come as tourists. You want the kind of holiday that middle-class English people usually have, not too expensive, of course. You want to meet English people who are on holiday and to have plenty of chances to **make friends with them.**

I don't like crowds when I'm on holiday. I remember that when I was a small boy we — my brothers and sisters and I — always tried to get away from other people. We always had our holidays on the coast. Sea and sunshine, that's what we looked forward to every summer. We always went at a small fishing village on the Devon coast. And if, when we got to the place where we usually bathed, there were other people there, we stopped and said, "Oh, we can't bathe here today! Somebody's got here before us!" Today people seem to like crowds. You say you wish to meet and make friends with as many people as possible, so I won't suggest a quiet fishing village.

Hotels at the large seaside towns on the south coast, such as Folkestone, Hastings, Brighton and Bournemouth, are expensive. It would cost you, probably, for the two of you, at least £35 a week. I don't know whether that's more than you want to pay; you gave

no figures in your letter. You say you want to come here in July or August. Those are the two months when hotel rates are the highest.

You'd soon make friends at a hotel, but if you want to meet lots of English people, you might like to go to a holiday camp. That doesn't mean sleeping and eating in tents. The kind of holiday camp I mean is nothing like an army camp, or the kind of camp that Everest climbers live in. Holiday camps in England are permanent buildings with every modern convenience and comfort. There are wooden cabins with good beds, electric light, running hot and cold water. You and Rosa would have a cabin for two. There are large buildings — a dining-hall, a large hall for dancing (and good dance bands), a cinema, a theatre, a bar, a cafe, rooms for games such as billiards. In fact there is, in the camp, everything you want. The camp usually has its own swimming-pool and tennis courts. Some camps are large enough for a thousand people; others take a much smaller number. A camp of medium size takes about five hundred guests.

I myself dislike the idea of spending a holiday with hundreds of other people. I told you we always wanted to get away from crowds when we were children. But you might find it interesting and amusing to meet the kind of people who go to holiday camps. There are lots of children. There are nurses to look after small children, so that the parents can be free to amuse themselves. That's one reason why holiday camps are popular with married couples who have very young children. They not only get a holiday from work, but also a holiday from the children. There's a lot to be said for that! So if you decided to stay at a holiday camp here, you could bring your two children with you instead of leaving them in Italy with their grandmother.

I'm not quite sure what the rates will be for holiday camps this summer. About two-thirds of the cost of a good hotel, perhaps less. I'll write to some of the camps and get their advertisements. I'll send these to you in case you're interested.

Here's another suggestion — a caravan holiday. If you brought your car to England, you could hire quite a comfortable caravan for a few pounds a week. There's a caravan association that would give you information about places where you could stay. There are caravan camps all round the coast, and at these you can get water and other things you need. A caravan holiday wouldn't be lonely, as you might think at first. Every evening you'd be in a camp with lots of other people. They're all very friendly, I believe. Of course you'd have to cook. Perhaps Rosa wouldn't like that on a holiday! You could see a lot of places in a month, or, if you wished, stay in one place for several days and then move on to another place.

If I were as young as you are, I'd have a walking holiday. Walking holidays are much cheaper than the kind of holidays I've been telling you about. You know something about the Youth Hostels Association, I'm sure. It's international. There are hostels all over England now and thousands of young people use them. Members of the Association get beds for £6 a night and meals are very cheap indeed. Members can even take their own food to the hostels and cook it in the kitchen. They have to help by sweeping and cleaning the rooms, or washing up after meals. But that's not a hardship, is it? You'd meet young people of all classes — factory workers, office workers, shop girls, college students, and many young people from European countries. A walking holiday depends for enjoyment upon the weather, of course. I can't promise you good weather!

You needn't walk. Cyclists are allowed to stay at our youth hostels. But you're not allowed to stay in them if you arrive in a motor-car, or on a motor-cycle or moto-scooter (Vespas, I think you call the kind most often seen in Italy), or even on a bicycle with people with not much money to spend. Perhaps you want more comfort than you would have in youth hostels. You wouldn't have to worry about clothes if you decided to use youth hostels. Any old clothes would do. At a hotel you'd need to be well dressed.

Thank you for your very kind invitation to visit you and stay with you. I'm sorry I can't accept it this year; we've already made our plans. But next year, perhaps, if it's convenient to you then.

Please write and let me know if there's anything else you'd like to know. I'm always glad to help you.

My wife joins me in best wishes to you both. Yours sincerely, John Grant.

(from A.S. Hornby)

**to look forward to seeing smb.** — с нетерпением ожидать встречи с к.-л. • *нетерпляче очікувати на зустріч із кимось*

**to make friends with smb.** — подружиться с к.-л. • *затоваришувати з кимось*

**to be popular with** — быть популярным среди • *бути популярним між*

**to worry about smth.** — беспокоиться о ч.-л. • *турбуватися про щось*

**to accept an invitation** — принять приглашение • *прийняти запрошення*

## **EXERCISES**

### **Exercise 4-1**

**Answer the following questions:**

1. In what way do you prefer to spend your holidays?
2. When do you have your days off?
3. When do you usually get up at weekends?
4. Where do you usually spend your weekends?
5. What kind of sports do you go in for?
6. What is the best way of spending holidays?
7. What kind of sport do you prefer to go in for in winter (summer)?
8. In what way did you spend your last holidays?
9. What holiday do you like best of all?
10. How many public holidays are there in Great Britain? Name them.
11. Is New Year widely observed in England?
12. In what way do English people celebrate Christmas Day?
13. What kind of holiday is St. Valentine's Day? Do you observe this holiday?
14. What kind of egg is an Easter egg?
15. Do you like to be laughed at on April Fool's Day?
16. When do the English and Americans celebrate Christmas Day? Is it the same date as in Ukraine (Russia)?
17. How do people decorate their homes for Christmas (in Ukraine, in Britain, in the USA)?

### **Exercise 4-2**

**(based on the topic "Leisure-Time Activities and Holidays").**

**Fill in the missing words:**

1. At our \_\_\_\_\_ we go in for sports, read books, go to the library, theatre, park, or museum.
2. As a rule, I try to spend most of the time \_\_\_\_\_.
3. Some people prefer to go to the country to visit their \_\_\_\_\_.
4. In summer and spring \_\_\_\_\_ are popular with school-children.
5. They are fond of picnics chiefly because they have an excellent \_\_\_\_\_ to admire the beauty of \_\_\_\_\_.
6. The children are fond of \_\_\_\_\_ wood in the forest and sitting round the \_\_\_\_\_.
7. I \_\_\_\_\_ getting up early and at weekends I can \_\_\_\_\_ to wake up later than usual.

8. As a rule, my activities at weekends \_\_\_\_\_ on my plans, but in any case I \_\_\_\_\_ to do a lot of things and to have a rest.
9. But \_\_\_\_\_ time flies very quickly at weekends, and the next Monday morning comes, and I \_\_\_\_\_ to my next days off.

### **Exercise 4-3**

**Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided.**

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Remembrance Day          | a) the holiday which is characterized by having a picnic-lunch in the open air.  |
| <input type="checkbox"/> 2. Late Summer Bank Holiday | b) the holiday of exchanging greetings of affections, undying love or satirical comment.   |
| <input type="checkbox"/> 3. Boxing Day               | c) the holiday which is observed throughout Britain in commemoration of the millions of people who lost their lives during the two World Wars. |
| <input type="checkbox"/> 4. Christmas                | d) the way of celebrating the New Year Eve, the time for merrymaking, giving presents and observing the old custom of First-Footing.           |
| <input type="checkbox"/> 5. Easter                   | e) the holiday named from the custom of playing jokes or sending friends on fools' errands.  |
| <input type="checkbox"/> 6. St. Valentine's          | f) the holiday which commemorates the discovery of the so-called Gunpowder Plot.   |
| <input type="checkbox"/> 7. Pancake Day              | g) the holiday when people celebrate Christ's rising from the dead.  |
| <input type="checkbox"/> 8. Bonfire Night            | h) the holiday which comes on the day preceding the first day of Lent.   |
| <input type="checkbox"/> 9. April Fool's Day         | i) the holiday which is traditionally observed on the fourth Sunday in Lent.   |
| <input type="checkbox"/> 10. Mothering Sunday        | j) the holiday when one visits friends.  |
| <input type="checkbox"/> 11. Hogmanay                | k) the holiday when people give presents (gifts) to each other and decorate fir trees.   |

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Use **Гржаа Г. Workbooks** which provide sufficient material for students' training on the topic «Leisure-Time Activities (My Days Off) And Holidays» consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humour.

## **SEASONS AND WEATHER, CLIMATE**

As we know the weather depends on the season and climate of the country, and the latter depends on the **geographical position** of the country.

Our country, Ukraine, has a **moderate-continental** climate.

England has a **rather damp** climate **due to the effect** of the warm **current** of the Gulf-Stream. The British Isles are **surrounded** by the ocean and have an **insular climate**.

The USA have an **equable** continental climate, except for Florida and the Mexican coast, where the climate is **tropical and subtropical**.

The weather changes with the change of the season. **Consider** autumn, for example. In autumn the sky is often **cloudy**, the sun **hides** behind the clouds and then appears again. Its rays have already lost their **strength** and the sun is not so bright now as it was in summer. The air is **moist**. Days get shorter and nights longer. As autumn is a rainy season, the weather is mostly **dull**. And, of course, it is not **attractive**. **As a matter of fact**, I don't like rain of any kind, even if it just **drizzles**. But there is a **spell** of sunny weather in late September, which we call **Indian summer**, when the sun shines brightly, the sky is rather **cloudless** and there is a carpet of **multicoloured** leaves on the ground. It is really golden autumn, as the poets have sung it. But in any case, nature begins to **fade away**. Later the **frost will cover the ground** at night and **remind** us about winter coming. As for me, I am not fond of autumn, but there are a lot of people trying to look at the reverse side of the medal. Strange as it may seem, they prefer autumn to any other season. As they say, it is the time of harvest, tasty fruit and vegetables, the time of beautiful golden leaves, the time when nature is very attractive. But many men — many minds.

Some people are fond of winter. They consider winter to be the healthiest season. In winter we can go in for winter kinds of sports: **skating, skiing, tobogganing**. In winter the sun seldom shines, its rays

are **pale**, it sets early and rises late. The air is frosty, **hard frost** sets in, large **snowflakes** slowly fall to the ground, the streets are **slippery** with ice. The rivers and lakes are covered with a thick sheet of ice, they are **frozen**. The **icicles** **glitter** in the sun, the temperature falls and the snow may fall thick. Going out in such weather is not pleasant and old people prefer to stay at home. But children enjoy being out-of-doors. They like to make a snow man and to throw snowballs. Their cheeks are **burning** with frost. How **bitterly cold** it is!

By the end of winter the temperature rises and the snow begins to **melt**. **Thaw** sets in. The sun grows warmer and soon there won't be any ice but plenty of water. The rivers are in **flood**.

Nature awakens from its long winter sleep. The birds come back from the warm lands, the trees begin to **bud** and soon tiny green leaves will appear. Thin new **blades** of grass come up, the fruit trees begin to **blossom**. "April showers bring May flowers," as the proverb goes. Everything looks **magic** covered with a green carpet. The farmers **till** the **soil** and sow the seed. We all welcome the **advent** of spring. Nature looks full of promise. Spring is the season of hopes, it's the season of revival of nature and people's dreams. It's my favourite season, I must admit.

After spring the summer comes. As the great Russian poet Pushkin said, "Oh, summer fine! I'd love you, but for the **heat**, **mosquitoes** and **flies!**" In fact, sometimes the heat is **oppressive**. But people usually like summer, because they have their holidays. It's a good time for going to the seashore or a river beach, to bask in the sun, to become sunburnt, to swim, to pick berries and mushrooms, to **gather** flowers. We try to spend much time outdoors. But the weather is changeable in summer. It is the time of showers, rains and **thunderstorms**. Days become longer and nights shorter. We can enjoy resting after hard work during the whole year.

To cut the long story short, I must confess that every season is beautiful and attractive in its own way. And as one of the famous poets says, "I see no reason to speak in prize of any season".

## Word List on the Subject "Seasons and Weather, Climate"

**geographical position** [dʒiə'græfɪkəl ,pə'zɪʃn] — географическое положение • *географічне положення*

**moderate-continental** ['mɒdərɪt ,kəntɪ'nentl] — умеренно-континентальный • *помірно-континентальний*



**rather damp** [dæmp] — достаточно влажный • *достатньо вологий*  
**due to** — благодаря • *завдяки*  
**effect** — влияние • *вплив*  
**current** ['kʌrənt] — течение • *течія*  
**to be surrounded** [sə'gaʊndɪd] — быть окруженным • *бути оточеним*  
**insular** ['ɪnsjələ] **climate** — климат, свойственный острову; островной климат • *острівний клімат*  
**equable** ['ekwəbl] — однообразный, равномерный • *одноманітний, рівномірний*  
**tropical** ['trɒpɪkəl] — тропический • *тропічний*  
**subtropical** ['sʌb'trɒpɪkəl] — субтропический • *субтропічний*  
**to consider** [kən'sɪdə] — рассматривать, рассуждать, размышлять • *міркувати, розмірковувати*  
**cloudy** ['klaʊdɪ] — облачный • *хмарний*  
**to hide** [haɪd] — прятать(ся), скрывать(ся) • *ховати(ся)*  
**strength** — сила • *сила*  
**moist** [mɔɪst] — сырой, влажный • *вогий, вологий*  
**dull** [dʌl] — пасмурный, мрачный, скучный • *похмурий*  
**attractive** [ə'træktɪv] — привлекательный, притягательный • *привабливий, звабливий*  
**as a matter of fact** — дело в том, что; фактически • *справа у тому, що; фактично*  
**to drizzle** [dʒɪzl] — моросить (о дожде) • *мрячити, мжичити (про дощ)*  
**spell** [spel] — короткий промежуток времени • *короткий проміжок часу*  
**Indian summer** — бабье лето • *бабине літо*  
**cloudless** — безоблачный • *безхмарний*  
**multicoloured** ['mʌltɪkələd] — цветной, многокрасочный • *кольоровий, барвистий, різнобарвний*  
**in any case** — в любом случае • *в будь-якому випадку*  
**to fade away** — увядать • *в'янути*  
**frost** — мороз • *мороз*  
**to cover the ground** — покрывать землю • *вкривати землю*  
**to remind** [rɪ'maɪnd] — напоминать • *нагадувати*  
**reverse** [rɪ'veəs] — обратный, повернутый • *зворотний*  
**harvest** ['hɑ:vɪst] — жатва, урожай • *жнивня, врожай*  
**skating** — катание на коньках • *катання на ковзанах*  
**skiing** ['ski:ɪŋ] — катание на лыжах • *катання на лижах*  
**tobogganing** [tə'boʊgənɪŋ] — катание с горы (на салазках), санный спорт • *катання на санчатах, санний спорт*

**seldom** — редко • *рідко*

**pale** [peɪl] — бледный • *блідий*

**hard frost** — сильный мороз • *сильний мороз*

**snowflake** ['snəʊfleɪk] — снежинка • *сніжинка*

**slippery** ['slɪpəri] — скользкий, ненадежный • *ковзкий, ненадійний*

**to freeze** [fri:z] (**froze**; **frozen**) — замерзать, мерзнуть • *замерзати*

**icicle** ['aɪsɪkl] — ледяная сосулька • *крижана бурулька*

**to glitter** ['glɪtə] — блестеть, мерцать, мигать • *блищати, блимати, мерехтати*

**to burn** [bɜ:n] — гореть • *горіти*

**bitterly** ['bɪtəli] **cold** — очень холодно • *дуже холодно*

**to melt** [melt] — таять • *танути*

**thaw** [θɔ:] — оттепель • *відлига*

**flood** [flʌd] — прилив, наводнение • *прилив, повінь*

**to bud** [bʌd] — пускать ростки, почки • *пускати бруньки*

**blade** [bleɪd] — лист, побег • *лист, пагін*

**to blossom** ['blɒsəm] — цвести, распускаться • *квітнути, розквітати*

**shower** ['ʃaʊə] — ливень • *злива*

**magic** ['mædʒɪk] — волшебный • *чарівний*

**to till** — возделывать (землю) • *обробляти (землю)*

**soil** [sɔɪl] — почва • *грунт*

**to sow** [səʊ] — сеять, засеивать • *сіяти, засівати*

**advent** ['ædvənt] — пришествие, приход • *пришестя, прихід*

**heat** [hi:t] — жара • *спека*

**mosquito** [mə'ski:təʊ] — москит, комар • *комаха*

**fly** [flaɪ] — муха • *муха*

**oppressive** [ə'presɪv] — угнетающий, гнетущий • *обтяжливий*

**thunderstorm** ['θʌndəstɔ:m] — гроза • *гроза*

## Supplementary Word List and Word Combinations on the Subject "Seasons and Weather, Climate"

**It is cold** — холодно • *холодно*

**It is warm** — тепло • *тепло*

**It is hot** — жарко • *спекотно*

**It is cool** — прохладно • *прохолодно*

**It is chilly** — прохладно, свежо • *прохолодно*

**It is slippery** — скользко • *слизько*

**It is sloppy** — мокро, покрыто лужами • *мокро, вкрито калюжами*

**It is gloomy** — пасмурно • *хмарно*

**It is frosty** — морозно • *морозно*

**It is foggy** — туманно • *туманно*

**It is snowy** — снежно • *сніжно*

**It is windy** — ветрено • *вітряно*

**It is sunny** — солнечно • *сонячно*

**rainfall** — осадки в виде дождя • *опад* у вигляді дощу

**snowfall** — осадки в виде снега, снегопад • *опад* у вигляді снігу, *снігопад*

**hail** — град • *град*

**thunderstorm** — гроза • *гроза*

**lightning** — молния • *блискавка*

**rainbow** — радуга • *райдуга*

**hurricane** ['hʌrɪkən] — ураган • *ураган*

**icy sheet** — ледяной покров • *крижаний покрив*

**shower** ['ʃaʊə] — ливень • *злива*

**breeze, gentle wind** — легкий ветер, бриз • *легкий вітер, бриз*

**gale, strong wind** — сильный ветер • *сильний вітер*

**sunny, sunshine** — ясно, солнечно • *ясно, сонячно*

**sunny periods, bright intervals, bright periods** — временами прояснения • *часом прояснення*

**variable cloud** — переменная облачность • *мінлива хмарність*

**possible showers** — ожидаются (возможны) дожди • *очікуються (можливі) дощі*

**showers heavy at times** — временами сильные дожди • *часом сильні дощі*

**snow showers** — сильные снегопады • *сильні снігопади*

**scattered showers, of sleet or snow perhaps** — проходящие обильные осадки в виде дождя со снегом, или возможен снегопад • *скороминущі рясні опад* у вигляді дощу зі снігом, або *можливий снігопад*

**mainly dry, but with rain or drizzling at times** — преимущественно без осадков, временами дожди или изморось • *переважно без опадів, часом дощі або поморозь (мжичка)*

**ground frost early at night** — ночью на почве заморозки • *вночі на ґрунті заморозки*

**mist and fog** — дымка (слабый туман) • *димка, серпанок*

**fog patches** — местами туман • *місцями імла*

**dense (thick) fog** — густой туман • *густа імла, рясна імла*

**highest (lowest) day temperature** — самая высокая (низкая) дневная температура • *найвища (найнижча) температура вдень*

the sky is overcast [with clouds] — небо затянуто [тучами] • *небо затягнуте [хмарами]*

a nasty-looking cloud — страшная туча • *страшна хмара*

the clouds promise (omen) rain — тучи обещают, что будет дождь • *хмари обіцяють, що буде дощ*

the sun is trying — солнце пробивается • *сонце пробивається*

it is raining cats and dogs — льет, как из ведра; идет сильный дождь • *ле, як з відра; йде сильний дощ; періщить*

it is coming on to pour — сейчас польет [дождь] • *зараз полле [дощ]*

it is raining heavily (hard) — идет сильный дождь • *йде сильний дощ*

it is drizzling — моросит [дождь] • *мжичить [дощ]*

the sky veiled itself since the morning — небо затянуто с утра • *небо затягнуте з ранку*

it looks like rain — похоже, будет дождь • *схоже на те, що буде дощ*

it might (might) rain — возможно, будет дождь • *можливо, буде дощ*

I've got wet to the bone (I've got soaked to the skin) — я промок насквозь • *я вимок наскрізь*

I haven't got a dry stitch on — на мне нет сухого места • *на мені немає сухої нитки*

my clothes are dripping wet (soaking wet) — моя одежда промокла насквозь • *мій одяг вимок до нитки*

it lightens — сверкает молния • *б'ють блискавки*

flash of lightning — вспышка молнии • *сполох блискавки*

it sounds like thunder — гремит [гром] • *гримить [грім]*

what a lovely rainbow — какая чудесная радуга • *яка чудова веселка*

it is sleeting — идет снег с дождем • *йде сніг з дощем*

damp — влажный • *вологий*

moisture ['moɪstʃə] — влажность, сырость, влага • *вологість, вогкість*

humidity [hju:'mɪdɪtɪ] — влажность • *вологість, вогкість*

dry — сухой • *сухий*

drought [draʊt] — засуха • *посуха, засуха*

it is sultry ['sʌltrɪ]; it is suffocating ['sʌfəkeɪtɪŋ] — душно • *душно, парко*

the strong wind has lessened in force; the wind has abated — ветер уменьшился • *вітер зменшився*

- the cold sharp wind has almost swept me off my feet — сильный холодный ветер чуть не сбил меня с ног • *сильний холодний вітер мало не збив мене з ніг*
- the wind light, variable — ветер слабый, переменный • *вітер слабкий, мінливий*
- frost is expected at night — ночью ожидается мороз • *вночі очікується мороз*
- we are having a bitter frost — у нас сильный мороз • *у нас сильний мороз*
- What a severe (mild) winter we are having this year. — Какая суровая (мягкая) зима в этом году. • *Яка сувора (м'яка) зима в цьому році*
- the snow is falling thick — сильный снегопад • *сильний снігопад*
- large snowflakes are slowly falling to the ground — крупные снежинки медленно падают на землю • *великі сніжинки повільно падають на землю*
- How bitterly cold it is! — Как холодно! • *Як зимно!*
- it is freezing — подмерзает • *підморозує, приморожує*
- ivers and lakes are frozen — реки и озера замерзли • *ріки та озера замерзли*
- the icicles glitter in the sun — ледяные сосульки блестят на солнце • *крижані бурульки блищать на сонці*
- the snow is half a meter deep — снег в полметра глубиной • *сніг на півметра вглиб*
- Don't be frost-bitten. — Не обморозься. • *Не обморозься.*
- there's a nip in the air — мороз кусается • *мороз щипле*
- I am chilled to the marrow (bone) — я промерз до костей • *я змерз до кісток*
- I am numb — я ооченел • *я заляк*
- my teeth are chattering with cold — зубы стучат от холода • *зуби стукають від холоду*
- the temperature is 5 degrees below (above) zero — температура 5 градусов ниже (выше) нуля • *температура 5 градусів нижче (вище) нуля*
- the temperature rises (goes up) — температура повышается • *температура підвищується*
- the temperature falls (goes down) — температура понижается • *температура зменшується*
- nature awakens from its long winter sleep — природа пробуждается после долгого зимнего сна • *природа пробуджується після довгого зимового сну*

- the farmers till the soil and sow the seed** — фермеры возделывают землю и сеют зерно • *фермери обробляють землю і сіють зерно*
- As you sow, you shall mow.** — Что посеешь, то и пожнешь. • *Що посієш, те й збереш.*
- nature looks full of promise** — природа полна обещаний • *природа повна обіцянок*
- we are welcomed and advent of spring** — весна нас приветствует • *весна нас вітає*
- the meadows grow green again** — луга снова зеленые • *луки знову зелені*
- the snow is beginning to melt** — снег начинает таять • *сніг починає танути*
- thaw sets in** — начинается оттепель • *починається відлига*
- thin new blades of grass come up** — появляются новые росточки травы • *з'являються нові паростки трави*
- the weather is improving** — погода улучшается • *погода покращується*
- it's too good to last** — слишком хорошо, чтобы продолжаться • *занадто добре, щоб продовжуватися*
- it's going from bad to worse** — становится все хуже • *стає дедалі поганіше*
- we are in a spell of fine weather** — у нас период хорошей погоды • *у нас період гарної погоди*
- There is no bad weather, there are bad clothes (a proverb).** — Нет плохой погоды, есть плохая одежда (поговорка). • *Нема поганої погоди, є поганий одяг (прислів'я).*
- After rain or cloud comes fair weather (a proverb).** — После бури наступает тишина (поговорка). • *Після бурі приходить тиша (прислів'я).*
- When two Englishmen meet, their first talk is about weather (a proverb).** — Когда встречаются два англичанина, они сначала говорят о погоде (поговорка). • *Коли зустрічаються два англійці, вони спочатку розмовляють про погоду (прислів'я).*
- Everybody talks about weather, but nobody does anything about it (a proverb).** — Все говорят о погоде, но никто не может ничего сделать, чтобы ее изменить (поговорка). • *Всі розмовляють про погоду, але ніхто не може щось зробити, щоб її змінити (прислів'я).*
- Other countries have a climate; in England we have weather (a saying).** — В других странах есть климат; в Англии есть

только погода (поговорка). • В інших країнах є клімат; в Англії є тільки погода (приказка).

## **Additional Expressions on the Subject “Seasons and Weather, Climate”**

### ***Questions on the Weather***

1. What kind of day is it today? (It's ...)
2. What kind of day was it yesterday? (It was ...)
3. What kind of day do you think it'll be tomorrow? (I think it'll be ...)
4. What is the weather like?
5. What does the weather look like?
6. What do you think of the weather?
7. How do you like the (*or*: our) weather?
8. What kind (sort) of weather has it been since ...?
9. What has the weather been like lately?
10. What was the weather forecast for today?
11. How long will this terrible (wet, etc.) weather last?

*Note.* Avoid using the word “weather” in your replies, except in certain fixed phrases: “It’s wonderful weather we are having,” or “Terrible weather, isn’t it?” In conversation the English generally prefer to use the words “morning, day, evening or night”.

### ***Some Remarks about Weather***

It’s lovely morning, isn’t it? — Yes, [it’s] wonderful weather we are having.

We can smell the spring in the air!

A charming day! — Yes, it’s a nice day.

It’s a wonderful night. The moonlight’s simply marvellous.

It’s a lovely morning, isn’t it? — Yes, great.

Isn’t it hot today? — Yes, the heat’s terrible. There wasn’t a single drop of rain during last month.

What a flash of lightning! What a clap of thunder!

That was a terrible thunderstorm, wasn’t it? — Yes, many trees fell in the storm.

Isn’t it windy today? *or*: It’s a windy day today.

What dreadful weather we’re having.

What beastly weather! — Yes, it’s a beastly day indeed.

It’s pouring with rain. — Yes, such rainy weather (we’re having)!

It's raining steadily! — Yes, the rain is falling heavily; rain the whole time, not a blink of the sun!

The weather will break soon, I expect. — Well, it's rather changeable.

What a foggy day! — Yes, a thick fog is spreading over the town and you can hardly see a yard in front of you.

Quite chilly this morning, isn't it? — Yes, and it looks like rain!

I think we are going to have a heavy fall of snow! — Yes, and it's freezing hard.

What a nasty-looking cloud is appearing. — And it's coming on to pour. We'd better run for it.

## TEXTS

*Read, translate and render in brief.*

### Text 5-1

## Hard Frost in Kent

Kent has shivered with the rest of the country all this week, and in some places temperatures have been as low as those recorded in the unusually cold winter of 1947.

On Wednesday night the **thermometer** at East Mailing recorded 10° F (22 degrees of frost). Yesterday at 10 a.m. it had risen only 8 degrees to 18.

The River Medway at Maidstone was frozen in places and boys were out skating.

People in many places found pipes frozen when they got up yesterday morning. In many country districts **wells** could not be used. Thick ice had to be broken so that animals could get drinking water.

In Ashford, where there were fifteen degrees of frost on Wednesday night, butchers had to work hard to cut up frozen meat. They were watched by housewives, who wondered whether they would get meat for the week-end.

*(from C. E. Eckersley)*

to shiver [ʼʃɪvə] — дрожать, трястись • *тремити, труситися*  
thermometer [θə' mɒmɪtə] — термометр, градусник • *термометр*  
well — колодец, родник • *криниця, джерело.*



## Text 5-2

### Fog and Floods in Many Parts of the Country

Further flooding **occurred** yesterday in many parts of the country. Forty roads in seventeen counties south of a line from Liverpool to the Humber were said to be under water.

An Automobile Association report last night said that in parts of Derbyshire fog was reducing **visibility** to between ten and fifty yards in some places. Between Manchester and Sheffield visibility was down to ten yards. In Scotland fog was thick and there was ice on the roads in parts of Lanarkshire and Dumfriesshire.

In the Stour **valley**, in Suffolk and Essex, the river overflowed along a twenty-mile length, and the floods were described as the worst in the district since 1947.

The Severn, at Worcester, had risen two feet during the night to a level ten feet above normal. It was overflowing again at several points in the city for the fifth time in two months.

More than £500,000 of **damage** is said to have been caused to many small farms and other properties in Pembroke during the night of November 29, when a wind of 130 m.p.h. was recorded in the county.

(from A.S. Hornby)

**to occur** [ə'kɔ:] — случаться, иметь место • *траплятися*

**visibility** — видимость • *видимість*

**valley** ['væli] — долина • *долина*

**damage** ['dæmɪdʒ] — ущерб, вред • *школа, втрата*

## Text 5-3

### Talking about the Weather

When two Englishmen meet, their first words will be "How do you do?" or "How are you?". And after the **reply** "Very well, thank you; how are you?" the next **remark** is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having. I hope it will keep fine, it seems almost too good to last".

Or perhaps the day is dull, it is raining a little, the sky is grey, and everyone is wearing a **mackintosh** or carrying an umbrella. As the cars and buses go along the street, they **splash** the water and **mud** on the **passers-by**.

Gradually it gets darker: a thick fog is **spreading** over London. The lamps are lit in the streets and in the shops and offices; cars and buses put on their lights and can only **crawl** along. As one friend **bumps** into another, he says, "Isn't it a **beastly** day?" — "Yes," replies the other, "You can **hardly** see a yard in front of you".

Then comes winter. There has been a good fall of snow and a hard frost. It is just the day for a good country walk; let us **have a tramp** down the country **lanes**. The ground is like iron and rings under our feet, the frost **sparkles** on the **branches**, and the icicles hang from the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them **sliding** and skating, and here is a **merry** group of schoolboys having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the thaw begins.

A few months have passed and it is a beautiful spring day. The rain fell heavily last night, but now the **soft white clouds are floating** across the blue sky, and the sun is shining brightly. **Raindrops** and dewdrops shine on every small green leaf and every blade of young grass.

The farmer **has ploughed** his fields and the new corn is just beginning to appear above the ground. In a few months autumn and harvest time will come. When the corn has turned **ripe** and golden the farmer will reap it and put it in his barn.

(from C. E. Eckersley)

to reply [rɪˈplaɪ] — отвечать • *відповідати*

remark [rɪˈmɑ:k] — замечание, заметка • *зауваження*

mackintosh [ˈmæktɪntəʃ] — макинтош, прорезиненная материя • *макінтош, прогумована матерія*

to splash [splæʃ] — брызгать(ся), плескать(ся) • *бризкати(ся), плескати(ся)*

mud [mʌd] — грязь • *грязь*

passer-by — прохожий • *перехожий*

to spread [sprɛd] — простирать(ся), распространять(ся) • *протягати(ся), розповсюджувати(ся)*

to crawl [krɔ:l] — ползать, тащиться • *повзати, волоктися*

to bump [bʌmp] — ударить(ся), столкнуться • *вдарити(ся), зіткнутися*

beastly [ˈbi:stli] — отвратительный, грубый • *гидкий, брідкий, брутальний*

hardly [ˈhɑ:dlɪ] — едва, с трудом • *ледве*

**to tramp** [træmp] — идти пешком, бродить • *йти пішки, вештатися*

**lane** [leɪn] — переулок, проход между рядами • *провулок, прохід між рядів*

**to sparkle** [spa:kl] — сверкать, искриться • *блискати, іскритися*

**branch** [brɑ:nʃ] — ветвь, отрасль • *гілка, галузь*

**to slide** [slaid] — скользнуть, катиться с горы • *ковзати, котитися з гори*

**merry** [ˈmeri] — веселый • *веселий*

**soft** — мягкий • *м'який*

**to float** [flaʊt] — плавать, свободно носиться • *плавати, вільно ширяти*

**raindrop** — капля росы • *крапля роси*

**to plough** [plau] — пахать, бороздить • *орати, борознити*

**ripe** [raɪp] — спелый • *спілий*

**barn** [bɑ:n] — амбар • *амбар, комора*

## Text 5-4

### Seasons

The year is divided into four seasons: spring, summer, autumn and winter. In spring nature awakens from her long winter sleep. The trees are filled with new life, the earth is warmed by the rays of the sun, and the weather gets gradually milder. The fields and meadows are covered with fresh green grass. The sky is blue and cloudless. At night, millions of stars shine in the darkness.

When summer comes the weather gets warmer still and sometimes it's very hot. It's the farmer's busy season — he works in his field from morning till night. The grass must be cut and the hay must be made, while the dry weather lasts. Sometimes the skies are overcast with heavy clouds. There are storms with thunder, lightning and hail.

Autumn brings with it the harvest-time when the crops are gathered in and the fruit is picked in the orchards. The days get shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall from the trees, and the ground is covered with them. The skies are grey, and very often it rains.

When winter comes, we're obliged to spend more time indoors because out-of-doors it's cold. We may get fog, sleet and frost. Ponds, lakes, rivers and streams are frozen, and the roads are sometimes covered with slippery ice or deep snow. The trees are bare. Bitter north winds have stripped them of all their leaves.

(from "The London Linguaphone Course")

**earth** [ə:θ] — земля • *земля*  
**gradually** [ˈgrædʒuəli] — постепенно • *поступово*  
**darkness** — темнота, потемки • *темрява, сутінки*  
**hay** [heɪ] — сено • *сіно*  
**dry** [draɪ] — сухой • *сухий*  
**crop** [krɒp] — урожай, жатва • *урожай, жнива*  
**orchard** [ˈɔ:tʃəd] — фруктовый сад • *фруктовий сад*  
**to turn yellow** — становится желтым, желтеть • *жовтіти*  
**to oblige** [əˈblaɪdʒ] — обязывать, принуждать, вынуждать •  
*зобов'язувати, примушувати*  
**pond** [pɒnd] — пруд • *ставок*  
**stream** [ˈstri:m] — ручей • *струмок*  
**bare** [beə] — голый, обнаженный • *голий, оголений*  
**to strip** [stri:p] — сдирать, снимать, лишать • *здирати, знімати, позбавляти*

## DIALOGUES

*a) Read and act the dialogues.*

*b) Make up the dialogues based on the models using as many words as possible dealing with topic "Season and Weather, Climate".*

### Dialogue 5-1

#### The Weather Forecast

Carol and Nathan Ackerman live in Washington, D.C. They're planning a weekend trip.

*Nate:* I know, Carol! Why don't we go to the Pennsylvania Dutch country?

*Carol:* It's a long way, Nate.

*Nate:* Oh, it isn't too far. Anyway, the highway's an Interstate, so we can get there quickly.

*Carol:* But Pennsylvania's often cold at this time of the year. It might snow.

*Nate:* Well, yes. It might, but I don't think it will.

*Carol:* I'm not sure. It is December, and I'm afraid of driving in the snow. And we might not be able to find a hotel. They might be closed.

*Nate:* Oh, that's no problem. I can **make a reservation by phone** tonight.

*Carol:* Well, maybe it's not a bad idea. We might have beautiful weather.

*Note:* Oh, we'll enjoy ourselves anyway. Let's watch the weather forecast on TV. We might not go to Pennsylvania. We might go to Virginia or North Carolina. We can decide after the forecast.

"Let's look now at the weather map. It's generally clear in the Washington area with some rain over here in the mountains of Virginia. It's 43° now outside our studio. That's 6° Celsius. Our low tonight will be 34°. The humidity is a damp 75 per cent, with winds from the north-west. Now let's look at the forecast for tomorrow. It'll be colder, with a high of 36°. They'll be getting snow in northern Pennsylvania and in **upstate New York**. We might get some of the snow, but probably we'll have a little rain instead. The rest of the Northeast and Middle Atlantic states will be grey and overcast, except it'll be partly cloudy with occasional sunshine south of us in Virginia and North Carolina. We might get some cold winds tomorrow from the north-west, and they might bring us some of that snow. So **keep that in mind** if you're driving this weekend, because Sunday looks like more of the same."

*(from "American Streamline")*

- to make a reservation by phone — забронировать по телефону •  
забронювати по телефону  
upstate New York — северная часть Нью-Йорка • північна частина Нью-Йорку  
to keep smth. in mind — помнить ч.-л. • пам'ятати щось

## Dialogue 5-2

### Remarks About the Weather

*Olaf:* Why do English people so often say something about the weather when they begin a conversation with **strangers**?

*Mr. Green:* Well, of course, in England the weather's always changing. We never know what to expect. If you were in a country where the weather doesn't change much, it would be difficult to say much about it. But you asked why we talk about the weather to strangers. That's an interesting question. It's probably because the weather's a subject it's quite safe to talk about. It's a way of **reaching agreement**. I begin by saying, "A cold morning, isn't it?" The other man says, "It certainly is". I say, "It's been cold all week," and the other man says, "Yes, we're having a very cold spring". So far we've agreed about everything. Perhaps I make a remark about something I've seen in the newspaper. I say, perhaps, "I see the Italians have beaten us

at football again". The other man says, on subjects of this kind, on which there can be no disagreement, we're beginning to feel friendly. If we'd started with subjects on which disagreement was possible, politics, for example, we might not have become friendly. Language isn't used only for giving or asking for facts.

*Mrs. Green:* Remarks about the weather are a safe way of opening communication with a stranger. When I go abroad, to a country where I can't speak the language, I always try to learn a few phrases, like "Good morning," "Good afternoon," "Isn't it a nice day," "Please" and "Thank you". People are suspicious of strangers who are completely silent.

*Gilda:* Then our English textbooks ought to give us lots of remarks about the weather!

*Mr. Green:* They're certainly useful when you come to this country.

(from A. S. Hornby)

**stranger** ['streɪndʒə] — незнакомец, чужеземец • *незнайомий, чужинець*  
**to reach agreement** — достигь соглашения • *досягти згоди*  
**to be suspicious of** — подозревать, относиться с недоверием • *підозрювати, ставитися з недовірою*

## Additional Topic №1

### The Climate of Great Britain

As we know from our lessons on geography, climate is the **average** weather conditions of a certain place. It is made up of the average summer and winter temperature, the **amount** of sunshine, the **direction** of the winds, the average rainfall, etc.

The British Isles are surrounded by the ocean and have an insular climate. The climate is moister and more equable than that of Central Europe.

Western winds that flow from the Atlantic Ocean **influence** the climate of Great Britain. The climate is mild and strong frosts are **rare**. The January average temperature is higher and the July temperature is lower than in most European countries.

The coldest part of the country is the Highlands of Scotland. It is as frosty in Scotland as in Sankt-Peterburg. In January south-western England (Devon and Cornwall) is the warmest part in Great Britain. The snow is rare and it never lies for long. In summer the south-eastern part of England is the warmest.

There is an **abundance** of rainfall in the west, which is the reason for thick fogs.

**average** [ˈævɹɪdʒ] — среднее число, средний • *середнє, середній*

**amount** [əˈmaʊnt] — сумма, итог, количество • *сума, підсумок, кількість*

**direction** [dɪˈrɛkʃn] — направление • *напрямок*

**to influence** [ˈɪnfluəns] — влиять • *впливати*

**rare** [rɛə] — редкий • *рідкий*

**abundance** [əˈbʌndəns] — изобилие, достаточность • *достаток*

## ***Additional Topic №2***

### **The Climate of the United States of America**

Along the western coast of the USA the climate is generally warm. The reason for that is that this place is **protected** from the cold winds of the north by the Rocky Mountains and is open to the influence of the warm winds of the Pacific Ocean. In the southern part of this coast line the climate is hot and dry, the rainfall is very low. Along the coast of the Atlantic Ocean, in the northern part of the Pacific Ocean coast line, there is much rainfall. As for the climate of the eastern coast line of the USA, we can find some **fluctuations**.

Due to the influence of the Labrador Sea current, **vast masses** of cold air flow over that place and lower the temperature. The Gulf Stream (the warm sea current of the Atlantic Ocean) has less influence upon the climate of the USA than upon that of West Europe.

**to protect** [prəˈtɛkt] — защищать • *захищати*

**fluctuation** [ˌflʌktjuˈeɪʃn] — колебание • *коливання*

**vast masses** — огромные массы • *величезні маси*

## ***EXERCISES***

### ***Exercise 5-1***

***Answer the following questions:***

1. What is your favourite season?
2. What climate has Ukraine (Russia, Great Britain, USA)?
3. Do you like autumn? Why?
4. Is autumn a rainy season?
5. What is the weather like in late September?

6. What did the poets say about autumn?
7. Do you like winter? Why?
8. What winter kinds of sports do you prefer?
9. Which is the coldest month of the year?
10. When does nature awaken from its long winter sleep?
11. Do you like spring? Why?
12. When does nature look full of promise?
13. What did the great Russian poet say about summer? Do you agree with him?
14. Do you like summer? Why?
15. What is the weather like today?
16. What is the weather forecast for tomorrow?

### ***Exercise 5-2***

***(based on the topic "Seasons and Weather, Climate").***

***Fill in the missing words:***

1. In autumn the sky is often \_\_\_\_\_, the sun \_\_\_\_\_ behind the clouds and then \_\_\_\_\_ again.
2. As autumn is a rainy season, the weather is mostly \_\_\_\_\_, and, of course, it is not \_\_\_\_\_.
3. I don't like rain of any kind, even if it just \_\_\_\_\_.
4. But in any case, nature begins to \_\_\_\_\_.
5. Strange as it may seem, they \_\_\_\_\_ autumn to any other season.
6. It is the time of \_\_\_\_\_, tasty \_\_\_\_\_ and vegetables, time of beautiful \_\_\_\_\_ leaves, the time when nature is very \_\_\_\_\_.
7. They consider winter to be the \_\_\_\_\_ season.
8. In winter the sun shines \_\_\_\_\_, its rays are \_\_\_\_\_, it sets early and \_\_\_\_\_ late.
9. Large \_\_\_\_\_ slowly fall to the ground, the streets are \_\_\_\_\_ with ice.
10. The \_\_\_\_\_ glitter in the sun.
11. But children enjoy being \_\_\_\_\_.
12. By the end of winter the temperature \_\_\_\_\_ and the snow begins to \_\_\_\_\_.
13. The rivers are in \_\_\_\_\_.
14. The trees begin to \_\_\_\_\_ and soon \_\_\_\_\_ green leaves will appear.



15. Thin new \_\_\_\_\_ of grass come up, the fruit trees begin to \_\_\_\_\_.
16. The farmers till the \_\_\_\_\_ and \_\_\_\_\_ the seed.
17. We all welcomed and \_\_\_\_\_ of spring.
18. In fact, sometimes the heat is \_\_\_\_\_.
19. But the weather is \_\_\_\_\_ in summer.
20. I see no reason to speak in \_\_\_\_\_ of any season.

### ***Exercise 5-3***

***For each rhyme place the letter of the best meaning in the space provided:***

- a) summer
- b) spring
- c) winter
- d) autumn

1. The trees are green,  
Blue skies are seen,  
White winter's gone away,  
The world looks new and gay. \_\_\_\_\_
2. The snow is falling,  
The wind is blowing,  
The ground is white  
All day and all night. \_\_\_\_\_
3. Yellow, red and green and brown  
See the little leaves come down,  
Dancing, dancing in the breeze,  
Falling, falling from the trees. \_\_\_\_\_
4. The sun is shining,  
The flowers are blooming,  
The sky is blue,  
The rains are few. \_\_\_\_\_
5. See the pretty snowflakes  
Falling from the sky,  
On the walls and housetops  
Soft and thick they lie. \_\_\_\_\_
6. The summer is over,  
The trees are bare,  
There's mist in the garden  
And frost in the air. \_\_\_\_\_

7. This is the season  
When children ski,  
And Father Frost  
Brings the New Year tree.
8. This is the season  
When fruit is sweet,  
This is the season,  
When schoolfriends meet.  
This is the season  
When mornings are dark  
And birds do not sing  
In the wood and the park.
9. I see the summer birds fly south,  
Now the days are cool.  
Do they look down and see  
That I am on my way to school?
10. But now is \_\_\_\_\_,  
The branches are-bare,  
There's ice on the puddles  
And frost in the air.

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Use **Гуржа Т. Workbooks** which provide sufficient material for students' training on the topic "Seasons And Weather, Climate" consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humor.

## MEALS

The **hospitality** of Ukrainian people is well-known throughout the world.

When a foreigner sets foot in Ukraine first he gets acquainted with our cookery — national dishes and meal-times. Frequently he gets to know that in this country they are not the same as in his. But he has to do in Ukraine as the Ukrainians do.

The usual meals in Ukraine are breakfast, lunch, dinner and supper. Sanatoriums, rest-homes, hospitals and other public establishments follow the generally accepted order of meals.

Breakfast is the first meal of the day. Lunch or luncheon is a light meal usually in the middle of the day.

Dinner is the chief and the most substantial meal. It isn't served at a definite hour in our country. When it is in the middle of the day, the lighter evening meal is called supper.

Working people usually have a break for dinner at their place of employment. During the break they have either dinner or lunch.

In a great many Ukrainian homes dinner is followed by a cup of tea with a slice of lemon, jam or home-made pastry.

If you have a special dinner, a housewarming party, for example, you should know how to lay the table on such an occasion.

First you spread the table-cloth and put out table-mats to protect the table from the hot dishes: a tureen of soup, a bowl of hot vegetables, a platter of meat, a boat of sauce, etc. Then you take out of the drawer in the sideboard soup spoons for the soup, spoons for the sweet and all the cutlery — knives and forks, including a small knife for the butter, a small knife and fork for the hors d'oeuvres and a fruit knife for dessert.

You should put the knives and the soup spoon on the right-hand side and the fork on the left, except the spoon for the sweet which you should put across the top. Then you put out the bread-board and a knife to cut the bread.

On the left of each guest you put a small plate for bread and on the right a wine-glass. Don't forget to put out table **napkins** for each guest and place several **salt-cellars**.

Once again have a look at the table and see if it is laid for each person. Then you are ready for the friends to come and don't forget to put a bowl of beautiful flowers on the dinner table.

I remember my last **receiving the guests**. It was my birthday party. I had thought over the **menu** of that dinner-party before the guests came to my place. I began with **hors d'oeuvres** followed by **clear soup** with meat **pasties**, the **second course** included a chicken with rice and vegetables, salad and so on. Then ice-cream for the sweet and fruit for dessert. And, of course, there was a nice cake with the **candles** lighted. What a lovely birthday party I had!

### Word List on the Subject "Meals"

**hospitality** [ˌhɒspɪˈtæliɪtɪ] — гостеприимство, радушие • *гос-тинність, привітність*

**foreigner** [ˈfɔːrɪnə] — иностранец • *іноземець*

**to set foot in** — ступать на • *ступати*

**to get acquainted** [əˈkweɪntɪd] **with** — знакомиться с • *знайомитися з*

**cookery** [ˈkʊkəri] — кулинария, стряпня • *кулінарія*

**national dishes** — национальные блюда • *національні страви*

**establishment** [ɪsˈtæblɪʃmənt] — учреждение, заведение • *заклад*

**substantial** [səbˈstænsjəl] — существенный, важный, значительный • *істотний, важливий, значний*

**employment** [ɪmˈplɔɪmənt] — работа, служба, занятие • *робота, служба, заняття*

**home-made pastry** [ˈpeɪstrɪ] — домашняя выпечка, пирожные • *домашня випічка, тістечка*

**to lay the table** — накрывать на стол • *накривати на стіл*

**occasion** [əˈkeɪʒn] — случай, событие • *випадок, подія*

**to spread** [sprɛd] — расстилать • *розстилати*

**to protect** [prəˈtekt] — защищать, ограждать • *захищати*

**tureen** [təˈriːn] — супник, супница • *супник, супниця*

**platter** [ˈplætə] — деревянная тарелка • *дерев'яна тарілка*

**sauce** [sɔːs] — соус, приправа • *соус, приправа, присмака*

**cutlery** [ˈkʌtləri] — ножевые изделия • *ножові вироби*

**hors d'oeuvre** [ɔːˈdɔːvɜː] — закуска • *закуска*

**for dessert** [dɪˈzɜːt] — десерт, сладкое блюдо • *десерт, солодка*  
*страва*

**napkin** ['næpkɪn] — салфетка • *серветка*  
**salt-cellar** — солонка • *сільниця*  
**receiving the guests** — прием гостей • *прийом гостей*  
**menu** ['mænjʊ:] — меню • *меню*  
**clear soup** — бульон • *бульйон*  
**pasty, pie** — пирог • *пиріг*  
**the second course** [kɔ:s] — второе блюдо • *друга страва*  
**candle** ['kændl] — свеча • *свічка*

## Supplementary Word List and Word Combinations on the Subject “Meals”

**to buy meat at the butcher's** — покупать мясо в мясном магазине • *купувати м'ясо в м'ясному магазині*  
**to buy sugar at the grocer's** — покупать сахар в бакалейном магазине • *купувати цукор у бакалейному магазині*  
**to buy bread at the baker's** — покупать хлеб в булочной (хлебном магазине) • *купувати хліб у хлібному магазині*  
**to buy fish at the fishmonger's** — покупать рыбу в рыбном магазине • *купувати рибу в рибному магазині*  
**to buy sweets at the confectionery** [kən'fekʃnəri] — покупать конфеты (сладости) в кондитерском магазине • *купувати цукерки (солодоці) в кондитерському магазині*  
**to buy fruit and vegetables at the greengrocer's** — покупать фрукты и овощи в овощном магазине • *купувати фрукти й овочі в овочевому магазині*  
**to buy food in/at the market** ['mɑ:kɪt] — покупать продукты на рынке • *купувати продукти на ринку*  
**vegetable stall** [stɔ:l] — ларек с овощами • *ларьок з овочами*  
**to haggle** [hægl] **over the price of meat, fish, etc. (in/at market)** — торговаться на рынке • *торгуватися на ринку*  
**to do one's cooking** — готовить (пищу) • *готувати (їжу)*

### *At the Baker's*

**bread (white, brown, rye)** — хлеб (белый, черный, ржаной) • *хліб (білий, чорний, житній)*  
**loaf of bread** — буханка хлеба • *буханець хліба*  
**fresh bread** — свежий хлеб • *свіжий хліб*  
**stale bread** — черствый хлеб • *черствий хліб*  
**slice of bread** — кусок хлеба • *окраєць хліба*  
**roll** [rɔ:l] — круглая булочка, сайка • *булочка, паляничка, сайка*  
**scone** [skɔ:n] — булочка с изюмом • *булочка з родзинками*

**public, bread-ring** — бублик • бублик  
**rusk** — сухарь (сладкий) • сухар (солодкий)  
**pie** — пирог • *пиріг*  
**pudding** — пудинг • *пудінг*  
**baking** — выпечка, печенье • *випічка, печиво*  
**biscuits** ['biskɪts], **cookies** (Am.), **piecrust** — печенье • *печиво*  
**sponge cake** — бисквитный торт • *бісквітний торт*  
**cake** — торт, пирожное • *торт, містечко*  
**plumcake** — кекс • *кекс*  
**pastry** ['peɪstrɪ] — кондитерские изделия • *кондитерські вироби*  
**crust of bread** — корка хлеба • *шкоринка хліба*

### *At the Butcher's*

**meat** — мясо • *м'ясо*  
**rasher** — тонкий ломтик бекона или ветчины • *тонка скибка бекону або шинки*  
**ham** — ветчина • *шинка*  
**bacon** ['beɪkən] — бекон • *бекон*  
**pork** [pɔ:k] — свинина • *свинина*  
**beef** [bi:f] — говядина • *яловичина*  
**veal** [vi:l] — телятина • *телятина*  
**mutton** ['mʌtn] — баранина • *баранина*  
**gump-steak** — ромштекс, кусочек вырезки • *ромштекс, шматок вирізки*  
**beefsteak** — бифштекс • *біфштекс*  
**sirloin** ['sɜ:lɔɪn] — филе (мясо без костей) • *філе (м'ясо без кісток)*  
**minced meat, mince** — фарш (мясной) • *фарш (м'ясний)*  
**sausage** ['sɔ:sɪdʒ] — колбаса • *ковбаса*  
**sausage-meat** — колбасный фарш • *ковбасний фарш*  
**fat** — сало • *сало*  
**lard** [lɑ:d] — сало (топленое свиное) • *сало (топлене свиняче)*  
**suet** ['sjuɪt] — сало (натуральное говяжье или баранье) • *сало (натуральне яловиче або бараняче)*  
**frankfurter** — сосиска • *сосиска*  
**hot-dog** — горячая сосиска, хотдог • *гаряча сосиска, хотдог*  
**chop** (pork, mutton) — отбивная (свиная, баранья) • *відбивна (свиняча, бараняча)*  
**cutlet** — котлета • *котлета*  
**rissole** ['rɪsəʊl], **meat-ball** — котлета рубленая • *котлета рублена*  
**liver** ['lɪvə] — печень • *печінка*  
**heart** [hɑ:t] — сердце • *серце*

tongue [tʌŋ] — язык • *язик*

tender [ˈtendə] meat — мягкое (нежное) мясо • *м'яке (ніжне) м'ясо*

tough [tʌf] meat — жесткое мясо • *жорстке м'ясо*

fat meat — жирное мясо • *жирне м'ясо*

lean meat — постное мясо • *лісне м'ясо*

hamburger — гамбургер, булочка с котлетой • *гамбургер, булочка з котлетою*

stew [stju:] meat, braised meat — тушеное мясо • *тушковане м'ясо*

meat dish — мясное блюдо • *м'ясна страва*

## Poultry [ˈpɒltri]

turkey [ˈtɜ:kɪ] — индейка • *індикка*

broiler — бройлер • *бройлер*

chicken [ˈtʃɪkɪn] — цыпленок, курица • *курча, курка*

duck [dʌk] — утка • *качка*

goose [gu:s] — гусь • *гусак, гуска*

## Dairy [ˈdeəri] Products

milk — молоко • *молоко*

cream [kri:m] — сливки • *вершки*

whipped cream — взбитые сливки • *збиті вершки*

sour cream — сметана • *сметана*

curds [kɜ:dz], cottage cheese [ˈtʃi:z] — творог • *сир*

cheese — сыр (твердый) • *сир (твердий)*

fresh (new-laid) egg — свежее яйцо • *свіже яйце*

boiled egg — вареное яйцо • *варене яйце*

hard-boiled egg — яйцо, сваренное вкрутую • *яйце, зварене круто*

soft-boiled egg — яйцо, сваренное всмятку • *яйце, зварене рідко*

fried eggs — яичница-глазунья • *[оката] яєшня*

scrambled [ˈskræmbld] eggs — яичница-болтунья • *яєшня*

poached egg — яйцо пашот (сваренное без скорлупы в кипятке) • *яйце пашот (зварене без шкаралупи в окропі)*

omelette — омлет • *омлет*

yoghurt [ˈjoʊgət] — йогурт (простокваша) • *йогурт (кисле молоко, кисляк)*

butter [ˈbʌtə] — сливочное масло • *вершкове масло*

pats of butter — куски масла • *шматки масла*

mayonnaise [ˌmeɪəˈneɪz] — майонез • *майонез*

margarine [ˌmɑ:ʒəˈri:n] — маргарин • *маргарин*

## At the Grocer's

- cereal [ˈsɪəriəl] — крупа • *крупа*  
sugar — сахар • *цукор*  
buckwheat — гречка • *гречка*  
macaroni [ˌmækəˈræni] — макароны • *макарони*  
noodles (pl.) — лапша • *локшина*  
rice — рис • *рис*  
spaghetti [spəˈɡetɪ] — спагетти • *спагетти*  
millet [ˈmɪlɪt] — просо • *просо*  
flour [ˈflaʊə] — мука • *мука*  
oats (Am.) [əʊts] — овсяная каша • *вівсяна каша*  
porridge [ˈpɒrɪdʒ] — овсяная каша с молоком • *вівсяна каша з молоком*  
salt [sɔːlt] — соль • *сіль*  
bottle of sauce [sɔːs] — бутылка соуса • *пляшка соусу*  
packet of salt [sɔːlt] — пачка соли • *пачка солі*  
castor sugar — сахарная пудра • *цукрова пудра*  
granulated sugar — сахарный песок • *цукор-пісок*  
loaf sugar — сахар-рафинад • *цукор-рафінад*  
lump sugar — колотый или пиленый сахар • *колотий цукор*  
tea — чай • *чай*  
Tea is Indian (China, Ceylon, Georgian) — чай индийский (китайский, цейлонский, грузинский) • *чай індійський (китайський, цейлонський, грузинський)*  
packet of tea — пакет (пачка) чая • *пачка чаю*  
coffee — кофе • *кава*  
black coffee — черный кофе • *чорна кави*  
white coffee — кофе с молоком • *кава з молоком*  
ready-ground coffee — молотый кофе • *молота кави*  
coffee beans freshly roasted — свежеподжаренные зерна кофе • *свіжопідсмажені зерна кави*  
instant coffee — растворимый кофе • *розчинна кави*  
cocoa [ˈkəʊkəʊ] — какао • *какао*  
pepper [ˈpepə] — перец • *перець*  
vinegar [ˈvɪnɪɡə] — уксус • *оцет*  
sunflower oil — подсолнечное масло • *соняшникова олія*  
vegetable oil — растительное масло • *рослинна олія*  
olive oil — оливковое масло • *маслинова олія*  
spice [spaɪs] — специи • *спеції*  
mustard [ˈmʌstəd] — горчица • *гірчиця*



## At the Fishmonger's

- fish — рыба • *риба*  
herring ['herɪŋ] — сельдь • *оселедец*  
shrimps [ʃrɪmps] — креветки • *креветки*  
lobster ['lɒbstə] — омар • *омар*  
perch [pɜ:tʃ] — окунь • *окунь*  
pike ['paɪk] — щука • *щука*  
plaice [pleɪs] — камбала • *камбала*  
trout [traʊt] — форель • *форель*  
cod — треска • *триска*  
halibut ['hælbət] — палтус • *палтус*  
salmon ['sæmən] — лосось • *лосось*  
sprats ['spræts] — шпроты • *шпроти*  
caviar ['kæviɑ:] — икра • *ікра, кав'яр*  
eel [i:l] — угорь • *вугор*  
crucian ['krʊʃən] — карась • *карась*  
fish dish — рыбное блюдо • *рибна страва*  
fried fish — жареная рыба • *смажена риба*  
broiled fish — рыба, жареная в духовке • *риба, запечена в духовці*  
smoked fish — копченая рыба • *копчена (вуджена) риба*  
marinated fish — маринованная рыба • *маринована риба*  
stuffed fish — фаршированная рыба • *фарширована риба*

## At the Greengrocer's

### Fruits

- apple — яблоко • *яблуко*  
apricot — абрикос • *абрикос, мореля*  
pear — груша • *груша*  
plum — слива • *слива*  
peach — персик • *персик*  
cherry — вишня • *вишня*  
grapes — виноград • *виноград*  
banana — банан • *банан*  
orange — апельсин • *апельсин, помаранча*  
pineapple — ананас • *ананас*  
tangerine — мандарин • *мандарин*  
lemon — лимон • *цитрина*  
pomegranate — гранат • *гранат*  
kiwi fruit — киви • *ківі*  
water-melon — арбуз • *кавун*  
melon — дыня • *диня*  
grapefruit — грейпфрут • *грейпфрут*

## Vegetables

tomatoes — помидоры • *помідори*  
cucumbers — огурцы • *огірки*  
carrots — морковь • *морква*  
potatoes — картофель • *картопля*  
radish — редис • *редиска, редька*  
peas — горошек • *горох*  
egg-plant — баклажан • *баклажан*  
turnip — репа • *ріпа*  
beets — свекла • *буряк*  
beans — фасоль • *квасоля*  
lettuce — салат (растение) • *салат (рослина)*  
asparagus — спаржа • *спаржа, холодок*  
cabbage — капуста • *капуста*  
fennel — укроп • *кріп*  
garlic — чеснок • *часник*  
spinach — шпинат • *шпинат*  
cauliflower — цветная капуста • *цвітна капуста*  
onion — лук • *цибуля*  
capsicum — стручковый перец • *стручковий перець*  
vegetable marrow — кабачок • *кабачок*  
celery — сельдерей • *селера*  
pumpkin — тыква • *гарбуз*  
sauerkraut — кислая капуста • *кисла капуста*  
parsley — петрушка • *петрушка*

## Berries

strawberry — клубника, земляника • *полуниця, суниця*  
raspberry — малина • *малина*  
gooseberry — крыжовник • *агрус*  
blackberry — ежевика, черника • *ожина, чорниця*  
currant — смородина • *смородина, порічки*  
blueberry — брусника • *брусниця*  
cranberry — клюква • *журавлина*

## Nuts

walnut — грецкий орех • *волоський горіх*  
cashew nut — лесной орех • *лісовий горіх*  
nutmeg — мускатный орех • *мускатний горіх*  
almond — миндаль • *мигдаль*

## **Drinks**

### **Hard drinks**

- white wine** — белое вино • *біле вино*  
**sparkling wine** — игристое вино • *ігристе вино*  
**red wine** — красное вино • *червоне вино*  
**whisky** — виски • *віски*  
**vodka** — водка • *горілка*  
**brandy** — коньяк • *коньяк*  
**liqueur** — ликер • *лікер*  
**champagne** — шампанское • *шампанське*  
**rum** — ром • *ром*  
**beer** — пиво • *пиво*  
**gin and tonic** — джин-тоник • *джин-тонік*  
**sherry** — херес • *херес*  
**vintage wine** — вино высшего качества, выдержанное вино • *вино вищого гатунку, витримане вино*  
**gin and lime** — коктейль (джин с цитрусовым соком) • *коктейль (джин із цитрусовим соком)*  
**sweet wine** — десертное вино • *десертне вино*  
**fortified wine** — крепленое вино • *кріплене вино*  
**dry wine** — сухое вино • *сухе вино*

### **Soft drinks**

- lemonade** — лимонад • *лимонад*  
**Coca-Cola** — кока-кола • *кока-кола*  
**Pepsi** — пепси-кола • *пепсі-кола*  
**juice** — сок • *сік*  
**stewed fruit** — фруктовый компот • *фруктовий узвар*  
**jelly** — кисель • *кисіль*  
**cocktail** — коктейль (напиток) • *коктейль (трунок)*  
**milk cocktail** — молочный коктейль • *молочний коктейль*  
**mineral water** — минеральная вода • *мінеральна вода*  
**on the rocks** — со льдом • *із льодам*

## **Additional Expressions on the Subject “Meals”**

- Breakfast may consist of...** — Завтрак может состоять из... •  
*Сніданок може складатися з...*

- Lunch may include...** — Второй завтрак может включать (состоять из)... • *Другий сніданок може включати (складатися з)...*
- Dinner consists of...** — Обед состоит из... • *Обід складається з...*
- Menu includes (consists of)...** — В меню имеется... • *У меню є...*
- For the first (second) course.** — На первое (на второе) блюдо. • *На першу (на другу) страву.*
- For dessert.** — На десерт. • *На десерт.*
- What do you recommend?** — Что Вы посоветуете взять? • *Що Ви порадите взяти?*
- What's your favourite dish?** — Какое Ваше любимое блюдо? • *Якою є Ваша улюблена страва?*
- Where can we get a quick meal?** — Где можно быстро поесть? • *Де можна швидко поїсти?*
- Excuse me, can you tell me if there's a restaurant around here?** — Извините, Вы бы не могли мне сказать, есть ли здесь ресторан недалеко? • *Пробачте, чи не могли б Ви мені сказати, чи є тут ресторан недалеко?*
- Is the service at this restaurant good?** — В этом ресторане хорошее обслуживание? • *Чи у цьому ресторані добре обслуговування?*
- I am hungry; I am starving.** — Я голоден. • *Я зголоднів.*
- I am thirsty.** — Я хочу пить. • *Я хочу пити.*
- Can I reserve a table for two for 12 o'clock today?** — Могу я заказать столик на двоих на сегодня на 12 часов? • *Чи можу я замовити стіл на двох на сьогодні на 12 годин?*
- Menu, please.** — Меню, пожалуйста. • *Меню, будь ласка.*
- What's the house speciality?** — Какие у Вас фирменные блюда? • *Які у Вас фірмові блюда?*
- What shall we start with?** — С чего мы начнем? • *З чого ми почнемо?*
- What wine do you recommend to go with meat?** — Какое вино вы рекомендуете к мясу? • *Яке вино ви рекомендуєте до м'яса?*
- Would you like a refill?** — Налить еще? • *Чи налити ще?*
- Won't you have some more?** — Не хотите ли еще? • *Чи не хочете ще?*
- Help yourself.** — Угощайтесь. • *Пригощайтеся.*
- Help yourself to some more...** — Возьмите еще... • *Візьміть ще...*
- With pleasure.** — С удовольствием. • *Із задоволенням.*
- Please, pass me the salt.** — Пожалуйста, передайте мне соль. • *Будь ласка, передайте мені сіль.*
- The meal is delicious [di'liʃəs] tasty ['teɪsti]** — Все очень вкусно. • *Все дуже смачно.*

**I am satisfied (full)** — Я сыт. • *Я ситий.*

**May I have the bill?** — Счет, пожалуйста. • *Рахунок, будь ласка.*  
**I'll treat you.** — Я угощаю [Вас]. • *Я пригощаю [Вас].*

**It's on me.** — Я плачу. • *Я сплачую.*

**Have a pleasant meal! Enjoy!** — Приятного аппетита! • *Приємного апетиту!*

**To your health!** — За Ваше здоровье! • *За Ваше здоров'я!*

**I don't care for fish (meat) in any shape or form.** — Я не ем рыбу (мясо) ни в каком виде. • *Я не їм рибу (м'ясо) ні в якому вигляді.*

**I am an immense (great) eater.** — У меня хороший аппетит. • *У мене розігрався апетит.*

**I am a small eater.** — У меня плохой аппетит. • *У мене поганий апетит.*

**Who's going to stand treat?** — Кто угощает? • *Хто пригощає?*

**I'd like to have a bite (a snack).** — Я бы хотел перекусить. • *Я б хотів перекусити.*

**Would you like some more gravy (dressing)?** — Вам добавитъ приправы к мясу (к овощам)? • *Чи Вам додати приправи до м'яса (до овочів)?*

**How is it cooked?** — Как это приготовлено? • *Як це приготовлено?*

**This meat dish is perfectly cooked.** — Это мясное блюдо прекрасно приготовлено. • *Ця м'ясна страва прекрасно приготовлена.*

**It is underdone (overdone, half-done).** — Оно недожарено (пережарено, недоварено). • *Вона нежарена (пересмажена, недоварена).*

**Cake is fattening.** — От торта толстеешь. • *Від торта товстішаєш.*

**I'll die from overeating.** — Я умру от обжорства. • *Я помру від обжерливості.*

**The butter is bitter** — масло горькое • *масло гірке*

**The tea is hot** — чай горячий • *чай гарячий*

**The juice is sour** — сок кислый • *сік кислий*

**The meat is salted** — мясо соленое • *м'ясо солоне*

**Let's go to the  
snack-bar  
buffet  
cafeteria  
luncheonette**

Давайте пойдём в  
закусочную  
буфет  
кафетерий  
закусочную

Давайте підемо до  
закусочної  
буфету  
кафетерію  
закусочної

What about the <i>entrée</i> [ˈentri]	Как насчет основного блюда	Як щодо головної страви
the appetizer [ˈæpɪtaɪzə]	закуски	закуски
the table d'hôte [dəut]	комплексного обеда	комплексного обіду
dishes à la carte [ɑːˈlɑːˈkɑːt]	порционных блюд	порційних страв

## TEXTS

*Read, translate and render in brief.*

### Text 6-1

#### British Meals

The usual meals are breakfast, lunch, tea, dinner and supper. Breakfast is generally a bigger meal than you have on the Continent, though some English people like a "continental" breakfast of rolls and butter and coffee. But the usual English breakfast is porridge or "Corn Flakes" with milk or cream and sugar, bacon and eggs, marmalade (made from oranges) with buttered toast, and tea or coffee. For a change you can have a boiled egg, cold ham, or perhaps fish.

We generally have lunch at about one o'clock. A businessman in London usually finds it impossible to come home for lunch, and so he goes to a café or restaurant; but if I am making lunch at home I have cold meat (left over probably from yesterday's dinner), potatoes, salad and pickles, with a pudding or fruit to follow. Sometimes we have a mutton chop, or steak and chips, followed by biscuits and cheese, and some people like a glass of light beer with lunch.

Afternoon tea you can hardly call a meal, but it is a sociable sort of thing, as friends often come in then for a chat while they have their cup of tea, cake or biscuit.

In some houses dinner is the biggest meal of the day. We had rather a special one last night, as we had an important visitor from South America to see Mr. Priestley.

We began with soup, followed by fish, roast chicken, potatoes and vegetables, a sweet, fruit and nuts. Then we went into the sitting-room for coffee and cigarettes.

But in my house, as in a great many English homes, we make the midday meal the chief one of the day, and in the evening we have the much simpler supper — an omelette, or sausages, sometimes bacon and eggs and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

But uncle Albert always has “high tea”. He says he has no use for these “afternoon teas” where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. He’s a Lancashire man, and nearly everyone in Lancashire likes high tea. They have it between five and six o’clock, and they have ham or tongue and tomatoes and salad, or sausages, with good strong tea, plenty of bread and butter, then stewed fruit, or a tin of pears, apricots or pineapple with cream or custard and pastries or a good cake. And that’s what they call a good tea.

(from C.E. Eckersley)

**corn flakes** — овсяные хлопья • *вівсяні пластівці*

**marmalade** [ˈmɑ:mələid] — мармелад • *мармелад*

**buttered toast** [ˈbʌtədˈtəʊst] — ломтик хлеба, подрумяненный на огне на сливочном масле; гренок; тост • *скибочка хліба, підрум'янена на вогні на верткому маслі; грінка; тост*

**for a change** — для разнообразия • *для різноманітності*

**probably** [ˈprɒbəbli] — вероятно • *ймовірно*

**steak** [steik] — бифштекс • *біфштекс*

**chief** [tʃi:f] — главный • *головний*

**tin (Br.) / can (Am.)** — банка консервированных продуктов, консервы • *банка консервованих продуктів, бляшанка*

## Text 6-2

### Mary Makes Onion Soup

John's wife is called Mary. Both John and Mary are fond of soup. So Mary is going to make some soup for their supper. Mary is a good cook, so before she starts work she always gets together everything she will want. She has everything ready on her kitchen table now. She has four onions, half an ounce of fat, salt, and pepper. The soup will be onion soup.

What is Mary doing now? She is cutting up the onions. She is cutting them into thin slices. When she has sliced the onions, she will put the fat into a pan, put the pan on the gas-stove, and light the gas. When the fat has melted, she will put the onions into the pan. She

will cook the onions gently for about fifteen minutes. She does not want the onions to stick to the pan, so from time to time she will shake the pan.

Mary has cooked the onions. Now she is pouring into the pan some water in which meat and bones have been boiled for a long time. Mary is adding two pints of this water. She will also add some salt and pepper. She will let the soup boil for about half an hour.

The soup is made now. Mary has cut four slices of bread and is toasting them. Two of the slices are in the electric toaster. When the four slices are toasted, Mary will put them in the bottom of the soup-plates. Then she will pour the soup over the toast.

The four slices of bread are all toasted now. Mary has put them in the soup-plates. Now she is pouring the soup over the hot toast. What will she do next? She will call her husband and two children. She will tell them to come and have supper.

*(from A. S. Hornby)*

ounce — унция (28,35 г) • унція (28,35 г)

to melt — таять • танути

bone — кость • кістка

to add — добавлять • додавати

to pour — лить • лити

### *Text 6-3*

## **John Gets His Own Dinner**

Mary has taken the children to see their grandparents. Mary's parents live in the country, about fifteen miles away. John likes to work in the garden on Saturdays, so he has not gone with Mary. He is at home, and he is alone.

John has to get his own dinner. He is not a good cook. He knows very little about cooking. What will John have for dinner?

What is there in the kitchen cupboard? There are lots of things. There are tins of soup, tins of meat, tins of fish, tins of vegetables, and tins of fruit. There are so many tins that John finds it difficult to choose. At last he takes down from the shelves a tin of tomato soup and a tin of sardines.

For a long time John could not find the tin-opener. He did not know where Mary kept it. At last he found it in a drawer. He has opened the tin of soup. He thinks he is very clever because he has done this without cutting his fingers. He is going to pour the soup into a pan.



John has poured the soup into a pan and has put it on the gas-stove. Now he is opening the other tin. This is more difficult. It has a different kind of opener. This opener is like a key and John has to turn it round and round. The sardines are from Portugal and are in olive oil. Once again John is **clever enough** to open the tin without cutting himself. He will **empty** the sardines out onto a dish.

While John is turning the sardines out onto the dish, he hears a noise. He looks round quickly. The tomato soup has boiled over. The top and sides of the stove are a beautiful pink colour. The pan is almost empty. John will not have tomato soup today.

"Well, I still have the sardines," John says to himself. He turns away from the stove. But John will not have sardines, either. The cat has jumped on to the table. She has eaten all the sardines and is now **licking** the dish clean.

John did not open any more tins. He threw a pan at the cat but missed her. Then he put his coat on and went out. There was a good restaurant only a hundred yards away. The **waitress** was very pretty and John soon forgot his troubles.

Last summer John had to look after himself for a week while his wife and the children were away at the seaside during the school holidays. John lived well. He opened lots of tins. But John does not like washing up. When Mary arrived home after her holiday, she found every plate, every cup and saucer, every pan and dish, every bowl and jug, every knife, fork and spoon, waiting to be washed up. There were mountains of dishes!

(from A. S. Hornby)

**tin-opener** — ключ для вскрытия консервных банок • *ключ для відкриття бляшанок*

**to be clever enough** — быть достаточно умным • *бути достатньо розумним*

**to empty** — опустошить • *спустошити*

**to lick** — лизать, слизывать • *лизати, слизувати*

**waitress** — официантка • *офіціантка*

## Text 6-4

### Eating Out Mimi Hilton (Part 1)

This three-month-old restaurant has attracted attention because it is a restored, one hundred fifty-year-old **mill**. The decor is **charming** and warm in an Early American, country style. Although the ta-

bles and chairs are modern reproductions, there are enough authentic antique pieces at the entrance and on the walls to avoid the fake Disneyland look of some restorations.

The menu is also very American, though it is a bit too traditional for my taste. The menu also is very extensive, which always worries me because a large menu often means a large freezer. Although my dinner companions and I chose some things from the regular menu, we usually chose one of the day's **specials**.

The most delicious main course we tried was the country stew which consisted of potatoes, carrots, peas, mushrooms, very tender beef, and — surprise! — some smoked pork sausage. Because top quality beef was used, it was unusually good. Among other well-prepared main courses was the fried chicken because it wasn't cooked before and then re-heated. It was fresh and crisp.

The vegetables that came with the main courses were fresh but overcooked. The only exception was the string beans which were green and crisp.

Because the main courses are so large, there is really no need for an appetizer or soup. But for big eaters, I can recommend the mixed salad. The clam chowder was tasty because it was home-made, but it had no special distinction. The oysters on the half-shell were nicely served on a bed of ice, although I would prefer to have a better sauce for them.

If you can still eat dessert after all this plus rather good home-made bread and creamery butter, try the apple pie. The apples were juicy and firm and the pastry was light.

It's hard to **judge** the service at this friendly restaurant. Because it was so crowded when I went, usually at 8 o'clock, the service was slow. The Reservation system doesn't always work. On one **occasion**, someone took our reservation for dinner but didn't have it when we arrived. This kind of thing can **damage** a restaurant's reputation, although its food may be good.

## ***New Fast Food Chain Arrives (Part 2)***

The Nashville Superburger chain, which started in the Tennessee city six years ago, opened its first store here last weekend on Commerce Street between Grant and Taylor Streets. I was interested to see the connection between Nashville, the capital of country music, and hamburgers. Would the burgers be Southern fried? Would they be served on biscuits or with grits? Would they be shaped like guitars? Well, I've been there twice and didn't find any real difference between Nashville Superburgers and McDonald's, Burger King, or Wendy's.

The place was so brightly lit that I wished I had brought my sunglasses. Once I got used to the light, I liked the green and orange decor, usually found in health food places. Because those colours mean yoghurt and alfalfa sprouts, I felt good and almost healthy about having fast food. Plus, the place was spotlessly clean — almost anti-septic.

Although there were long lines, service was incredibly fast. The menu is limited to a variety of hamburgers, and the prices are reasonable. I had the “Super-Duper-Burger,” which was served with lettuce and tomato. Although the meat itself was rather grey and tasteless, the “secret relish” made it passable. The French fries were the best I’ve ever eaten at a fast food restaurant.

Everybody seemed to be drinking milkshakes, and although I usually shy away from them in fast food places I felt I should try one. It was thick and sweet — and there was probably not one drop of natural milk in it. Even though these may be low in cholesterol, I want whole milk, real ice cream, and natural flavourings in my milkshakes. Although I am as concerned as anyone else about health, I’ll fight the cholesterol battle somewhere else.

Nashville Superbuiger is a sure bet when you’re downtown and in a hurry. I was in and out in ten minutes. It reminded me of a highway filling station.

*(from “American Streamline”)*

**to attract attention** — привлекать внимание • *привертати увагу*  
**mill** — мельница • *млин*  
**charming** — очаровательный • *чарівний*  
**specials** — фирменные блюда • *фірмові страви*  
**crisp** — хрустящий • *хрусткий*  
**to judge** — судить • *судити*  
**occasion** — случай, оказия • *випадок, okazji*  
**to damage** — повредить, навредить • *зашкодити, нашкодити*  
**drop** — капля • *крапля*

## Text 6-5

### Food for Thought

“One man’s meat is another man’s poison”.

*(Traditional proverb)*

There is a wide range of nutritious foods in the world. However, eating habits differ from country to country. In some societies cer-

tain foods are taboo. An eccentric millionaire once invited guests from several countries to a banquet and offered them his menu. All the foods are popular in some parts of the world, but are not eaten in others.

“Part of the secret of success in life is to eat what you like, and let the food fight it out inside you”.

*(Mark Twain)*

***Here are some common ideas about food:***

Eating carrots is good for the eyes.

Fish is good for the brain.

Eating cheese at night makes you dream.

Garlic keeps you from getting colds.

Drinking coffee keeps you from sleeping.

Yoghurt makes you live long.

An apple a day keeps the doctor away.

Warm milk helps you go to sleep.

A cup of tea settles your stomach.

Brown eggs taste better than white ones.

“More die in the United States of too much food than too little”.

*(John Kenneth Galbraith)*

At different times in different countries there have been different ideas of beauty. The rich would always want to look fat in a society where food was scarce and to look thin in a society where food was plentiful. The current interest in losing weight is because of fashion as well as health. However, overeating causes a variety of illnesses.

“One should eat to live, not live to eat”.

*(Moliere)*

“...set yourself at a restaurant in front of an eight-ounce steak and then imagine the room filled with 45 to 50 people with empty bowls in front of them. For the ‘feed cost’ of your steak, each of their bowls could be filled with a full cup of cooked cereal grains!”

*(Frances Moore Lappe, Diet for a Small Planet)*

“Year by year, while the world’s population has increased, the food supply has increased more. Supply of nourishing food could be enormously increased if, in the richer countries of the world, people were prepared to eat some of the food they feed to their pigs and cattle... and to their pet dogs and cats”.

*(Dr. Magnus Pyke)*

*(from “American Streamline”)*

## Text 6-6

### The Food People Eat

What about the food people eat! I know a man who only eats natural foods; he takes a lot of vitamins. I've never seen anybody who looks so ill! I like good food and I think most healthy food is really tasteless. For breakfast I usually have toast and coffee, and at weekends when I have more time I have bacon and fried eggs. If I get hungry in the middle of the morning I have a **bar of chocolate**, then, for lunch — a sandwich (made with white bread, of course). After a day's work in the office I'm pretty hungry and in the evenings I like a big meal of meat and potatoes. My ill-looking friend is **horrified** by what I eat; his breakfast is a piece of **wholemeal bread** with a cup of **herbal tea** and then for lunch he has **rice** — and in the evenings, **beans** and a salad. He says it's very good for him, but I'm not so sure.

There's nothing wrong with being healthy and **keeping fit** but with some people it's almost a religion. Nothing can make me **go jogging**. No, thank you, I'd rather sit and have a cup of coffee and a cigarette while the **joggers** are out running around the streets. I get my exercise walking to the bus stop on my way to work.

(from "Modern English")

**bar of chocolate** — плитка шоколада • *плитка шоколаду*  
**to horrify** — шокировать, коробить • *шокувати*  
**wholemeal bread** — хлеб крупного помола • *хліб крупного помелу*  
**herbal tea** — чай из трав • *чай із трав*  
**rice** — рис • *рис*  
**beans** — фасоль • *квасоля*  
**keeping fit** — быть в форме • *бути у формі*  
**to go jogging** — бегать трусцой • *бігати підтюпцем*  
**joggers** — люди, бегущие трусцой • *люди, що біжать підтюпцем*

## DIALOGUES

a) Read and act the dialogues.

b) Make up the dialogues based on the models using as many words as possible dealing with topic "Meals".

## Dialogue 6-1

### A Restaurant Kitchen

*Waitress:* Hurry up, Chef! I have 12 customers, and they all want today's special. Some of them have been waiting for 15 minutes. They're getting upset.

*Chef:* I know, I know, but I only have two hands. You'll have to help me.

*Waitress:* Help you? That's not my job. I'm a waitress, not a cook.

*Chef:* Well, one of my assistants is off today, and the other is out sick.

*Waitress:* Oh, ok. What do I do first?

*Chef:* Well, start putting the meat on the plates, and I'll finish these vegetables.

*Waitress:* Ok. Is that enough meat?

*Chef:* Hm. That's a little too much. Take some off.

*Waitress:* What about potatoes?

*Chef:* Oh, put on plenty of potatoes — they're cheap — and lots of peas.

*Waitress:* All right. Can I take them out now?

*Chef:* Have you put the gravy on yet?

*Waitress:* Huh? Oh, no, I haven't. Where is it?

*Chef:* Here it is.

*Waitress:* Oh, there isn't enough gravy.

*Chef:* There's plenty in that pot over there.

*Waitress:* Here? Ok. I've got it.

*Chef:* Fine. Now you can begin taking the plates out to the customers.

*Waitress:* Whew! They're hot!

*Chef:* Well, use a dish towel. And don't carry too many plates. You might drop them.

*Waitress:* Oh, I won't drop them. I've never dropped a plate in my life!

*(Crash!)*

*(from "American Streamline")*

## Dialogue 6-2

### In a Restaurant

*Waiter:* Good evening. Two for dinner?

*Boris:* Yes, that's right.

*Waiter:* You can leave your coats here. Where would you like to sit?

*Boris:* Thank you. Where would you like to sit, Natalie?

*Waiter:* Would you like this table by the window?

*Boris:* Yes, that's nice. Could we see the menu?

*Waiter:* Certainly. Here it is. Shall I give you a few minutes to look at it?

*Boris:* Yes. We'll order in a few minutes.

*Boris:* Do you want an appetizer?

*Natalie:* Hm. I think I'll have a shrimp cocktail. I'm crazy about shrimp. What about you?

*Boris:* I'm not sure. I can't decide.

*Natalie:* Oh, if I were you, I'd have the smoked salmon. You always say you like smoked salmon, and you haven't had any for a long time.

*Waiter:* Are you ready to order now?

*Boris:* Yes, one shrimp cocktail and one smoked salmon, please.

*Waiter:* Fine. And the entree?

*Boris:* Well, we can't decide between the veal and the chicken. What do you recommend?

*Waiter:* Both are good, but if I were you I'd have the veal. It's the speciality of the house.

*Waiter:* What would you like with the veal? Maybe some vegetables?

*Natalie:* Yes. Some zucchini, some carrots, and some boiled potatoes.

*Waiter:* And a salad?

*Natalie:* Bring me a mixed salad with the entree, please.

*Waiter:* All right. Will you want a dessert?

*Natalie:* Can we order that later?

*Waiter:* Of course.

*Waiter:* Would you like a bottle of red wine? May I suggest something?

*Boris:* Sure.

*Waiter:* Why don't you have a carafe of our house wine. It's Chilean. You'll like it.

*Boris:* That sounds fine. Let's try it.

*(from "American Streamline")*

## **Dialogue 6-3**

### **A Few Errands**

*Felix:* I'm just going to the shops to buy some cigarettes, Gertie. Do you want anything while I'm there?

**Gertie:** Yes, what a good idea! There are a lot of things I need, as a matter of fact. Let me see... We haven't got many eggs left, so bring a **dozen** of large ones. And there isn't much cooking-fat in the jar, so bring a pound of lard. And...

**Felix:** Hold on! If you want me to get a lot of things, write them down on a piece of paper, or I'll forget something.

**Gertie:** All right. But wait a minute, while I look in the other cupboard to see what we need.

**Felix:** **Hurry up**, then I want to call in for a chat with Jerry on the way back.

**Gertie:** We've got plenty of cocoa, but we've **run out of** coffee and there isn't a great deal of tea left; bring a large tin of instant and a quarter pound of tea. Oh! And I want ham!

**Felix:** How much?

**Gertie:** Half a pound will do. We're short of vegetables, too; bring some beans, and a tin of carrots...

**Felix:** I only wanted to go out for a **stroll** and a chat. I'll need a lorry to bring all that home.

**Gertie:** Here's the list. Oh, and you can pick up my coat at the **dry-cleaner's** while you're passing. And **do me a favour** while you're at Jerry's: ask Pam if she's free on Thursday morning. We're having a meeting at 10 o'clock about the tennis-club in August.

**Felix:** Do you mind if I have half an hour to myself after I've done all your business for you?

(from "Intermediate Course"; London)

**dozen** [dʌzn] — дюжина • дюжина

**hurry up!** — поторопись! • поквася!

**to call in for a chat on the way back** — заглянуть, навесить с целью поболтать на обратной дороге • заглянути, відвідати з метою побалакати по дорозі додому

**to run out of smth.** — истощить запас ч.-л. • вичерпати запас чогось

**stroll** [strɔul] — прогулка • прогулянка

**dry-cleaner's** — «сухая» чистка • «сухе» чищення

**to do a favour** — оказать любезность • зробити люб'язність

### *Additional Topic*

## Meals in Britain

The English say that in their country the variety of food from meal to meal is probably greater than anywhere else in the world. They say



that you can never **confuse** a breakfast with a dinner, for example, and that in many other countries you eat exactly the same kind of dishes for breakfast, lunch and dinner. At the same time for the **gourmet**, "Ukrainian food is of extremely good quality, and it really tastes of something — unlike American food, for instance, which all tastes the same," says an English television's famous **cook** who has visited this country. He praises the Ukrainian national dishes, for example, "**Ukrainian borshch**" with "**smetana**" looks good and **tastes good**.

You can have your meals at home, in a restaurant or a café, in the **canteen** of your factory or office. Those who stay at rest-homes or sanatoria have meals in the dining-hall, which is generally placed in a **separate** building, usually a **cottage with kitchen premises**. While travelling by train you can have breakfast, lunch or dinner in the **dining-car** as well cooked and served as if you were in a first-class hotel, or at the railway station when you are at the point of fainting from hunger you hurry to the refreshment room before the train starts. If you travel by ship your dinner or supper may be served in the dining-saloon.

In case you are up to the eyes in work and can't go to the canteen but are hungry and want to have a bite you may **drop into** a **self-service restaurant** or "cafeteria" as Americans call a restaurant at which patrons serve themselves at a **counter**, taking their food to tables to eat.

Nowadays many self-service canteens, restaurants and cafés are being opened throughout the country. When employees or workers have a short break for dinner or lunch they find it impossible to get home for this meal and so they take it in a self-service cafe or restaurant. There are cafés and restaurants **to suit every taste and purse**.

In Britain you can find **table d'hôte** and **à la carte** dinners in every restaurant. **Table d'hôte** dinners are cheaper than a **la carte** ones. When you dine **à la carte** you order course by course, as you desire. But **à table d'hôte** dinner consists of several courses, a **choice is limited**, and it is served in a canteen or a restaurant at a **fixed price**.

**to confuse** [kən'fju:z] — смешать, перепутать • *змішати, переплутати*

**gourmet** ['guəmeɪ] — гурман • *гурман*

**for instance** — например • *наприклад*

**cook** — повар • *кухар*

**Ukrainian borshch** — украинский борщ • *український борщ*

**to taste good** — иметь хороший вкус • *мати добрий смак*

**canteen** [kæn'ti:n] — столовая • *їдальня*

**separate** ['sepri:t] — отдельный, раздельный • *окремий*  
**cottage** ['kɒtɪdʒ] — коттедж, домик • *котедж, будиночок*  
**with kitchen premise** ['premɪs] — с прилегающей кухней • с при-  
*леглою кухнею*  
**dining-car** — вагон-ресторан • *вагон-ресторан*  
**to drop into** — заглянуть, зайти на минутку • *завітати, зайти*  
*на хвилинку*  
**self-service restaurant** — ресторан самообслуживания • *ресто-*  
*ран самообслуговування*  
**counter** ['kauntə] — прилавок • *прилавок*  
**to suit every taste and purse** [pə:s] — подходить, соответствовать  
 любому вкусу и кошельку • *пасувати, відповідати будь-якому*  
*смаку і гаманцю*  
**table d'hôte** ['teɪbl' dəʊt] — комплексный обед • *комплексний обід*  
**à la carte** [ɑ:'lɑ:'kɑ:t] — порционные блюда • *порційні страви*  
**choice** ['tʃɔɪs] — выбор • *вибір*  
**to be limited** — быть ограниченным, лимитированным • *бути*  
*обмеженим, лімітованим*  
**fixed price** — фиксированная, установленная цена • *фіксована,*  
*встановлена ціна*

## EXERCISES

### Exercise 6-1

*Answer the following questions:*

1. What can you say about Ukrainian hospitality?
2. What are your meal-times? What order of meals do you follow?
3. What is the difference between meals and meal-times in England and Ukraine?
4. What is English "afternoon tea"?
5. What is your favourite dish?
6. How would you lay the table for the guests? What about the menu?
7. What do you generally take for the first (second) course?
8. Do national Ukrainian dishes differ from those of English?
9. If we drink a toast to someone's health on a certain occasion, what do we usually say?
10. What is sold at the baker's (grocer's, butcher's, fishmonger's, confectionery)?
11. Are you a great eater?

12. If your hostess asks you whether you would like another cup of tea, what would you reply (a) if you wanted one; (b) if you didn't want one?

### **Exercise 6-2**

**Fill in the missing words:**

1. The \_\_\_\_\_ of the Ukrainian people is well known throughout the world.
2. When a foreigner sets foot in Ukraine first he \_\_\_\_\_ with our cookery — \_\_\_\_\_ and meal-times.
3. Dinner is the \_\_\_\_\_ and the most substantial meal.
4. In a great many Ukrainian homes dinner is followed by a cup of tea with a \_\_\_\_\_, jam and home-made \_\_\_\_\_.
5. First you spread the \_\_\_\_\_ and then put out table-mats to protect the table from the hot dishes a \_\_\_\_\_ of soup, a bowl of hot vegetables, a \_\_\_\_\_ of meat, a \_\_\_\_\_ of sauce.
6. You should put the knives and soup spoon on the \_\_\_\_\_ side and the fork on the \_\_\_\_\_, except the spoon for the sweet which you should put across the \_\_\_\_\_.
7. \_\_\_\_\_ of each guest you put a small plate for bread and on \_\_\_\_\_ a wine-glass.
8. Don't forget to put out table \_\_\_\_\_ for each guest and place several salt-cellars.
9. I began with \_\_\_\_\_ followed by clear soup with meat pasties and the second course included chicken with rice and vegetables.
10. Then ice-cream for the \_\_\_\_\_ and fruit for \_\_\_\_\_.

### **Exercise 6-3**

**For each sentence place the letter of the best answer in the space provided:**

1. The national Ukrainian dishes are:

- a) beefsteak
- b) porridge
- c) borshch
- d) clear soup

I. \_\_\_\_\_

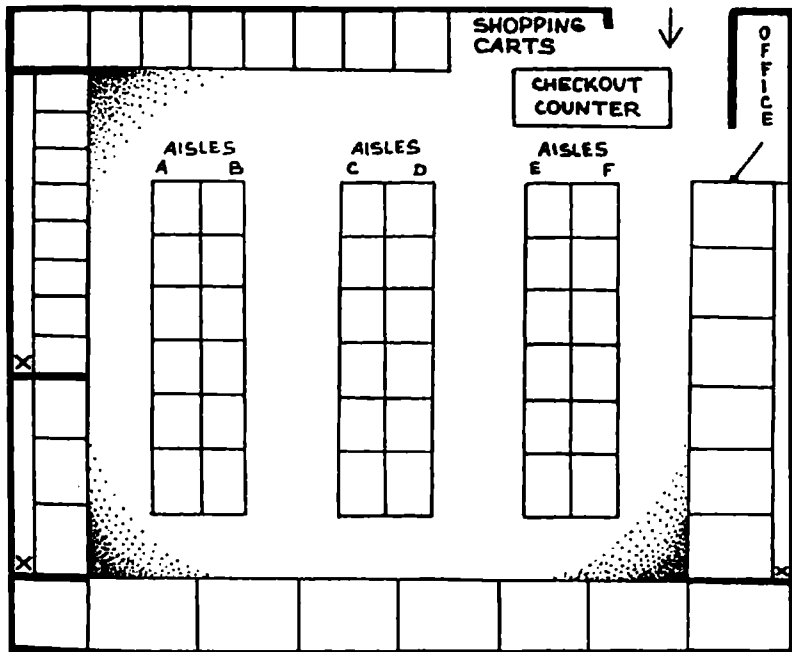
2. The English afternoon "high tea" is:
- a) the first meal of the day
  - b) the chief and the most substantial meal of the day
  - c) the meal we have during the break
  - d) the meal between five and six o'clock
3. A "continental" breakfast consists of
- a) porridge or "Com Flakes" with milk, bacon and eggs, marmalade with buttered toast, and tea or coffee
  - b) rolls and butter and coffee
  - c) a boiled egg, cold ham, or perhaps fish, and a glass of orange juice
  - d) a ham sandwich, fried eggs and mashed potatoes
4. English people generally have lunch at:
- a) ten o'clock
  - b) eleven o'clock
  - c) one o'clock
  - d) two o'clock
5. When we lay the table we put the knives and the soup-spoon:
- a) on the left-hand side
  - b) in the middle of the table
  - c) on the right hand side
  - d) across the top
6. When I want to have a bite I go:
- a) to the restaurant
  - b) to the snack-bar
  - c) to the cinema
  - d) to the shop
7. We buy cereals at the:
- a) fishmonger's
  - b) butcher's
  - c) grocer's
  - d) baker's
8. If you want some more tea you'll say:
- a) give me another cup of tea, please
  - b) no more, thanks
  - c) could you pass me some sugar, please?
  - d) enjoy your tea!

## Exercise 6-4

Make up a dialogue about the location of the things at a super-market.

### The ESL Supermarket-1

*Directions: In each of the spaces marked "X," write one of the following: "fruits," "vegetables," "meats," "dairy," "bakery". Then in any appropriate location, write fifteen of the following. Your partner will ask for their location.*



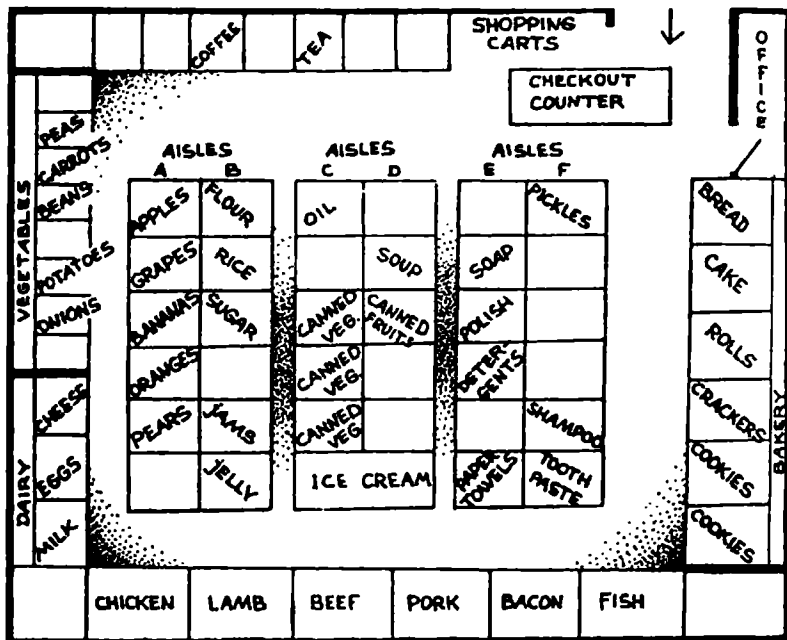
apples  
bananas  
beans  
beef  
bread  
cake  
candy  
carrots

cheese  
chicken  
coffee  
fish  
grapes  
lamb  
lettuce  
milk

paper towels  
pickles  
pineapple  
potatoes  
soap  
soup  
tea  
tomatoes

## The ESL Supermarket-2

*Directions: Study this plan of a supermarket. Be ready to describe the exact location of the things that your partner asks for.*



Use **Гужа T. Workbooks** which provide sufficient material for students' training on the topic "Meals" consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humor.

## SHOPPING

My friend will have a birthday party in a week, so I have decided to look for a birthday present for her. I went to the **Central Department Store** which is situated in the centre of our city. It's a **multistoreyed** building where one can get everything in the way of food and manufactured goods. I must confess it was so difficult to make a suitable **purchase** in such a huge shop with a lot of **counters** and shelves. When I arrived at the Central Department Store I first admired the **window-dressing**. Then I went along the ground floor and looked into the **shop-windows** of the **grocery**, where I could see all kinds of **foodstuffs**: meat, fish, tinned food, sausage, fruit, wine, sweets, chocolates, etc. There were some commercial counters on the ground floor and I found myself in a fantastic motley city of different things. Then I went upstairs to the first floor, where I couldn't help admiring on seeing various goods. There were on sale: **haberdashery, stationery, hosiery, leather-wear, knitwear**. To tell you the truth, I was impressed by a great selection of silk skirts and shirts, different kinds of frocks and coats, leather boots and shoes, woollen pullovers and sweaters, jeans and suits, jackets and blouses, bags and **wallets**. There one can get everything in the way of clothes wanted by men, women and children: **footwear, knitwear, ready-made clothes, furs and what not**. I admired the **cut** and the **style** of a light summer frock. It was the latest fashion and I **made up my mind to try it on**. A pleasant-looking **shop-assistant** proposed me to put the frock on and look in the mirror. But unfortunately it was a bit loose on me and didn't **suit me perfectly**. On the second floor of the Department Store I could see all kinds of **household utensils**: **crockery, china, electric appliances, cutlery, pots and pans, vacuum-cleaners, washing machines, cameras, radio and television sets, computers, stereo cassette recorders** and many other things one may want in the house. Besides, there were **perfumery, florist's, gift and souvenir departments**. The shop-assistant suggested looking at a beautiful **water-colour**. I liked that nice pic-

ture very much and I was sure my friend would like it too. The price of the present wasn't very high, I must admit. So I paid the money at the cash-desk. The cashier gave me a receipt and I came up to the shop-assistant with it again. I produced my receipt and obtained a wrapped parcel with a string. She thanked me and added they were always glad to see me at their shop. I felt very excited at the thought that I had bought a very nice birthday present, and left the shop.

On my way home I suddenly remembered that my mother had given me a few errands. We'd run out of bread and I had to drop in at the baker's to buy a loaf of white bread, a loaf of brown one, five rolls and half a dozen of small cakes. There was a long queue at the grocer's but I had nothing to do but stand in the line for half an hour to buy a kilo of sugar and some sausages. Then I bought some fruits (bananas and apples) at the vegetable stall near the bus stop.

I was lucky to buy everything I wanted. Frankly speaking, I like to go shopping.

## Word List on the Subject "Shopping"

to look for — *искать • шукати*

Central Department Store [di'pɑ:təmənt'stɔ:] — *центральный универсальный магазин (универмаг) • центральний універсальний магазин (універмаг)*

multistoreyed [ˌmʌlti'stɔ:ɪd] — *многоэтажный • багатопверховий*

in the way of — *в смысле, по части • у розумінні*

purchase ['pɜ:tʃɪz] — *покупка • покупка*

counter ['kauntə] — *прилавок • прилавок*

window dressing ['wɪndəʊ'dresɪŋ] — *убранство витрины • оздоблення вітрини*

shop-window ['ʃɒp'wɪndəʊ] — *витрина магазина • вітрина магазину*

grocery ['grəʊsəri] — *гастрономия • гастрономія*

foodstuffs ['fu:dstʌfs] — *пищевые продукты • харчові продукти*

to be on sale — *продаваться, быть в продаже • продаватися, бути в продажю*

haberdashery ['hæbədæʃəri] — *галантерея • галантерея*

stationery ['steɪnəri] — *канцелярские принадлежности • канцелярське приладдя*

hosiery ['həʊzəri] — *чулочные изделия • панчішні вироби*

leather-wear ['ledəweə] — *кожаные изделия • шкіряні вироби*

knitwear ['nɪtweə] — *трикотажные изделия • трикотажні вироби*



wallet [ˈwɒlɪt] — бумажник • *гаманець*  
footwear [ˈfʊtweə] — обувь • *взуття*  
ready-made clothes [ˈredɪˈmeɪdˈklaʊðz] — готовая одежда • *готовий одяг*  
fur [fə:] — мех • *хутро*  
what not — все, что угодно • *все, що завгодно*  
cut — покрой • *покрій*  
style — стиль, фасон • *стиль, фасон*  
to be the latest fashion [ˈfæʃən] — быть в моде • *бути в моді*  
to make up one's mind — решить • *вирішити*  
to try on — примерить • *примірити*  
shop-assistant, salesman — продавец • *продавець*  
to suit smb. perfectly — прекрасно подходит • *чудово пасувати, лічити*  
household utensils [ˈhaʊshəʊldˈjuːtənz] — предметы домашнего обихода • *предмети домашнього вжитку*  
crockery [ˈkrɒkəri] — фаянсовая посуда • *фаянсовий посуд*  
china [ˈtʃaɪnə] — фарфоровая посуда • *порцеляновий посуд*  
electric appliances [ɪˈlektɹɪkəˈplaɪənsɪz] — электрические приборы • *електричні прилади*  
pots and pans [ˈpɒtəndˈpænz] — горшки и кастрюли • *горщики і каструлі*  
vacuum-cleaner [ˈvækjuəmˈkliːnə] — пылесос • *пилосос*  
washing machine [ˈwɒʃɪnməˈʃiːn] — стиральная машина • *пральна машина*  
camera [ˈkæmərə] — фотоаппарат • *фотоапарат*  
perfumery [pəˈfjuːməri] — парфюмерия • *парфюмерія*  
florist's [ˈflɒrɪst] — цветочный отдел • *квітковий відділ*  
gift and souvenir department [ˈɡɪftəndˈsuːvənɪədɪˈpɑːtmənt] — отдел подарков, сувениров • *відділ подарунків, сувенірів*  
to suggest [səˈdʒest] — предлагать • *пропонувати*  
water-colour [ˈwɔːtəˈklɔː] — акварель • *акварель*  
price [praɪs] — цена • *ціна*  
cash-desk — касса • *каса*  
cashier — кассир • *касір*  
receipt [rɪˈsiːt] — кассовый чек • *касовий чек*  
to feel excited at the thought — волноваться от мысли • *хвилюватися від думки*  
on the way home — по дороге домой • *по дорозі додому*  
errand [ˈerənd] — поручение • *доручення*  
to run out of smth. — истощить запас • *вичерпати запас*

to drop in at smth.; to call at smth. — заходити в, заглянути • *заходити в, завітати*

queue [kju:] — очередь • *черга*

to stand in a line — стоять в очереди • *стояти у черзі*

frankly speaking — откровенно говоря • *відверто кажучи*

## Supplementary Word List and Word Combinations on the Subject "Shopping"

supermarket — универсальный магазин (универмаг) • *універсальний магазин (універмаг)*

linen and underwear — белье (нательное и постельное) • *білизна (спідня і постільна)*

haberdashery [ˈhæbədæʃəri] — галантерея • *галантерея*

hats — магазин головных уборов • *магазин головних уборів*

ready-made clothes — магазин (отдел) готовой одежды • *магазин (відділ) готового одягу*

footwear — обувной магазин • *взуттєвий магазин*

perfumery [pəˈfju:məri] — парфюмерия • *парфумерія*

sporting goods store — спорттовары • *спорттовари*

textiles — ткани • *тканини*

crockery and glassware — фарфор и стекло • *порцеляна і скло*

household goods — хозтовары • *госптовари*

hosiery — чулки, носки • *панчохи, шкарпетки*

electric appliances — электротовары • *електротовари*

jewellery — ювелирные изделия • *ювелірні вироби*

stationery — канцелярские товары • *канцелярські товари*

gifts and souvenirs — подарки, сувениры • *подарунки, сувеніри*

toys — игрушки • *іграшки*

deli — магазин деликатесов • *магазин делікатесів*

department — отдел • *відділ*

counter [ˈkauntə] — прилавок • *прилавок*

customer [ˈkʌstəmə] — покупатель • *покупець*

to buy (bought; bought) — покупать • *купувати*

to sell (sold; sold) — продавать • *продавати*

to be on sale — продаваться, быть в продаже • *продаватися, бути в продажі*

shop-assistant — продавец • *продавець*

supervisor [ˈsju:pəvaɪzə] — начальник, заведующий магазином • *начальник, завідувач магазину*

folder — буклет с названием всех видов товаров и указанием их цен • *буклет із назвою усіх видів товарів і вказівкою їхніх цін*

**sales slip** — чек • *чек*  
**receipt** — товарный чек • *товарний чек*  
**to cover, to pay** — платить • *платити*  
**cash** — наличные деньги • *готівка*  
**money** — деньги • *гроші*  
**currency** — валюта • *валюта*  
**currency exchange** — обмен валюты • *обмін валюти*  
**change** — мелочь, сдача • *копійки, здача*  
**coin** — монета • *монета*  
**cheap** — дешевый • *дешевий*  
**expensive (dear)** — дорогой • *дорогий*  
**fixed prices** — фиксированные, устойчивые цены • *фіксовані, сталі ціни*  
**price** — цена • *ціна*  
**consumer goods** — товары народного потребления • *товари народного споживання*

## Clothes

### *Baby Clothes*

**baby clothes** — одежда для детей до 2 лет • *одяг для дітей до 2 років*  
**sleeveless** — майка • *майка*  
**playsuit** — ползунки • *повзунки*  
**wrap-over vest** — распашонка • *льоля*  
**hood** — шапочка • *шапочка*  
**two-piece suit** — костюмчик • *костюмчик*

### *Infants' Wear*

**infants' wear** — одежда для детей от 3 до 6 лет • *одяг для дітей від 3 до 6 років*  
**gompers** — детский комбинезон • *дитячий комбінезон*  
**jersey dress** — вязаное платье • *плетена сукня*  
**one-piece jersey suit** — вязанный комбинезон • *плетений комбінезон*  
**dungarees** — брюки-комбинезон • *штани-комбінезон*  
**jumper, sweater** — джемпер, свитер • *джемпер, светр*  
**skirt** — юбка • *спідниця*  
**tights** — колготы • *панчохи*

## Teenagers' Clothes

**teenagers' clothes** — одежда для подростков • *одяг для підлітків*  
**blouse** — блуза, кофточка • *блуза, кофточка*  
**overblouse** — блуза (надеваемая поверх юбки, брюк) • *блуза (яку вдягають поверх спідниці, штанів)*  
**slacks, trousers** — брюки • *штани*  
**coat** — пальто • *пальто*  
**shirt** — рубашка • *сорочка*  
**knee length socks** — гольфы • *гольфи*  
**belt** — пояс • *пасок*  
**raincoat** — плащ • *плащ*  
**quilted suit** — куртка-комбинезон • *куртка-комбінезон*

## Women's Clothes (Ladies' Wear)

**women's clothes (ladies' wear)** — женская одежда • *жіночий одяг*  
**trouser (slack) suit** — брючный костюм • *брючний костюм*  
**dungarees (boiler suit)** — брюки-комбинезон (рабочие) • *штани-комбінезон (робочі)*  
**suede jacket** — куртка замшевая • *куртка замшева*  
**fur jacket** — куртка меховая, полушубок • *куртка хутряна, кожушок*  
**fur coat** — меховая шуба • *хутряна шуба*  
**lumber jacket (bomber jacket)** — куртка короткая (с поясом и накладными карманами) • *куртка коротка (із паском і накладними кишенями)*  
**sheepskin** — дубленка • *дублянка*  
**leather jacket** — куртка кожаная • *куртка шкіряна*  
**winter coat** — зимнее пальто • *зимове пальто*  
**overcoat** — пальто • *пальто*  
**two-piece dress** — платье-костюм • *сукня-костюм*  
**cowl neck (jumper, sweater)** — свитер с шалевым воротником • *светр із шалевим коміром*  
**long (short) skirt** — юбка длинная (короткая) • *спідниця довга (коротка)*  
**pleated skirt** — юбка плиссированная • *спідниця плісована*  
**jeans, denims** — джинсы • *джинси*  
**cardigan** — джемпер на пуговицах без воротника • *джемпер на гудзиках без коміра*  
**skirt suit** — юбка и жакет (костюм) • *спідниця і жакет (костюм)*  
**denim suit** — джинсовый костюм • *джинсовий костюм*  
**jump-suit** — костюм-комбинезон • *костюм-комбінезон*

**apron** — передник • *фартух*  
**house frock (dress)** — домашний халат, платье • *домашній халат, сукня*  
**short-sleeved jumper** — джемпер с короткими рукавами • *джемпер із короткими рукавами*  
**slip** — комбинация • *комбінація*  
**vest** — майка • *майка*  
**pantie briefs (pants)** — трусы • *труси*  
**long pants** — рейтузы • *рейтузи*  
**night-gown** — ночная рубашка • *нічна сорочка*  
**underwear, undergarments** — нижнее белье • *спідня білизна*  
**panty-hose** — колготы • *панчохи*  
**bathing suit** — купальник • *купальник*  
**bra, brassiere** ['bræsiɛə] — бюстгальтер • *бюстгальтер*  
**T-shirt** — футболка • *футболка*

### *Men's Clothes (Men's Wear)*

**men's clothes (men's wear)** — мужская одежда • *чоловічий одяг*  
**trousers** — брюки • *штани*  
**bib and brace overalls** — брюки-комбинезон • *штани-комбінезон*  
**jeans, denims** — джинсы • *джинси*  
**cardigan** — джемпер на пуговицах без воротника • *джемпер на гудзиках без коміра*  
**suit** — костюм • *костюм*  
**dinner dress (evening suit)** — костюм вечерний • *костюм вечірній*  
**denim suit** — джинсовый костюм • *джинсовий костюм*  
**tracksuit** — спортивный костюм • *спортивний костюм*  
**short-sleeved jacket (shirt)** — куртка (рубашка) с короткими рукавами • *куртка (сорочка) із короткими рукавами*  
**raincoat** — плащ • *плащ*  
**single (double) breasted suit** — костюм одно- или двубортный • *костюм одно- або двобортний*  
**trenchcoat** — плащ-пальто • *плащ-пальто*  
**tailcoat (tails)** — фрак • *фрак*  
**shorts** — шорты • *шорти*  
**swimming trunks** — плавки • *плавки*

### *Ladies' Shoes (Footwear)*

**ladies' shoes (footwear)** — женская обувь • *жіноче взуття*  
**high (low) heel** — каблук высокий (низкий) • *підбор високий (низький)*

**sandals** — босоножки • *босоніжки*  
**evening sandals** — босоножки на високому каблуке • *босоніжки на високому підборі*  
**trainers (sneakers)** — кроссовки (теннісні туфлі) • *кросівки (тенісні туфлі)*  
**ladies' boots** — сапоги женские • *чоботи жіночі*  
**sabots** — туфли без задника на високій «платформі» • *туфлі без задника на високій «платформі»*  
**platform shoes** — туфли на «платформі» • *туфлі на «платформі»*  
**slippers** — тапочки комнатные без задника • *капці кімнатні без задника*

### *Men's Shoes (Footwear)*

**men's shoes (footwear)** — мужская обувь • *чоловіче взуття*  
**trainers (sneakers)** — кроссовки • *кросівки*  
**moccasins** — мокасины • *мокасини*  
**high (low) heeled shoes** — туфли на высоких (низких) каблуках • *туфлі на високих (низьких) підборах*  
**tie (laced) shoes** — туфли на шнурках • *туфлі на поворозках*  
**casual shoes** — повседневные туфли • *повсякденні туфлі*  
**hiking boots** — ботинки (туристические) • *черевики (туристичні)*  
**high leg boots** — сапоги мужские • *чоботи чоловічі*  
**shoe-laces** ['ʃu:leɪsɪz] — шнурки • *поворозки*  
**shoe polish** — гуталин • *гуталін*

### *Hats*

**hat** — шляпа • *капелюх*  
**straw hat** — соломенная шляпа • *солом'яний капелюх*  
**beret** ['beret] — берет • *берет*  
**cap** — кепка • *кепка*  
**fur hat** — меховая шапка • *хутряна шапка*  
**kerchief** — косынка, платок • *косинка, хустка*  
**scarf** — шарф • *шарф*  
**shawl** — шаль • *шаль*

### *Textiles*

**textiles** — ткани • *тканини*  
**broadcloth** — сукно • *сукно*  
**cotton** — хлопок • *бавовна*  
**printed cotton** — ситец • *ситець*

**silk (natural, artificial)** — шелк (натуральный, искусственный) • шовк (натуральний, штучний)  
**wool** — шерсть • вовна  
**all-wool (pure wool) cloth** — чисто шерстяная ткань • чисто вовняна тканина  
**tweed** — твид • твід  
**nylon** — нейлон • нейлон  
**linen** — полотно • полотнина  
**velvet** — бархат • оксамит  
**cotton velvet** — вельвет, плис • вельвет, пліс  
**velveteen** — вельветин • вельветин  
**suede [sweɪd], chamois [ˈʃæmɪ]** — замша • замша  
**velour(s)** — велюр, плюш • велюр, плюш

### Perfumery

**perfumery** — парфюмерия • парфумерія  
**eye shadow** — тени для век • тіні для повік  
**mascara [mæˈskɑːrə]** — тушь для ресниц • туш для вій  
**lipstick** — губная помада • губна помада  
**powder** — пудра • пудра  
**gel** — гель • гель  
**face cream** — крем для лица • крем для обличчя  
**hand cream** — крем для рук • крем для рук  
**shaving cream** — крем для бритья • крем для гоління  
**toothpaste** — зубная паста • зубна паста  
**toothbrush** — зубная щетка • зубна щітка  
**perfume** — духи • парфуми  
**bottle of perfume [rəˈfjuːm]** — флакон духов • скляночка парфумів  
**eau-de-Cologne [ˌœdəkəˈləʊn]** — одеколон • одеколон  
**shampoo [ˈʃæmˈpuː]** — шампунь • шампунь  
**soap** — мыло • мило  
**scented soap** — душистое мыло • запашне мило  
**nail polish** — лак для ногтей • лак для нігтів  
**polish remover** — жидкость для снятия лака • рідина для зняття лаку  
**hair spray** — лак для волос • лак для волосся  
**deodorant (deospray)** — дезодорант • дезодорант  
**hair dye** — краска для волос • фарба для волосся

### Haberdashery

**haberdashery** — галантерея • галантерея  
**handbag** — сумочка • сумочка

**hairbrush** — щетка для волос • *щітка для волосся*  
**comb** — расческа • *гребінець*  
**hand mirror** — зеркальце • *дзеркальце, люстерко*  
**electric shaver** — электробритва • *електробритва*  
**wallet** ['wɔ:lɪt] — бумажник • *гаманець*  
**purse** [pɜ:s] — кошелек • *гаманець*  
**pin** — булавка • *булавка*  
**needle** — иглолка • *голка*  
**thread** — нитки • *нитки*  
**handkerchief** ['hæŋkətʃɪf] — носовой платок • *хустинка*  
**hooks and eyes** — крючки и петли • *гачки і петлі*  
**umbrella** — зонт • *парасолька*  
**hairpin** — заколка для волос • *шпилька для волосся*  
**necktie** — галстук • *краватка*  
**brooch, pin** — брошь • *брошка*  
**bracelet** ['breɪslɪt] — браслет • *браслет*  
**cufflinks** — запонки • *запонки*  
**detergent** [dɪ'tɛdʒənt] — моющее средство • *миючий засіб*  
**knitting needles** — спицы вязальные • *спиці для плетіння*  
**soap powder; detergent; laundry powder** — стиральный порошок • *пральний порошок*  
**hair dryer** — фен • *фен*  
**watch** — часы наручные • *наручний годинник*  
**clock** — часы настенные • *настінний годинник*  
**watch band** — ремешок для часов • *ремінець для годинника*  
**belt** — ремень • *ремінь*  
**tape measure** — сантиметр • *сантиметр*  
**buttons** — пуговицы • *гудзики*  
**ring** — перстень, кольцо • *перстень, каблучка*  
**ear-rings** — серьги • *сережки*  
**gloves** — перчатки • *рукавички*  
**nail file** — пилочка для ногтей • *пилочка для нігтів*

## **Audiovision**

**audiovision** — аудиовизуальные средства • *аудіовізуальні засоби*  
**video camera (camcorder)** — видеокамера • *відеокамера*  
**video cassette recorder** — видеоманитофон • *відеомагнітофон*  
**video player** — видеоплеер • *відеоплеєр*  
**record player** — проигрыватель • *програвач*  
**radio, receiver** — радиоприемник • *радіоприймач*  
**cassette tape-recorder** — кассетный магнитофон • *касетний магнітофон*



**cassette** — кассета • *касета*  
**albums (records, recordings)** — пластинки • *платівки*  
**long-playing record** — долгоиграющая грампластинка • *довгог-  
раюча грамплатівка*  
**stereo record** — стереофоническая грампластинка • *стереофо-  
нічна грамплатівка*  
**video tape, video cassette tape** — кассета для видео (видеокассе-  
та) • *касета для відео (відеокасета)*  
**audio cassette** — кассета для магнитофона (аудиокасета) • *ка-  
сета для магнітофона (аудіокасета)*  
**amplifier** [ˈæmplifaɪə] — усилитель • *підсилювач*  
**television, TV-set** — телевизор • *телевізор*  
**colour television** — цветной телевизор • *кольоровий телевізор*  
**facsimile** [fæksɪˈsɪmɪli] **machine; fax** — факс • *факс*  
**remote control** — пульт дистанционного управления • *пульт  
дистанційного управління*

### Additional Words and Expressions on the Subject “Shopping”

**Can I help you?** — Чем могу служить? • *Чим можу служити?*  
**I want...** — Я хочу... • *Я хочу...*  
**Do you have any...?** — У вас есть...? • *Чи є у Вас...?*  
**What can I show you?** — Что Вам показать? • *Що Вам показати?*  
**Can you show me...?** — Покажите, пожалуйста... • *Покажіть,  
будь ласка...*  
**Are you being served?** — Вас обслуживают? • *Вас обслуговують?*  
**Is there anything on sale?** — Есть что-нибудь в (рас)продаже? •  
*Чи є що-небудь у (роз)продажу?*  
**At what department can I buy...?** — В каком отделе я могу ку-  
пить...? • *У якому відділі я можу купити...*  
**Please, show me...** — Пожалуйста, покажите мне... • *Будь лас-  
ка, покажіть мені...*  
**Show me something in a different style (cut).** — Покажите мне что-  
нибудь другого фасона (покроя). • *Покажіть мені що-небудь  
іншого фасону (покрою).*  
**Show me something cheaper.** — Покажите мне что-нибудь дешев-  
ле. • *Покажіть мені що-небудь дешевше.*  
**Show me something one size smaller (larger).** — Покажите мне что-  
нибудь меньшего (большего) размера. • *Покажіть мені що-  
небудь меншого (більшого) розміру.*  
**What can you recommend?** — Что Вы можете порекомендо-  
вать? • *Що Ви можете порекомендувати?*

Could you give me some advice? — Посоветуйте мне, пожалуйста. • *Порадьте мені, будь ласка.*

This folder will describe it for you. — В этом буклете все описано. • *У цьому буклеті все описано.*

What make is it? — Чье это производство? • *Чис це виробництво?*  
I don't like the colour (the cut). — Мне не нравится цвет (покрой). • *Мені не подобається колір (покрій).*

What about this one? — Как насчет вот этого? • *Як щодо ось цього?*

What size are you? — Какой у Вас размер? • *Який у Вас розмір?*

What's wrong with it? — Чем он Вам не нравится? • *Чим він Вам не подобається?*

It's not my size. — Это не мой размер. • *Це не мій розмір.*

It's too long (short, narrow, loose). — Он слишком длинный (короткий, узкий, свободный). • *Він занадто довгий (короткий, вузький, вільний).*

Have you any particular style or colour in mind? — У Вас есть особый стиль или цвет? • *Чи є у Вас особливий стиль або колір?*

How does that feel on you? — Он Вам годится? • *Чи він Вам пасує?*

Where is the fitting room? — Где примерочная? • *Де примірювальна?*

I'd like to try it on. — Мне бы хотелось примерить. • *Мені б хотілося примірити.*

It fits you like a glove (It suits you perfectly). — Вам как раз впору. • *Це саме на Вас.*

This hat matches my new handbag. — Эта шляпа подходит по цвету к моей новой сумочке. • *Цей капелюх підходить за кольором до моєї нової сумочки.*

May I regard myself in the mirror? — Можно осмотреть себя в зеркале? • *Чи можна оглянути себе в дзеркалі?*

I think it goes with my coat. — Я думаю, она сочетается с моим пальто. • *Я думаю, вона пасує до мого пальта.*

How much does that sell for? — За какую цену это продается? • *За яку ціну це продається?*

What is the price of it? (How much is it? What does it cost?) — Сколько это стоит? • *Скільки це коштує?*

Do you give a discount? — Вы даете скидку? • *Чи Ви даєте знижку?*

It's too expensive for me. — Это слишком дорого для меня. • *Це занадто дорого для мене.*

**It's really cheap.** — Это действительно дешево. • *Це справді дешево.*

**It's a real bargain.** — Это выгодная покупка. • *Це вигідна покупка.*

**I'll take it.** — Я возьму это. • *Я візьму це.*

**Can you wrap it up?** — Заверните, пожалуйста. • *Загорніть, будь ласка.*

**Here you are.** — Вот, пожалуйста. • *Ось, будь ласка.*

**Anything else?** — Еще что-нибудь? • *Ще що-небудь?*

**I'll have the poor salesman worn out.** — Я совсем замучил продавца. • *Я зовсім замордував продавця.*

**I can drop in again.** — Я зайду опять. • *Я зайду знову.*

**Do you exchange it or do you get a refund?** — Вы меняете это или возвращаете деньги? • *Чи Ви міняєте це чи повертаєте гроші?*

**I'd like to ask you to hold it till I get back.** — Я попрошу Вас отложить это, пока я не вернусь. • *Я попрошу Вас відкласти це, доки я не повернуся.*

**Thank you.** — Спасибо. • *Спасибі (дякую).*

**Any time.** — Всегда рады Вам помочь. • *Завжди раді Вам допомогти.*

**fashion, style** — мода • *мода*

**in fashion** — в моде • *у моді*

**out of fashion** — не в моде • *не в моді*

**old-fashioned** — старомодный • *старомодний*

**to wear (wore; worn)**

**to be dressed in smth.**

**to have smth on**

} — носить, быть одетым в... •  
носити, бути одягненим в...

**to become (became, become)** — идти, быть к лицу • *пасувати*

**to fit** — сидеть, годиться, быть впору • *пасувати, бути до міри*

**to match** — подходить по цвету, тону • *пасувати за кольором, тоном*

**to go with** — подходить, соответствовать • *бути догідним, відповідати*

**to suit** — подходить, соответствовать, быть к лицу • *пасувати, відповідати, личити*

**to do shopping (to go shopping)** — делать покупки • *робити покупки*

**sleeve** — рукав • *рукав*

**collar** — воротник • *комір*

**seam** — шов • *шов*

**zip (zipper)** — «молния» • «змійка»

**pocket** — карман • *кишеня*

## TEXTS

*Read, translate and render in brief.*

### Text 7-1

#### Some More Shopping

*Mr. Priestley:* I think it will be useful to know something more about shopkeepers and what they sell in their shops. Frieda, your conversation at the grocer's **sounded** so real that I am sure you are used to shopping of that kind.

*Frieda:* Well, my friend Mary Gardier and I have a little flat together and we both do shopping, generally on Saturday morning.

*Mr. Priestley:* Today is Monday, so you probably remember what you and Mary did on Saturday morning. Could you tell us?

*Frieda:* I shall be very glad to do so. You will remember that I bought some bacon, tea and so on; there was really a lot more. I have the bill here, so you can see **exactly** what I got at grocer's. While I was there Mary went to Bones the butcher's for a small **joint** of beef and half a leg of **lamb**, and then to the greengrocer's, which is also a **fruiterer's**, for 2 lb. of eating apples and 2 lb. of cooking apples, a dozen oranges, 1 lb. of mixed nuts. 2 lb. of beans, 8 lb. of potatoes and a **good-sized cabbage**. I called round at the dairy **to pay our bill** for the milk (1 pint daily), the cream and the new-laid eggs (1 dozen) that had been sent to our flat during the last week. Mary went to the fishmonger's to get some herrings for our supper. We went together to the baker's and paid for the bread that we had, two **brown loaves**, two white loaves and six rolls, and bought 1 lb. of fruit cake and half a dozen small cakes (he's a confectioner as well as a baker), and then went home, feeling rather tired.

*Mr. Priestley:* Well, Frieda, you have certainly given us some useful vocabulary there.

*Hob:* A confectioner is a man who makes cakes, isn't he, sir?

*Mr. Priestley:* Yes.

*Hob:* Good. Then I know a story about a confectioner.

*Mr. Priestley:* All right. Hob, let's hear it.

*Hob:* Well, it's really about two confectioners in the main street of Lowton Cross, where my uncle Tom lived. Their shops were just opposite each other and there was great **rivalry** between them. One day one of them put a big notice in his shop window:

Try our cake at 2/3 a pound.

To pay more is **to be robbed**.

About an hour later his rival put a notice in his shop window:

Try our cake at 2/6 a pound.

To pay less is to be **poisoned**.

I am sorry I can't tell you one about a butcher, but I can give you a short conversation I heard between Uncle Tom and the butcher at Lowton Cross. Tom never got married, and he used to do all his own cleaning and cooking and shopping. One day I went with him to the butcher's and this was the conversation that I heard:

*Uncle Tom:* Is the beef **tender**?

*Butcher:* Tender, Tom? It's as tender as a woman's heart.

*Uncle Tom:* Oh! Then I'll take a pound of sausages, instead.

*Mr. Priestley:* Now, Pedro, suppose you tell us something about men's shops.

*Pedro:* Well, I often go to a men's outfitter when I want new gloves or ties, socks, handkerchiefs or shirts. The one I go to in Regent Street has also hats and collars, and **all of very good quality**.

*Mr. Priestley:* What size do you take in hats, collars and gloves?

*Pedro:* Oh, yes; the English sizes are not the same as most continental ones. I take size 7 in hats, 15 in collars, 8 in gloves and 8 1/2 in shoes.

*Hob:* You sound as if you were bigger round the neck than round the head.

*Pedro:* Another shop I go **frequently** to is the **tobacconist**. I always have the same kind of cigarette, a hand-made Virginia, though he has excellent Turkish and Egyptian cigarettes too, and he has all the popular kinds in packets of ten and twenty and boxes of fifty and a hundred. He has, too, a **good choice of lighters**, cigarette-holders and cigarette-cases. If you are a pipe-smoker you can get good pipes and **pouches**, and he has an excellent quality of pipe tobacco. Then I went yesterday to the newsagent to pay my bill for papers. He is a book-seller and a stationer as well as a **newsagent**, and I gave him an order for a new book that I wanted. I **had borrowed** it from the library, but I liked it so much that I wanted to have a copy of my own. At the same time I ordered three or four boxes of writing-paper and a hundred **envelopes**. Then I went along Piccadilly to the Fine Art Galleries. I had seen a water-colour that I liked, so I had it sent to my rooms. It was about one o'clock by this time and I had an **appointment** for lunch at the Ritz with a friend, so I turned in there — and that was my morning.

*Mr. Priestley:* Very good. Now, Lucille, can you tell us a little about your shopping?

*Lucille:* I went to Bond Street one day last week to have a look at a hat that I had been told had just arrived from Paris. I tried it on and liked it very much, so I bought it. I needed a new pair of dancing-shoes; my present ones are rather worn and I am going to a dance tonight. I saw a beautiful pair of walking shoes in snake skin, so I bought those as well and had them sent to my address. Then I remembered that I wanted a new toothbrush. There was a chemist's near, so I went in. They had some new face cream and a face powder that the chemist said was very good, but I never use anything but Guerlain from Paris. I always get my lipstick from Paris, too, but unfortunately I lost my lipstick yesterday, the last one that I had so, I had to buy a new one there. It is quite good, but not like my Parisian one. My watch doesn't go very well just now; it has been gaining about ten minutes a day for some time, and every now and then it stops altogether for no reason at all. I took it to a watchmaker just off Bond Street so that he could examine it. He said it wanted cleaning, so I left it with him. I called in at Carrier's the jeweller's to buy a birthday present for my sister, Marie. They showed me some lovely ear-rings, necklaces and bracelets, but I finally decided on a very pretty brooch of diamonds and rubies set in platinum — and that completed my shopping.

*Mr. Priestley:* And now I want you to talk about clothes. Then we will ask Pedro and Olaf to speak about men's clothes.

*Lucille:* I am very pleased to talk about clothes. They are something that I am really interested in. I like to have pretty dresses of the latest fashion and style, well-cut tailored costumes, nylon "undies," nylon stockings and well-made shoes.

In the morning I generally wear a blouse and a skirt or a jumper and skirt, especially in winter. In spring or summer I like something lighter, and I wear a cotton or a linen frock and a hat to match. In the evenings I like to dress for dinner, especially if I am going out to a theatre or a dance. My favourite is a black evening dress, beautifully cut. With this dress I wear platinum and pearl ear-rings and a necklace of pearls. For tennis I wear a short white linen dress, and for the seaside a beach dress.

*Pedro:* I, too, like well-cut clothes, so I always go to a good tailor. When I want a new suit I go to his shop and look at the patterns or the rolls of cloth that he shows me, and I choose the one that I want. I prefer suits of dark brown or grey or blue. It pays to choose a good cloth for a suit; then it wears well and keeps its shape.

As I always go to the same tailor, he knows my measurements and doesn't need to take them again every time. But sometimes he meas-

ures me again to make sure I haven't got fatter or thinner since my last visit. I usually go for a fitting in about a week's time. Sometimes there are slight alterations to be made — the sleeve to be made a little shorter, the trouser-leg a little longer, the coat to be let out a little (if I have grown fatter) or taken in a little (if I have grown thinner) or a button to be moved half an inch or so. But often the fit is perfect, and the tailor can finish the suit without making any alterations at all.

In the evening I dress for dinner, generally in a dinner jacket, with black tie, but if I am going to a dance I wear full evening dress ("tails"), with a white tie.

*Olaf:* Well, to begin at the beginning; in the morning I take off my pyjamas.

*Hob:* Oh, that reminds me of the story of the famous big-game hunter. He was showing a charming young lady the skin of a lion that he had shot. "One night," he said, "I heard the roar of a lion; I jumped out of bed and shot it in my pyjamas". "Good heavens," she said, "however did it get in your pyjamas?"

*Olaf:* To come back to what I was saying. I take off my pyjamas, have my bath, and then put on my vest, pants, shirt, collar and tie, socks, trousers, waistcoat (or sometimes pullover) and jacket. When I go out in winter I put on an overcoat or a raincoat, gloves and a hat, or sometimes, in the country, a cap. If it is cold, I sometimes wear a scarf round my neck. My clothes are not so expensive as Pedro's and I can usually get a good suit ready-made; this is considerably cheaper than having it made to measure.

*Hob:* I once knew a man who was so fat that the only ready-made thing that fitted him was a handkerchief.

*Olaf:* I like rough tweeds or a sports jacket and flannel trousers. My clothes don't keep their shape so well, perhaps, as Pedro's suits, and so my trousers have never as beautiful crease as Pedro's, but they are fine for walking in the country, for climbing or for golf, and they wear for years without getting worn out. I like a good strong pair of shoes for country wear and a lighter pair for town wear, and, as I always wear out the heels rather quickly, I usually ask the shoemaker to put iron tips on the heels of my country shoes and rubber tips on my town shoes.

*Hob:* I don't trouble much about clothes and I couldn't tell nylon from cotton, or a well-cut suit from a badly-cut one; all I know is that women now wear ounces of clothes where they used to wear pounds — but they pay pounds for the ounces.

But your talk about clothes reminds me of a story. There was a fire in the middle of the night at a country house, and as some of the guests were standing outside watching the flames, another guest joined them. "There was no need for the people to get excited," he said. "Now look at me; when I heard people shouting that the house was on fire I got out of bed, lit a cigarette, and went on calmly with my dressing; — in fact, when I had put my tie on, I thought it didn't match my shirt very well, so I took it off and put on another one. I didn't lose my head at all. Where there is a danger I always keep calm, perfectly calm". "That's good," said one of the friends, "but why haven't you put your trousers on?"

(from C. E. Eckersley)

- to sound** [ˈsaʊnd] — звучать • *звучати*  
**exactly** [ɪɡˈzæktli] — точно • *точно*  
**joint** [dʒɔɪnt] — сустав; часть разрубленной туши • *суглоб; частина розрубаної туші*  
**lamb** [læm] — ягненок, мясо ягненка (молодая баранина) • *ягня, м'ясо ягняти (молода баранина)*  
**fruiterer** [ˈfru:təɹə] — торговец фруктами • *торговец фруктами*  
**lb. = pound** — фунт (454 г.) • *фунт (454 г.)*  
**good sized cabbage** — капуста достаточно большого размера • *капуста достатньо великого розміру*  
**to pay a bill** — оплачивать счет • *оплачувати рахунок*  
**rivalry** [ˈraɪvəri] — соперничество • *суперництво*  
**to rob** [rɒb] — грабить • *грабувати*  
**robbery** [ˈrɒbəri] — ограбление • *пограбування*  
**to poison** [ˈpɔɪzn] — отравлять • *отруювати*  
**poison** — яд • *отрута*  
**tender** [ˈtendə] — нежный • *ніжний*  
**of very good quality** [ˈkwɒlɪti] — очень хорошего качества • *дуже доброї якості*  
**frequently** [ˈfri:kwəntli] — многократно, часто • *багаторазово, часто*  
**tobacconist** [təˈbækəʊnɪst] — торговец табаком, сигаретами • *торговец тютюном, цигарками*  
**good choice** [ˈtʃɔɪs] of — хороший выбор • *добрий вибір*  
**lighter** [ˈlaɪtə] — зажигалка • *запальничка*  
**pouch** [paʊtʃ] — мешочек, сумка • *мішечок, сумка*  
**newsagent** — продавец газет, газетчик • *продавец газет, газетяр*



**to borrow** [ˈbɔːrəʊ] — занимать, заимствовать • *позичати, запозичувати*

**envelope** [ˈenvləʊp] — конверт • *конверт*

**appointment** [əˈpɔɪntmənt] — назначение, свидание, встреча • *призначення, побачення, зустріч*

**to have a look at** — взглянуть • *глянути*

**are rather worn** — достаточно износились • *достатньо зносилися*

**in snake** [sneɪk] **skin** — из змеиной кожи • *зі зміїної шкіри*

**chemist's** — аптека • *аптека*

**for no reason** — без причины • *без причини*

**watchmaker** — часовой мастер • *годинникар*

**necklace** [ˈneɪklɪs] — ожерелье • *намисто*

**diamond** [ˈdaɪəmənd] — алмаз • *діамант*

**ruby** [ˈruːbi] — рубин • *рубін*

**platinum** [ˈplætɪnəm] — платина (металл) • *платина (метал)*

**to complete** [kəmˈpliːt] — заканчивать, завершать • *закінчувати, завершувати*

**costume** [ˈkɒstjuːm] — женский костюм • *жіночий костюм*

**undies** — нижнее белье • *спідня білизна*

**to match** — подходит по цвету • *пасувати за кольором*

**necklace of pearls** [pɜːlz] — ожерелье из жемчуга • *намисто з перлин*

**beach dress** [ˈbiːtʃˈdres] — пляжное платье • *пляжна сукня*

**tailor** [ˈteɪlə] — портной • *кривець*

**pattern** [ˈpætən] — образец, модель • *зразок, модель*

**to choose** [tʃuːz] (**chose**; **chosen**) — выбирать • *вибирати*

**to keep one's shape** — быть в форме, держать (сохранять) форму • *бути у формі, зберігати форму*

**measurements** [ˈmeʒəmənts] — размеры • *розміри*

**to measure** [ˈmeʒə] — измерять, снимать мерку • *вимірювати, знімати мірку*

**to go for a fitting** — ходить на примерку • *ходити на приміряння*

**alteration** [ˌɔːltəˈreɪʃn] — изменение, перемена • *зміна, перерва*

**inch** — дюйм (2,54 см) • *дюйм (2,54 см)*

**evening dress, "tails"** — фрак • *фрак*

**pyjamas** [pəˈdʒɑːməz] — пижама • *піжама*

**to remind** [rɪˈmaɪnd] — напоминать • *нагадувати*

**hunter** [ˈhʌntə] — охотник • *мисливець*

**skin** — кожа, шкура • *шкіра, шкура*

**roar** [rɔː] — рев • *ревіння*

**considerably** [kən'sɪdərəblɪ] — значительно • *значно*  
**crease** [kri:s] — стиб, складка, стрелка • *згин, складка, стрілка*  
**without getting worn out** — не изнашивая • *не зношуючи*  
**to wear out the heels rather quickly** — достаточно быстро изнашивать (сбивать) каблуки • *достатньо швидко зношувати (збивати) підбори*  
**shoemaker** — сапожник • *чоботар*  
**iron tips** — железные набойки • *залізни набійки*  
**rubber tips** — резиновые набойки • *гумові набійки*  
**to tell smth. from smth.** — различить, отличить ч.-л. от ч.-л. • *розрізнати, відрізнати щось від чогось*  
**well-cut** — хорошего покроя • *гарного покрою*  
**badly-cut** — плохого покроя • *поганого покрою*  
**ounce** [auns] — унция (28,35 г) • *унція (28,35 г)*  
**flame** [fleɪm] — пламя • *полум'я*  
**to lose one's head** — потерять голову • *втратити розум*  
**danger** ['deɪndʒə] — опасность • *небезпека*  
**to keep calm** [kɑ:m] — сохранять спокойствие • *зберігати спокій*

## Text 7-2

### Hire-Purchase

The system of buying goods became very common during the twentieth century. Today a large proportion of all the families in Great Britain buy furniture, household goods and cars by **hire-purchase**. In the USA, the proportion is much higher than in Great Britain, and people there spend over 10 per cent of their **income** on hire-purchase instalments.

The goods bought by hire-purchase are, **in almost every case**, goods that will last — radio and television sets, washing-machines, refrigerators, motor-cars and motor-cycles, and articles of furniture.

The price of an article **bought in this way** is always higher than the price that would be paid in cash. There is a **charge** for interest. The buyer pays a proportion, perhaps one-quarter or one-third, of the price when the goods are **delivered** to him. He then makes regular **payments**, weekly or monthly, until the full price has been paid. The legal **ownership of the goods** remains with the seller until the **final payment** has been made.

Hire-purchase has **advantages** and disadvantages. It helps **newly-married couples** with small incomes **to furnish their homes**. It increases the demand for goods, and in this way helps trade and employment.

If families are paying each month instalments on such household goods as a washing-machine and a car, they can spend less money (or perhaps no money) in useless or perhaps harmful ways, for example, on too much alcoholic drink.

There is, however, the danger that when trade is bad, hire-purchase buying may end suddenly and make trade much worse, with, as a result, a great increase in unemployment. This is why, in some countries, the Government controls hire-purchase by fixing the proportion of the first payments and the instalments.

(from A. S. Hornby)

**hire-purchase** ['haɪə'pɜ:tʃəs] — особый вид покупки товара в рассрочку • *особливий різновид покупки товару на розстрочку*  
**income** ['ɪnkəm] — периодический доход • *періодичний прибуток*

**instalment** [ɪn'stɔ:lmənt] — очередной взнос • *черговий внесок*  
**to pay by instalments** — выплачивать частями, периодическими взносами • *виплачувати частинами, періодичними внесками*  
**in almost every case** — почти в каждом случае • *майже в кожному випадку*

**brought in this way** — купленные таким способом • *куплені у такий спосіб*

**charge** [tʃɑ:dʒ] — плата, расходы, издержки, налог • *плата, витрати, видатки, податок*

**to deliver** [dɪ'livə] — доставлять, сдавать • *доставляти, здавати*

**payment** ['peɪmənt] — уплата, платеж, плата • *сплата, платіж, плата*

**ownership of the goods** — владение товарами • *володіння товарами*

**the final payment** — последний платеж • *останній платіж*

**to have an advantage** [əd'vɑ:ntɪdʒ] (**of, over**) — иметь преимущество (над) • *мати перевагу (над)*

**newly-married couples** — молодожены • *молодыта*

**to furnish homes** — обставлять мебелью • *обставляти меблями*

**to increase** [ɪn'kri:s] — возрастать, увеличиваться • *зростати, збільшуватися*

**trade** [treɪd] — торговля • *торгівля*

**as a result** — в результате, как результат • *у результаті, як результат*

**unemployment** [ˌʌnɪm'plɔɪmənt] — безработица • *безробіття*

## Text 7-3

### Author, Author!

Painters sign their creations, but what about clothes designers? Their names don't usually appear on the factory labels. Tatyana Bugrova has changed this.

Her loose-cut long jacket and short skirt set, her evening dress with loose folds, and her black coat with asymmetrical leather applique were modelled in the show-room before they were put on sale in the Moda shop. The clothes sold out immediately.

"Are you happy with your buy?" I asked one customer.

"I long dreamed about such an evening dress," she said. "I'm happy because it is also **unique**. You can't buy another one like this. It's worth every penny, and the quality is fine".

"What's the advantage of the innovation?"

"It finally gives the customer a choice of designer and means that fashion will become less uniform".

Production in small batches is winning over a growing number of supporters. Many fashion houses are increasing their production of experimental designs. They are being joined by small factories producing clothes of novel designs in small batches. The most successful designers will be putting their names on the labels.

(from "Moscow News")

**creation** — творение • *творіння*

**label** — бирка • *ярлик, наліпка*

**unique** — уникальный, неповторимый • *унікальний, неповторний*

## Text 7-4

### Paris Fashion

The surprise is that in this time of **liberated woman** such old-fashioned **seductive** styling would exert such a pull. Private customers at the show set on the edge of their seats almost holding their breath as they awaited the appearance of the next seductively draped style.

Some dresses are no bigger than bathing suits. In draped leather or high-coloured silks, they were usually accompanied by silk coats, a necessary **precaution** if the wearer is going to spend any time in a public place.

Everything is in glowing shades of green, yellow, pink or blue except for a few black silk dresses and these are worn with long coloured gloves.

It is **anomaly** in a time when women are entering the professions and driving trucks that such fantasy clothes would have so much appeal.

(from "Herald Tribune". Reprinted by "Moscow News")

**liberated woman** — эмансипированная женщина • *емансипована жінка*

**seductive** [sɪ'dʌktɪv] — соблазнительный • *стокусливий*

**precaution** [prɪ'kə:ʃən] — предосторожность, предостережение • *пересторога, застереження*

**anomaly** [ə'noməli] — отклонение от нормы, аномалия • *відхилення від норми, аномалія*

## Text 7-5

### Fashions

Fashion is an **entirely** unnecessary and yet delightful detail of human life. No one could contend that a person who did not follow the fashion was **lacking** in any great mental or moral quality; yet to be in the fashion has given joy in age after age, not only to the women who are thus up-to-date in their costume, but to the men who behold them.

✓ As a rule, men's attitude towards women's fashions is one of amused tolerance. They pretend that they are unable to detect the nice **distinctions** between the latest model from Paris and a dress that is hopelessly out of date. But they are in reality just as eager to conform to the popular idea of what is and what is not worn.

But men's fashions change slowly, and men, unlike women, like to be the last to leave an old fashion rather than the first to embrace a new. They have no desire either, that their womenfolk should be in the very front rank of fashion. It would make them embarrassed to be seen in public with a woman who was wearing something which caused every eye to be turned upon her. But they like their wives to be dressed as most other women are dressed.

Fashion is an arbitrary mistress to whom most women are slaves, but though her mandates are often unreasonable and not seldom absurd, she is followed willingly, for the reward she offers is that sense of adventure and variety which is the spice of life.

(from "Fifty Model Essays" by Joyce Miller)

**entirely** — совершенно • *цілком*

**to lack** — испытывать недостаток • *відчувати брак*

**distinction** — различие, отличие • *різниця, відмінність*

## DIALOGUES

a) Read and act the dialogues.

b) Make up the dialogues based on the models using as many words as possible dealing with the topic "Shopping".

### Buying a Present

#### *In a Record Store*

*Liz:* Do you have "Disco King," please?

*Salesclerk:* Who's it by?

*Liz:* Soul Sensation. It's their latest single. It's just made the charts. It's number nine this week.

*Salesclerk:* Let's see... just a minute. Yes. Here you are.

*Liz:* Oh, thanks. And do you have the new album by the Rats?

*Salesclerk:* Teenage Revolution? Oh, yes. We have that. It's a terrific album. You'll love it.

*Liz:* Oh, it's not for me. It's for my grandmother. It's a birthday present.

#### *In a Jewellery Store*

*Harry:* I'm trying to find a Christmas present for my wife.

*Salesclerk:* All right. What exactly are you looking for?

*Harry:* I'm not sure, really. Maybe you can help me.

*Salesclerk:* Sure. I'll show you some bracelets.

*Harry:* No, I bought a bracelet for our anniversary.

*Salesclerk:* Maybe a ring, then. These rings are made of gold.

*Harry:* Yes, I like that one. What kind of stone is that?

*Salesclerk:* It's a diamond. And it's only \$5,000!

*Harry:* Oh. Well, maybe you could show me some ear-rings, then.

#### *In a Toy Store*

*Mrs. Silva:* Hello. Maybe you could advise me.

*Salesclerk:* Yes, of course.

*Mrs. Silva:* I'm looking for a toy for my nephew.

*Salesclerk:* OK. How old is he?

*Mrs. Silva:* He'll be nine on Saturday.

*Salesclerk:* Skateboards are still very popular.

*Mrs. Silva:* Hm. I don't want him to hurt himself.

*Salesclerk:* What about a drum set?

*Mrs. Silva:* I don't think so. His father will be upset if I buy him one of those. Do you have anything educational? You see, he's a very intelligent boy.

*Salesclerk:* I have the perfect thing! A do-it-yourself computer kit.

(from "American Streamline")

**anniversary** — ГОДОВЩИНА • річниця

**skateboard** — СКЕЙТ • скейт

## **EXERCISES**

### **Exercise 7-1**

*Answer the following questions:*

1. When do you usually go shopping?
2. Where do you go shopping?
3. What have you bought today in the way of food?
4. What have you recently bought in the way of manufactured goods?
5. Are the shops crowded when you do your shopping?
6. What do you usually buy in the market?
7. What is the biggest Department Store in Kyiv (in your hometown)?
8. What kind of clothes do you prefer: ready-made or made-to-order?
9. What time is your nearest shop open (closed)?
10. What size in dress do you take? What about your mother and father?
11. What size in shoes do you take?
12. What colour of hats do you prefer?
13. What colour of gloves would you like to buy to match your new handbag?
14. You have run out of vegetables. Where will you go?
15. You want to try a coat on. Where will you do it?
16. What things do you wear in summer and in winter?
17. What can you buy in the Central Department Store? Describe your visit there.

### **Exercise 7-2**

*(based on the topic "Shopping").*

*Fill in the missing words:*

1. It's a multistoreyed building where one can get everything in the way of \_\_\_\_\_ and \_\_\_\_\_ goods.

2. I must confess it was so difficult to make a suitable \_\_\_\_\_ in such a huge shop with a lot of \_\_\_\_\_ and shelves.
3. Then I went along the ground floor and looked into the \_\_\_\_\_ of the grocery, where I could see all kinds of \_\_\_\_\_.
4. There were some \_\_\_\_\_ counters on the ground floor and I found myself in a fantastic \_\_\_\_\_ city of different things.
5. I was impressed by a great \_\_\_\_\_ of silk skirts and shirts, \_\_\_\_\_ of boots and shoes, jeans and \_\_\_\_\_, pull-overs and sweaters, jackets and blouses, bags and \_\_\_\_\_.
6. It was the latest and I made up my mind to \_\_\_\_\_ it \_\_\_\_\_.
7. But unfortunately it was a bit \_\_\_\_\_ on me and didn't \_\_\_\_\_ me perfectly.
8. The shop-assistant suggested looking at a beautiful \_\_\_\_\_.
9. The \_\_\_\_\_ of the present wasn't very high, I must admit.
10. So I paid the money at the \_\_\_\_\_.
11. The cashier gave me a \_\_\_\_\_ and I came up to the \_\_\_\_\_ with it again.
12. On my way home I suddenly remembered that my mother had given me a few \_\_\_\_\_.
13. We had \_\_\_\_\_ of bread and I had to drop in at the \_\_\_\_\_ to buy a \_\_\_\_\_ of white bread, a loaf of brown bread, five \_\_\_\_\_ and half a \_\_\_\_\_ small cakes.
14. There was a long \_\_\_\_\_ at the grocer's.
15. I bought some \_\_\_\_\_ (bananas and apples) at the \_\_\_\_\_ near the bus stop.

### ***Exercise 7-3***

***For each sentence, place the letter of the best answer in the space provided:***

1. At the perfumery department women can buy:
  - a) linen cloth
  - b) fur hat
  - c) mascara
  - d) cassette
 1. \_\_\_\_\_



2. In winter women usually put on:
- a) bathing suit
  - b) suede jacket
  - c) apron
  - d) fur coat
2. \_\_\_\_\_
3. When one wants to try something on he goes to the:
- a) fitting room
  - b) bathroom
  - c) dining-car
  - d) closet
3. \_\_\_\_\_
4. You have been invited to a birthday party and, of course, you want to look elegant. So you put on:
- a) light summer frock
  - b) tailcoat ("tails")
  - c) swimming trunks
  - d) pyjamas .
4. \_\_\_\_\_
5. You are going to the picnic with your friends. What kind of shoes have you chosen?
- a) platform shoes
  - b) evening sandals
  - c) high heel shoes
  - d) trainers (sneakers)
5. \_\_\_\_\_
6. It is raining cats and dogs, but you must go out. You have nothing to do but put on:
- a) T-shirt
  - b) shorts
  - c) raincoat
  - d) tracksuit
6. \_\_\_\_\_

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Use **Грмм Т. Workbooks** which provide sufficient material for students' training on the topic "Shopping" consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humor.

# THE CINEMA

Cinema plays an important role in the life of any society. The cinema has become a part of the modern way of life. There is no denying the fact that the cinema is an excellent vehicle of culture. Its possibilities are unlimited. In the earliest years of the cinema its power to show contemporary events was recognized and appreciated. More than anything else this unique quality secured popularity for the film as a new form of instruction and entertainment. That's why the cinema is considered to be one of the best ways of spending leisure time.

There are a lot of different kinds of films: feature films, theatrical films, horror films, thriller films, popular science films, travelogues, mystery films, documentaries, animated cartoon films. Besides, the films may be colour or black and white, full-length or short, sound or silent, dubbed in mother tongue, three-dimensional or wide-screen.

We can see films either in the cinema or on TV. As I am often short of time, I have practically no time for going to the cinema. For this reason I see films on television more frequently. But sometimes I manage to go to the cinema. I prefer feature films and amusing comedies. It's a pity the life is so difficult nowadays, and I want to relax a little, sometimes even to laugh. But at the same time I am fond of true-to-life films describing the life of the ordinary people, their feelings and problems. Such films move me deeply, they arouse the feelings of sympathy or hatred for the heroes. As a rule such films leave a deep and lasting impression upon me.

A modern cinema programme contains a newsreel, which shows us pictures of important recent developments. It is usually shown before a feature film and it's often worth seeing. Sometimes they show an animated cartoon film watching which the audience is in a state of excitement from the beginning to the end. Especially I like Walt Disney's cartoons "Duck Tales," or "Vinnie-the-Pooh's Adventures". In my opinion the animated cartoon films are popular with both children and adults.

Showing the educational films is **arranged** mainly for schoolchildren and students.

In Great Britain and the USA the cinemas ("movies" as they often call them) sell more than one **billion** tickets a year. Movies are also shown on television and can be rented or purchased as a videotape recording. People in these countries are **equipped with** video recorders in their majority. Although people once **feared** that television would ruin movie industry, movie popularity has **soared** in recent years in these countries. Attending movies is a relatively **inexpensive** leisure time activity that is very popular.

## Word List on the Subject "The Cinema"

- way of life** — образ жизни • *спосіб життя*  
**vehicle** ['vi:kl] — средство выражения, распространения • *засіб вираження, поширення*  
**possibilities** — возможности • *можливості*  
**unlimited** [ʌn'li:mitɪd] — безграничный, неограниченный • *безмежний, необмежений*  
**contemporary** [kən'tempərəri] — современный • *сучасний*  
**appreciate** [ə'pri:ʃieɪt] — оценивать; высоко ценить • *оцінювати; високо цінувати*  
**unique** [ju:'ni:k] — единственный в своем роде, уникальный • *єдиний у своєму роді, унікальний*  
**to secure** [si'kjʊə] — сохранять, укреплять, обеспечивать • *зберігати, зміцнювати, забезпечувати*  
**instruction** [ɪn'strʌkʃn] — предписание, инструкция, указание • *розпорядження, інструкція, вказівка, припис*  
**entertainment** [ˌentə'teɪnmənt] — развлечение, увеселение • *розвага, звеселяння*  
**feature** ['fi:tʃə] **film** — художественный фильм • *художній фільм*  
**horror film** — фильм ужасов • *фільм жахів*  
**thriller** ['θrɪlə] **film** — сенсационный фильм, боевик • *сенсаційний фільм, бойовик*  
**popular science film** — научно-популярный фильм • *науково-популярний фільм*  
**travelogue** ['trævələʊg] — фильм о путешествиях • *фільм про подорожі*  
**mystery** ['mɪstəri] — детектив • *детектив*  
**documentary** [ˌdɒkjʊ'mentəri] — документальный фильм • *документальний фільм*

- animated cartoon** ['æmmeɪtɪd'ka:tʊ:n] — мультипликационный фильм • *мультиплікаційний фільм*
- colour** ['kʌlə] — цветной • *кольоровий*
- black-and-white** — черно-белый • *чорно-білий*
- full-length film** — полнометражный фильм • *повнометражний фільм*
- short film** — короткометражный фильм • *короткометражний фільм*
- sound** [saʊnd] **film** — звуковой фильм • *звуковий фільм*
- silent** ['saɪlənt] **film** — немой фильм • *німий фільм*
- dubbed (in) film** — дублированный фильм • *дубльований фільм*
- three-dimensional film** — стереофильм • *стереофільм*
- wide-screen film** — широкоформатный фильм • *широкоформатний фільм*
- to be short of time** — иметь мало времени • *мати мало часу*
- more frequently** — более часто • *частіше*
- amusing** [ə'mju:zɪŋ] — забавный, смешной • *забавний, кумедний*
- nowadays** — в наше время • *в наш час*
- true-to-life film** — реалистический, правдивый фильм • *реалістичний, правдивий фільм*
- ordinary** ['ɔ:dɪnɪ] — обычный, заурядный • *звичайний, рядовий*
- to move deeply** — глубоко тронуть • *глибоко зворушити*
- to arouse a feeling of sympathy** ['sɪmpəθi] **or hatred** ['heɪtɪd] — вызывать чувство симпатии или ненависти • *викликати почуття симпатії або ненависті*
- to leave a deep and lasting impression upon smb.** — оставить глубокое незабываемое впечатление • *залишити глибоке незабутнє враження*
- newsreel** ['nju:zri:l] — кинохроника, киножурнал • *кінохроніка, кіножурнал*
- to be popular with...** — быть популярным среди... • *бути популярним серед...*
- to arrange** [ə'reɪndʒ] — устраивать, организовывать • *влаштувати, організувати*
- billion** ['bɪljən] — триллион (в Англии); миллиард (в Америке) • *трильйон (в Англії); мільярд (в Америці)*
- to be equipped** [ɪ'kwɪpt] **with** — быть оборудованным, снаряженным • *бути обладнаним, спорядженим*
- to fear** ['fiə] — бояться, опасаться • *боятися, побоюватися*
- to soar** [sɔ:] — парить, высоко летать, подниматься • *ширяться, високо літати, підніматися*
- inexpensive** — недорогой • *недорогий*

# Supplementary Word List and Word Combinations on the Subject "The Cinema"

## *Cinemas and Films*

- cinema-goer** — любитель кино • *шанувальник кіно*  
**film is on (running)** — фильм демонстрируется, в прокате • *фільм демонструється, у прокаті*  
**film star** ['film'sta:] — кинозвезда • *кінозірка*  
**spectator** [spek'teɪtə] — зритель • *глядач*  
**picture (film, movie)** — фильм • *фільм*  
**cinema (movie, picture)** — кино • *кіно*  
**cinema hall** — кинозал • *кінозал*  
**cinema theatre** — кинотеатр • *кінотеатр*  
**cinema (movie) fan** — большой любитель кино • *великий шанувальник кіно*  
**to go to the pictures (movies; cinema)** — ходить в кино • *ходити в кіно*  
**documentary film (documentary)** — документальный фильм • *документальний фільм*  
**educational film** — учебный фильм, учебное кино • *навчальний фільм, навчальне кіно*  
**popular scientific (science) film** — научно-популярный фильм • *науково-популярний фільм*  
**science fiction film** — научно-фантастический фильм • *науково-фантастичний фільм*  
**feature film** — художественный фильм • *художній фільм*  
**animated cartoon film (cartoon)** — мультипликационный фильм • *мультиплікаційний фільм*  
**travelogue** — фильм о путешествиях • *фільм про подорожі*  
**adventure film** — приключенческий фильм • *пригодницький фільм*  
**song-studded film** — музыкальный фильм • *музичний фільм*  
**comedy (comical) film** — кинокомедия • *кінокомедія*  
**concert film** — фильм-концерт • *фільм-концерт*  
**theatrical film** — фильм-спектакль • *фільм-вистава*  
**stunt** — сенсационный фильм (фильм с трюками) • *сенсацийний фільм (фільм із трюками)*  
**thriller film (thriller)** — триллер (сенсационный фильм, боевик) • *трилер (сенсацийний фільм, бойовик)*  
**mystery film** — детективный фильм • *детективний фільм*  
**musical film (musical)** — музыкальный фильм • *музичний фільм*  
**revue film (review, revue)** — фильм-ревю, киноревю • *фільм-ревю, кіноревю*

**melodrama (soap opera)** — мелодрама («мыльная опера») • *мелодрама («мильна опера»)*  
**pantomime** — пантомима • *пантоміма*  
**horror film** — фильм ужасов • *фільм жахів*  
**tragedy** — трагедия • *трагедія*  
**gags (comic turns)** — комические трюки (номера) • *комічні трюки (номери)*  
**lampoon** — острая сатира • *гостра сатира*  
**slapstick** — фарс, грубый юмор • *фарс, брутальний гумор*  
**newsreel** — кинохроника, киножурнал • *кінохроніка, кіножурнал*  
**burlesque** — пародия • *пародія*  
**films made jointly with foreign companies** — фильмы совместного производства с иностранными киностудиями • *фільми спільного виробництва з іноземними кіностудіями*  
**amateur motion film** — любительский фильм • *аматорський фільм*  
**screen** — экран • *екран*  
**set** — декорация, съемочная площадка • *декорація, знімальний майданчик*  
**colour film** — цветной фильм • *кольоровий фільм*  
**black-and-white film** — черно-белый фильм • *чорно-білий фільм*  
**mute (silent) film** — немое кино • *німе кіно*  
**sound film** — звуковой фильм • *звуковий фільм*  
**dubbed (in) film** — дублированный фильм • *дубльований фільм*  
**full-length motion film** — полнометражный фильм • *повнометражний фільм*  
**short-length motion film (short)** — короткометражный фильм • *короткометражний фільм*  
**stereoscopic (three-dimensional film)** — стереофильм • *стереофільм*  
**cinerama film** — панорамный фильм • *панорамний фільм*  
**one-reeler** — короткометражный фильм • *короткометражний фільм*  
**two-reeler** — фильм в двух частях (двухсерийный фильм) • *фільм у двох частинах (двосерійний фільм)*

### Screening

**screening** — экранизация • *екранізація*  
**to screen a novel (a story)** — экранизировать роман (рассказ) • *екранізувати роман (оповідання)*  
**screen version of the novel (story)** — экранизированный вариант романа (рассказа) • *екранізований варіант роману (оповідання)*

**script (scenario)** — сценарий • *сценарій*  
**scriptwriter** — сценарист • *сценарист*  
**to shoot a film** — снимать фильм • *знімати фільм*  
**to produce a film studio** — съемочный павильон • *знімальний павільйон*  
**to act (to play) on the screen** — играть в фильме • *грати у фільмі*  
**to dub (in) the film** — дублировать фильм • *дублювати фільм*  
**understudy** — дублер • *дублер*  
**foreign version** — иностранный вариант фильма • *іноземний варіант фільму*  
**to release** — выпускать фильм на экран • *випускати фільм на екран*  
**to come out** — появляться (о фильме) • *з'являтися (про фільм)*  
**shot** — кадр • *кадр*  
**still** — рекламная фотография кадра • *рекламна фотографія кадру*  
**caption (subtitle)** — титр • *титр*  
**close-up** — кадр крупным планом • *кадр великим планом*

### *Advertisement*

**advertisement** — реклама, объявление • *реклама, оголошення*  
**to advertise a film** — рекламировать фильм • *рекламувати фільм*  
**billboard** — место для афиш • *місце для афіш*  
**colour poster** — цветная афиша • *кольорова афіша*  
**announcement** — объявление • *оголошення*  
**the first (the second) show commences at (ends at)** — первый (второй) сеанс начинается (оканчивается) в • *перший (другий) сеанс починається (закінчується) у*  
**Adults only.** — Только для взрослых. • *Тільки для дорослих.*  
**popularity** — популярность • *популярність*  
**poster** — афиша, плакат • *афіша, плакат*

### *At the Booking-Office*

**to book the seats (tickets) in advance** — купить билеты заранее • *купити квитки заздалегідь*  
**pay box / ticket booth / box-office / booking-office** — билетная касса (театральная) • *квиткова каса (театральна)*  
**to line up in the queue; to stand in the queue / to get on the line; to stand in the line (Am.)** — стоять в очереди • *стояти в черзі*  
**performance (show)** — сеанс • *сеанс*

**evening (morning) performance** — вечерний (утренний) сеанс • *вечірній (ранковий) сеанс*  
**preview** — первый просмотр фильма • *перший перегляд фільму*  
**empty seat** — свободное место • *вільне місце*  
**to move over** — пересесть • *пересісти*  
**to feel one's way to the seats** — находить место в зале наощупь • *знаходити місце в залі навопацки*  
**extra-ticket** — лишний билет • *зайвий квиток*  
**usher** — билетер • *білетер*  
**usherette** [ˌʌʃəˈreɪt] — билетерша • *білетерка*

### ***Cinema Actors and Cinema Workers***

**actor** — актер • *актор*  
**actress** — актриса • *акторка*  
**star (film star)** — ведущая актриса (актер) • *провідна акторка (актор)*  
**to star** — сниматься в главной роли • *зніматися в головній ролі*  
**to star in a role** — сниматься в роли • *зніматися в ролі*  
**comedian** — комедийный актер • *комедійний актор*  
**to act in small roles** — сниматься в эпизодических ролях • *зніматися в епізодичних ролях*  
**cast** — состав (действующих) исполнителей • *склад (діючих) виконавців*  
**all-star cast** — первоклассный состав • *першокласний склад*  
**stunt** — каскадер • *каскадер*  
**understudy** — дублер • *дублер*  
**stand-in** — дублер (дублирующий основного исполнителя) • *дублер (що дублює основного виконавця)*  
**dubber** — звукооператор дубляжа • *звукооператор дубляжу*  
**(film) producer** — продюсер фильма • *продюсер фільму*  
**director** — режиссер-постановщик • *режисер-постановник*  
**camera man** — оператор • *оператор*  
**art director** — художник (фильма) • *художник (фільму)*  
**extra (film-super)** — статист • *статист*

### ***Exchange of Impressions***

**The plot of the film is thrilling.** — Содержание фильма захватывающее. • *Зміст фільму захоплюючий.*  
**It is beyond comparison!** — Он вне сравнения! • *Він незрівнянний!*



- It is beneath criticism!** — Он ниже всякой критики! • *Він нижче будь-якої критики!*
- It is above praise!** — Он выше всяких похвал! • *Він вище будь-яких похвал!*
- It is worth seeing.** — Его стоит посмотреть. • *Його варто подивитися.*
- The film is really astonishing!** — Фильм действительно изумительный! • *Фільм справді дивовижний!*
- The scene is fascinating!** — Эта сцена восхитительна! • *Ця сцена чудова!*
- the film reflects...** — в фильме отражен... • *у фільмі відбитий...*
- the film leaves a deep and lasting impression upon...** — фильм производит глубокое и незабываемое впечатление на... • *фільм справляє глибоке і незабутнє враження на...*
- to create a true-to-life image** — создать реалистический (правдивый) образ • *створити реалістичний (правдивий) образ*
- while watching the film I was most impressed by...** — в фильме больше всего меня поразило (впечатлило)... • *у фільмі найбільше мене уразило...*
- it appeals to the deep and profound interest** — он вызывает глубокий интерес • *він викликає глибокий інтерес*
- the film deals with...** — в фильме рассказывается... • *у фільмі розповідається...*
- the plot centres around...** — содержание фильма сконцентрировано... • *зміст фільму сконцентрований...*

## Additional Words and Expressions on the Subject "The Cinema"

- Let's go to the cinema (movies).** — Пойдемте в кино. • *Ходімо в кіно.*
- What's on at the cinema?** — Что сегодня в кино? (Что идет сегодня?) • *Що сьогодні в кіно? (Що йде сьогодні?)*
- What's the film like?** — Что это за фильм? • *Що це за фільм?*
- Where is the film playing?** — В каком кинотеатре идет фильм? • *В якому кінотеатрі йде фільм?*
- Two tickets for 10 p.m. show, please.** — Два билета на 10 вечера, пожалуйста. • *Два квитки на 10 вечора, будь ласка.*
- Do you think we can get the tickets for this show?** — Как Вы думаете, мы сможем взять билеты на этот сеанс? • *Як Ви думаєте, чи зможемо ми взяти квитки на цей сеанс?*

- The film won a prize at the festival.** — Этот фильм получил премию на фестивале. • *Цей фільм одержав премію на фестивалі.*
- Who's in this film?** — Кто снимался в этом фильме? • *Хто знімався в цьому фільмі?*
- This film was the season's hit.** — Этот фильм имел огромный успех в прошлом сезоне. • *Цей фільм мав величезний успіх у минулому сезоні.*
- How did you like the film?** — Как тебе понравился фильм? • *Як тобі сподобався фільм?*
- I didn't understand very much.** — Я многого не понял. • *Я багато чого не зрозумів.*
- The film made a great impression on me.** — Фильм произвел на меня сильное впечатление. • *Фільм справив на мене велике враження.*
- This film is a great success.** — Этот фильм пользуется большим успехом. • *Цей фільм користується великим успіхом.*
- The film is based on real life.** — Фильм основан на реальных фактах. • *Фільм базується на реальних фактах.*
- Who wrote the script?** — Кто написал сценарий? • *Хто написав сценарій?*
- Who produced the film?** — Кто поставил фильм? • *Хто поставив фільм?*
- Who stars in this film?** — Кто из известных актеров снимается в этом фильме? • *Хто з відомих акторів знімається в цьому фільмі?*
- Which of Ukrainian (Russian, English, American) film actors is your favourite?** — Кто из украинских (русских, английских, американских) актеров Вам нравится больше всего? • *Хто з українських (російських, англійських, американських) акторів Вам подобається найбільше?*
- What do you think about this film?** — Что ты думаешь об этом фильме? • *Що ти думаєш про цей фільм?*
- The film is rather interesting (sad, boring, funny, dragged-out, sentimental).** — Фильм достаточно интересный (грустный, скучный, смешной, растянутый, сентиментальный). • *Фільм достатньо цікавий (сумний, нудний, кумедний, розтягнутий, сентиментальний).*
- The film is very popular with cinema-goers.** — Фильм пользуется огромной популярностью среди зрителей. • *Фільм користується величезною популярністю серед глядачів.*

## TEXTS

*Read, translate and render in brief.*

### Text 8-1

#### The Movies Till Now

Griffith was the first to **take stock** of all of the movies' already **existing devices** — the close-up, the use of the moving camera — and to **create** new ones. In the years from 1908 to 1913, he literally and single-handedly formed the language of cinema. He **influenced** and taught film-makers all over the world, and the filmic grammar he created is present, in some form or another, in every film you see today. In 1915 and 1916, with the movies still in their **infancy**, he created the screen's first two **masterpieces** — "The Birth of a Nation" and "Intolerance" — and turned a novelty and **minor** business into an international art and a **major** industry. A little more than half a century has gone by since then, and that art industry has **made fantastic strides**.

These first sixty years of the movies have been so rich in artistry, beauty, dramatic expression, **experiment** and — **above all** — in solid entertainment that one wonders how on earth movies a hundred years hence can **retain** their magic, or still find something fresh to say.

Those six decades of the movies have had their **ups and downs** to be sure. There have been times when the cinema seems to have had nothing to say.

But there have been periods of beauty and poetry too, and most of the filmmaking nations of the world have had their own **particular Golden Ages**. For example, for Scandinavia it was the late teens and early 20s; the German cinema was at its **peak** in the mid of late 20s; the French cinema in the early 30s; the British film probably saw its finest hour during and after World War II.

*(from "Film Review," London).*

**stock** [ˈstɒk] — основа • *основа*

**to take a stock** — инвентаризировать, делать переучет • *інвентаризувати, робити переоблік*

**existing devices** [dɪˈvaɪsɪz] — существующие средства, приспособления • *існуючі засоби, пристрої*

**to create** [kri:et] — творить, создавать • *творити, створювати*

- to influence** ['ɪnfluəns] — влиять, оказывать влияние • *впливати, справляти вплив*
- infancy** ['ɪnfənsɪ] — ранняя стадия развития; детство • *рання стадія розвитку; дитинство*
- masterpiece** ['mɑːstəpiːs] — шедевр • *шедевр*
- minor** ['maɪnə] — незначительный, второстепенный, меньший • *незначний, другорядний, менший*
- major** ['meɪdʒə] — более важный; главный, старший • *важливіший; головний, старший*
- stride** [straɪd] — большой шаг, большой успех • *великий крок, великий успіх*
- to make a fantastic stride** — сделать фантастический шаг • *зробити фантастичний крок*
- experiment** [ɪks'perɪmənt] — эксперимент, опыт • *експеримент, дослід*
- above all** — более того, сверх того • *більш того, понад те*
- to retain** [rɪ'teɪn] — сохранять, поддерживать • *зберігати, підтримувати*
- ups and downs** — взлеты и падения • *злети і падіння*
- particular** [pə'tɪkjʊlə] **Golden Ages** — определенные золотые времена • *певні золоті часи*
- teens** = from 13 to 19 (here: from 1913 to 1919) — здесь: с 1913 по 1919 • *тут: з 1913 по 1919*
- to be at one's peak** — быть на вершине • *бути на вершині*

## Text 8-2

### A Story of a Movie Star

Now I am a movie star. I can afford to give no thought to such things as rent, electric light, food or clothes.

But I know what it means to live in houses without a bathroom or running water. I know what it means to sleep in bedrooms where the temperature is 15 degrees below zero, to order the cheapest dish on a restaurant menu.

When I first tried to get into the movies, I was worried and scared. I had just come from India and I didn't know anyone in Wilmington, where I was trying to get a job. I saw a few producers but none of them hired me, and the little money I had began to give out. For two weeks I lived on nothing but crackers and water. I was not only worried. I was hungry. I said to myself, "Maybe you're a fool. Maybe you will never break into the movies. After all, what can you do? You've never acted at all — what have you to offer but rather a pretty face?"

## One More Story

Shirley Pearl's career is at its peak. She's married, with two children, needs only six hours sleep per night and is working harder than ever.

She will star in my new film.

She also has plans for records, tours and TV work. What makes Shirley a star? Her voice? Her looks? Her elegance? Her ability to make you feel emotion? Shirley Pearl herself doesn't know the answer. She usually says, "The only thing I know I'm still here and I'm still working".

**to scare** [skeə] — бояться • бояться

**to hire** [haɪə] — нанимать • наймати

**ability** [ə'bilɪtɪ] — способность • спроможність, здатність, здібність

### Text 8-3

## Charles Chaplin

Charles Chaplin is one of the beloved comedians of the world.

If Charles Chaplin had limited his career only to short films, he still would have left a strong influence on the development of world cinema.

Many of the **two-reelers** created from 1916 to 1917 are short masterpieces where a great deal of action in the form of slapstick comedy **evolved**. Comic chases and fights were developed by Chaplin to squeeze many **gags** from one situation. He was able to produce more laughs per two-reeler than anyone else.

In these short films his skill and innovation as an actor were revealed. Chaplin was a master of both broad, acrobatic pantomime and simple routines that demanded slight hand movements and facial expressions. He was able to make smoking a cigarette and counting money extremely funny. He had an acting intensity not possessed by other comedians.

The short film technique Chaplin carried over to his full-length movie of the 20s. Three great feature films — "The Kid," "The Gold Rush" and "The Circus" were created by Chaplin in the golden age of silent screen comedy. What distinguished his works in the 20s was the ability to use sentiment in real dramas. The audience did not only laugh at the **Little Tramp** but also felt sorry for him. Chaplin was able to evoke both a tear and a laugh. At times the two were fused.

So great was Chaplin's popularity that in the 30s he was able to produce two feature-length comedies which were actually silent films. In the 1931 "*City Lights*," using a recorded **music score** and a few sound effects, Chaplin created another masterpiece when all the industry had turned to sound. No one objected to the lack of the human voice, and the picture was a great success with the public. It was the most sentimental story Chaplin had ever handled. It focused on the Little Tramp affection for a blind girl. The subject of the film may be regarded as **tear-jerking** and sentimental, but it goes without saying that it is made with restraint and taste.

In 1936 Chaplin produced "*Modern Times*" with only a few **concessions** to the medium that was then seven years old and fully accepted by everyone except Chaplin. He only used a radio, a record player and a **jabber-wacky song** which he sang himself at the end of the film. The song had lyrics created by Chaplin from a mixture of pseudo French, Italian and Spanish. The song was accompanied by a pantomime and was obviously intended as a satire of the talkies.

The film showed injustice and brutality of dehumanized society.

Chaplin is at his best when he **burlesques** the factory worker turned into a trained ape, or cruelty and heartlessness with which the Little Tramp is treated by the authorities. We sympathize with the human tenderness of the tramp who looks for a kind gesture in a cold, self-centred world.

Among the films of his sound period "*The Great Dictator*" (1940) is worth special mentioning.

This film is a lampoon against fascism and autocracy. Chaplin burlesques the dictator's self-inflating and even **maniac ravings** on a speaker's platform.

One great scene shows the tyrant using a world map, in globe form of course, as a ball to kick around. It is one of the greatest anti-fascist and antiwar movies that has ever been created.

Chaplin left a great comic tradition that was to some extent carried on into the sound age. He was the most talented comedian to incorporate into the talkies the art that had been developed in the 20s. His masterpieces are popular now and they will live on. They will never fade and will influence the film comedies yet to be born.

(from "*The American Cinema*" by Donald E. Staples)

two-reeler — фильм в двух частях • фільм у двох частинах

to evolve — развиваться • розвиватися

gag — комический трюк • комічний трюк

Little Tramp — маленький бродяга • маленький бурлака

music score — партитура • партитура  
to jerk a tear — выдавить слезу • выдавити зльозу  
to make concessions — поступаться • поступатися  
jabber-wacky song — путаница, неразбериха • плутанина  
to burlesque — пародирование • пародіювання  
maniac ravings — видения маньяка • марення маніяка

## Text 8-4

### Kevin Costner

Born in 1955 in Los Angeles, Kevin Costner spent his childhood often on the move, changing schools frequently, owing to his father's job at the regional electricity company. As a teenager, he developed a keen liking for football, baseball and basketball and was also interested in singing and writing poetry.

He married his college sweetheart Cindy Whilst still at California State University and came out with a business degree in marketing. In his spare time he appeared in local theatre productions. Theatre became increasingly important to him and after having worked six weeks in a marketing company he gave the job up to become an actor.

He played in many small part roles before his first principle role in "Stacy's Nights," which was not a success. However Costner himself was given good reviews. The same thing happened for "Testament," "Fandango," "Silverado," "American Fleyer's" and Steven Spielberg's "Amazing Stories". However, in 1987, his starring role in "The Untouchables" directed by Brian De Palma and Roger Donaldson's really introduced him to international fame. Indeed, he won the Star of Tomorrow prize from the US National Association of Theatre Owners. Then in 1988 came "Bull Durham" which was a huge hit movie in the States about baseball. His subsequent film, "Field of Dreams" was also a success and touched baseball again. Then came the violent drama movie "Revenge" followed by his first directorial debut film "Dances With Wolves" in which he also starred and which won 7 Oscars. His last movie was the swashbuckling "Robin Hood, Prince of the Thieves".

He is currently filming in Oliver Stone's "JFK" in Dallas, Texas, in which he plays a New Orleans district attorney Jim Garrison, investigating the assassination of President John F. Kennedy.

(from magazine "Time")

frequently ['fri:kwəntli] — часто • часто  
 owing to — благодаря • завдяки  
 teenager ['ti:n,eɪdʒə] — подросток; юноша или девушка до 20 лет • підліток; юнак або дівчина до 20 років  
 keen [ki:n] — острый, сильный • гострий, сильний  
 to be interested in — интересоваться • цікавиться  
 sweetheart ['swi:θɑ:t] — возлюбленный, возлюбленная • коханий, кохана  
 to give up — бросать, покидать • кидати, покидати  
 international fame [feɪm] — международная слава • міжнародна слава  
 huge [hju:dʒ] — огромный • величезний  
 subsequent ['sʌbsɪkwənt] — последующий • наступний  
 violent ['vaɪələnt] — неистовый, страстный • шалений, жагучий  
 swashbuckler ['swɒʃ,bʌklə] — головорез • горлоріз  
 attorney [ə'tɔ:nɪ] — поверенный, адвокат • повірник, адвокат  
 district attorney (Am.) — районный прокурор • районний прокурор

## Text 8-5

### Roger Randall-Cutter

Enjoyable experience? Very definitely, for a number of reasons. Making a movie on location is not, by any means, a simple exercise, wherever you make a film, in whatever country. However, with working in Ireland, working in the Republic of Ireland with the Irish, you get something... you get a kind of, you get a **bonus**. You get not only the **expertise** that one would expect in a profession such as film-making amongst the **crews**; you get **co-operation**, cooperation on the street, co-operation in terms of location **facilities**. You get a **general sense instead of** trying to sort of **compromise** you, you get the opposite; you get a feeling of they're trying to help, they're trying to make it part of their lives. So in terms of the population it's very good news.

The other **considerations** or the other pluses of doing films in Ireland I suppose, of course, it's a most — especially in terms of "*The Railway Station Man*" — beautiful locations, stunning locations. In the case of Dublin, it's a very special city, and they considered our film ("*The Commitments*") theirs. I mean, it wasn't just the visitors come to town and the dollar comes to meet the "**punt**". Because of the themes of the film and because of Roddie Doyle's book, it's very much their film. So all the way round, I think, a very enjoyable experience in both films.

(from magazine "Time")



**definitely** [ˈdefɪnɪtli] — определенно, ясно, точно • *певно, ясно, точно*

**for a number of reasons** [riːzns] — по ряду причин • *з низки причин*

**by any means** — каким бы то ни было образом • *будь-яким чином*

**bonus** [ˈbəʊnəs] — премия • *премія*

**expertise** [ˌɛkspəˈtiːz] — экспертиза • *експертиза*

**crew** [kruː] — экипаж, компания, съемочная группа • *екіпаж, компанія, знімальна група*

**co-operation** [kəʊpəˈreɪʃn] — кооперация, сотрудничество • *кооперація, співробітництво*

**facility** [fəˈsɪlɪti] — легкость, удобный случай, возможность • *легкість, нагода, можливість*

**general sense** — общий смысл • *загальний зміст*

**instead of** — вместо • *замість*

**compromise** [ˈkɒmprəmaɪz] — компромисс • *поступка*

**consideration** [kənˌsɪdəˈreɪʃn] — размышление, рассмотрение, соображение • *міркування, розгляд, розуміння*

**in terms of** — на языке, с точки зрения • *мовою, з погляду*

**punt** [pʌnt] — удар, ставка • *удар, ставка*

## Text 8-6

### Motion Picture Industry

Thomas Edison's Kinetoscope invented, 1894;

First projected film-showing in US, 1896;

First movie theatre opened Los Angeles, 1902;

First narrative feature. *The Great Train Robbery*, 1903;

First Hollywood "epic" *Birth of a Nation*, 1915;

Sound successfully introduced with *The Jazz Singer*, 1927;

First Technicolor feature, 1935;

Impact of television led to a **decline** of major Hollywood studios, 1950s. During the Great Depression, going to the movies once a week was almost as much a part of the American **experience** as Thanksgiving turkey. Every year the major motion picture studios — Metro-Goldwyn-Mayer, Warner Brothers, Paramount, Universal and 20th-century Fox — turned out hundreds of films, the **vast majority** of them light, airy comedies, **flossy** musicals, adventure yarns and detective stories. For the most part such **fare** had few artistic **pretension**. The films were **calculated** to charm, excite and amuse the moviegoing public, which by 1938 was represented by some 80 million

movie-theatre tickets sold weekly: a figure **indicating** that perhaps half of all Americans — allowing for those who saw more than one movie a week — spent several hours weekly at either small neighbourhood theatres or in the **ornate surroundings** of “downtown” motion picture business, these depression years, and the 1940s that followed, were a **golden age**; a time when a star like **crooner-actor** Frank Sinatra could draw thousand of shrieking **teenagers**, when the faces of such film **luminaries** as Clark Gable, Humphrey Bogart, child star Shirley Temple, Greta Garbo, Ingrid Bergman, Rita Hayworth and a **host** of others were as **familiar** to Americans as that of President Franklin D. Roosevelt.

The **glamour** surrounding the American motion picture industry in the 1930s and 1940s was a far cry from its primitive beginnings near the turn of the century. Although **inventors** and technicians of many nations had a hand in developing early motion picture cameras and projectors, the American experience with film began in 1894 when Thomas Edison unveiled his Kinetoscope “**peep shows**”.

The earliest films **relied** on the novelty of the **medium** to attract customers. Little **effort** was made to develop a story line until Edwin S. Porter’s “*The Great Train Robbery*” (1903) — the prototype of thousands of Western adventure movies — proved to be so great a hit that it cast the mold in which film entertainment was to be formed.

By the early 1920s the movies **had** already **carved** a place for themselves in the entertainment habits of millions of Americans who **flocked** to theatres to see such stars as Mary Pickford, Douglas Fairbanks, Charles Chaplin, Joan Crawford and Tom Mix on the still-silent screen.

At about the same time, a young cartoonist, Walt Disney, began to **achieve success** with his animated films, which in 1928 introduced “*Mickey Mouse*” to the world. Seven years later the first Technicolor feature, “*Becky Sharp*,” signalled the arrival of full-colour movies. Scores of films made in the 1930s and 1940s have retained a wide audience through their frequent **revivals** in motions picture theatres or via showing on television. “*Gone with the wind*” (1939), the technicolor epic of the Old South, remains a Hollywood standby, its 77 million gross receipt (1973) making it one of the most **profitable** movies ever produced. Numerous other films of Hollywood’s “golden age” — including Charles Chaplin’s “*City Lights*” (1931); “*Grand Hotel*” (1932); starring Greta Garbo; John Huston’s “*Treasure of the Sierra Madre*” (1948); and Joseph Mankiewicz’s “*All About Eve*” (1950), to name just a few — have retained audience’s interest. By the early 1960s television **had** **claimed** the lion’s share of the enter-

tainment audience and the major studios first cut back their production schedules, then changed their methods of operation, becoming little more than packages of both movies and situation comedies for the new medium. For all its problems, the motion picture industry still attracts some 20 million Americans each week for whom the movies remain a **prime source** of entertainment.

(from "Family Encyclopedia of American History")

- decline** [di'klaɪn] — падение, упадок, спад • *падіння, занепад*  
**experience** [ɪks'pɪəriəns] — опыт • *досвід*  
**vast** [vɑ:st] **majority** — огромное большинство • *величезна більшість*  
**flossy** ['flɒsi] — шелковистый • *шовковистий*  
**fare** [feə] — стоимость • *вартість*  
**pretension** [pri'tenʃn] — претензия, предъявление прав, претенциозность • *претензія, пред'явлення прав, претензійність*  
**to calculate** ['kælkjuleɪt] — вычислять, рассчитывать, полагать • *обчислювати, розраховувати, думати*  
**to indicate** ['ɪndikeɪt] — указывать, ознакомлять, показывать • *ознайомлювати, показувати*  
**ornate** [ɔ:'neɪt] — украшенный, витиеватый (стиль) • *прикрашений, витіюватий (стиль)*  
**surroundings** [sə'raʊndɪŋz] — окрестности, среда • *довкілля, середовище*  
**golden age** — золотой век, золотое время • *золотий вік (час)*  
**crooner** ['krʊ:nə] — исполнитель или исполнительница сентиментальных песенок • *виконавець або виконавиця сентиментальних пісенок*  
**teenager** ['ti:n,eɪdʒə] — подросток • *підліток*  
**luminary** ['lu:mɪnəri] — светило, знаменитость • *світло, знаменитість*  
**host** [haʊst] **of** — множество, толпа • *множина, натовп*  
**to be familiar** [fə'mɪljə] **to smb.** — быть хорошо знакомым, известным к.-л. • *бути добре знайомим, відомим комусь*  
**glamour** ['glæmə] — чары, колдовство • *чари, чаклунство*  
**inventor** [ɪn'ventə] — изобретатель • *винахідник*  
**peep** [pi:p] **show** — небольшая коллекция картинок для стереоскопа • *невеличка колекція картинок для стереоскопа*  
**to rely on** [ri'lai] — полагаться на • *покладатися на*  
**medium** ['mi:diəm] **of** — посредством, через • *за допомогою, через*  
**to attract** [ə'trækt] — привлекать, притягивать • *залучати, притягати*

**effort** ['efət] — усилие, напряжение • *зусилля, напруження*  
**to carve** [ka:v] — пробить дорогу, место • *пробити дорогу, місце*  
**to flock** [flɒk] — собираться в толпу • *збиратися в натовп*  
**to achieve success** — достигать успеха • *досягати успіху*  
**revival** [ri'vaɪvl] — возрождение, оживление • *відродження, по-  
жвавлення*  
**profitable** ['prɒfɪtəbl] — прибыльный, полезный • *прибутковий,  
корисний*  
**treasure** ['trezə] — сокровище, клад • *скарб*  
**to claim** [kleɪm] — требовать, претендовать на • *вимагати, пре-  
тендувати на*  
**prime** [praɪm] **source** [sɔ:s] — основной источник • *основне дже-  
рело*

## Text 8-7

### At the Columbia Theatre

There was a good picture at the Columbia Theatre last week, so Virginia and Robert decided to see it. They arrived at the theatre at seven o'clock, in time for the newsreel. In cities in the United States, shows usually begin at one o'clock in the afternoon and are continuing until midnight.

Robert wanted to sit in the balcony, but because Virginia preferred to sit downstairs, they sat on the main floor.

After the newsreel they saw a short and a preview of the coming attraction. They heard perfectly because the sound equipment was good.

The main feature was about college life, as Hollywood interprets it, and was very entertaining. In the picture the students played football, went to dances and sang songs to pretty girls. In fact they did everything but study. The acting and music were good, but the film did not show how most American students really live.

The fact is that most Americans usually go to the pictures for amusement. They want to escape from the monotonous routine of everyday life. They do not take the cinema seriously, because they know that the films are made especially to entertain the public.

*(from A. Wright. "Practice Your English," New York)*

**to escape** — исчезать, скрываться • *зникати, ховатися*  
**routine** — однообразие, рутина • *одноманітність, рутина*

## *Text 8-8*

### **A Glimpse of World Movie History**

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

The earliest pictures, often of astonishingly good quality and steadiness, were intended as popular entertainment in music-hall programmes. They showed **comic turns**, magic trick pictures, **slapstick**, little romances and even short five-minute dramas. More important were the films recording actual happenings.

In the earliest years of the cinema its power to show contemporary events vividly was recognized and appreciated. More than anything else this unique quality **secured popularity** for the film as a new form of instruction and entertainment.

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

Makers of films began to learn how to tell a story effectively in motion pictures, the pictures taking the place of words. At this period films were making so much money that film-making attracted a different type of people — people who lacked the enthusiasm of the pioneers, whose aim was to coin money rather than to develop this new art.

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

The USA developed the "star" system and film publicity simultaneously, so that the names of artists such as Douglas Fairbanks, Mary Pickford and Charlie Chaplin were well known to the public wherever there were cinemas to show their films. The cinema became the people's entertainment, lavish, luxurious, often **lurid**, available almost to everyone at the price of a few pence.

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

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

Russia, nationalizing her film industry in 1919, made the most remarkable contribution of the period to film art in the work of such directors as Eisenstein and Pudovkin. They used the film to interpret history and the problems of contemporary Russian life and their films are among the most important in the history of cinema.

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

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

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

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

The cinema has become part of the modern way of life. And all over the world artists have **emerged** to make the films which confirm the existence of a new art — films such as "*Intolerance*," "*The Battleship Potemkin*," and others.

(from "Encyclopaedia Britannica," 1978)

**comic turns** — комические номера • *комічні номери*  
**slapstick** — грубый юмор, фарс • *брутальний гумор, фарс*  
**to secure popularity** — обеспечивать популярность • *забезпечувати популярність*  
**lurid** — страшный, мрачный • *страшний, похмурий*  
**set** — декорация • *декорація*  
**avant-garde** — передовой • *передовий*  
**technicolour (Am.)** — цветной фильм • *кольоровий фільм*  
**to emerge** — появляться • *з'являтися*

## DIALOGUES

a) *Read and act the dialogues.*

b) *Make up the dialogues based on the models using as many words as possible dealing with the topic "Cinema".*

### Dialogue 8-1

*Wendy:* What are you doing tonight, Michelle?

*Michelle:* I'm staying home. There's a good horror movie on TV.

Wendy: What is it?

Michelle: "The Blood of Frankenstein".

Wendy: Oh, I've seen it. It's really **frightening**.

Michelle: Frightening? I think horror movies are amusing.

Wendy: Amusing? Horror movies?

Michelle: Yes. I went with Anne to see Dracula II last week. I was very amused. I laughed from beginning to end.

Wendy: What about Anne?

Michelle: Oh, she was **terrified**. She was under the seat.

(from "American Streamline")

**frightening** — пугающий, вызывающий испуг • *що лякає, ви-кликає переляк*

**to be terrified** — ужасаться • *жахатися*

## Dialogue 8-2

### Going to the Movies

— Shall we see a film tonight?

— That would be delightful. I haven't seen any films for many weeks.

— There are several movies in the neighbourhood which show the latest pictures.

— Let's consult the newspapers to see what movies are being shown in the town.

— A splendid idea.

— At the nearest cinema house they show a **film of the year**.

— My wife and I have already seen it. We enjoyed it **immensely**.

— Here is a good programme. They show two main pictures, a French film and an American. I don't think you have seen them.

— I have seen neither of them. Shall we be able to **obtain** seats? That movie house is always full.

— Seats are not reserved at that movie house, but I am sure we shall be able to get in. Shall we buy balcony seats, if stall seats are not **available**?

— Please don't. I hate seeing a film from the balcony, it is too far from the screen. I wear glasses.

— Ok. The movie starts in ten minutes. There are many comfortable seats in the foyer. We can wait there and enjoy a cigarette in the **meantime**.

— Now, that we have seen both films. What do you think of the films?

— In the French film the actors spoke with a slight French accent. The acting was faultless, but the action developed very slowly. Don't you agree with me?

— Yes, I do. I like more the English film. The plot was very interesting. The camera work was excellent.

(from "American Streamline")

**film of the year** — лучший фильм года • *кращий фільм року*  
**immensely** [ɪ'mensli] — безмерно, чрезвычайно • *безмірно, надзвичайно*

**to obtain** [əb'tein] — получать, добывать • *одержувати, добувати*

**to be full** — быть заполненным • *бути заповненим*

**available** [ə'veɪləbl] — пригодный, действительный, имеющий силу • *придатний, дійсний*

**meantime** — тем временем, до тех пор • *тим часом, доти*

**to speak with a slight accent** [æksnt] — говорить с небольшим акцентом • *говорити з невеликим акцентом*

**faultless** — без ошибок, без дефектов • *без помилок, без дефектів*

## EXERCISES

### Exercise 8-1

Answer the following questions:

1. What can you say about the motion picture art of the beginning of the century?
2. Who was the first to take advantage of all movies' devices to create the filmic grammar that is present, in some form or another, in every modern film?
3. What role did Griffith play in the creation of the motion picture art industry?
4. Every film-making nation of the world has had its own Golden Ages, hasn't it? Prove your statement with examples.
5. When did British film see its peak?
6. Whom do you consider to be the best film director in Ukraine (Russia, Britain, the USA)?
7. What do you know about a movie-maker, great experimentalist and artist Walt Disney?
8. What kind of cinema do you know?
9. Which films do you prefer?
10. Do you know foreign films dubbed in Ukrainian (Russian)?



11. Who is your favourite film star?
12. Do you often go to the cinema?
13. What do you prefer: to watch a film on TV or on the screen in the regular cinema?
14. How do cinema-goers express their enthusiasm for a film?
15. What advantages has the cinema over other vehicles of culture and means of entertainment?
16. In what way might cinema be used as an aid in teaching school-children (students)?
17. What film have you seen recently?
18. In which row in the cinema do you usually sit?
19. What new picture would you advise us to see? Where is it on?
20. How long does the show of the full-length motion picture last?
21. How long is the newsreel?
22. Do you generally have to line up in the queue to get seats for the show? How long?
23. What is being shown at the cinema right now?

### ***Exercise 8-2***

***(based on the topic "Cinema").***

***Fill in the missing words:***

1. There is no denying the fact that the cinema is an excellent \_\_\_\_\_ of culture.
2. Its \_\_\_\_\_ are unlimited.
3. More than anything else this \_\_\_\_\_ quality secured popularity for the film as a new form of instruction and \_\_\_\_\_.
4. Besides, the films may be colour or black and white, full-length or \_\_\_\_\_, sound or \_\_\_\_\_, dubbed in mother tongue, threedimensional or \_\_\_\_\_.
5. For this reason I see films on television more \_\_\_\_\_.
6. I prefer feature films and \_\_\_\_\_ comedies.
7. But at the same time I am fond of \_\_\_\_\_ films describing the life of the ordinary people, their \_\_\_\_\_ and problems.
8. As a rule such films leave a deep and lasting \_\_\_\_\_ upon me.
9. A modern cinema programme contains a \_\_\_\_\_, which shows us pictures of important recent developments.
10. In my opinion the \_\_\_\_\_ films are popular both with children and adults.

11. Movies are also shown on television and can be rented \_\_\_\_\_ or \_\_\_\_\_ as a video recording.
12. Attending movies is a relatively \_\_\_\_\_ leisure time activity that is very \_\_\_\_\_.

### ***Exercise 8-3***

***In the spaces provided, mark each true statement T and each false one F:***

- 1. When one wants to watch a film he goes to the Opera House.
- 2. Many cartoons of the later years have very interesting and amusing plots.
- 3. W. Disney has presented the world of the average American, preaching a moral, giving a message of optimism, of success.
- 4. No other art form had quite the impact on our lives that the motion pictures have.
- 5. Cinema does not impact on people's lives.
- 6. Cinema is an expensive leisure time activity.
- 7. Cinema can help a lot in the field of education.
- 8. The success of a film mainly depends on the film director.
- 9. In the twentieth century people are much more fascinated by theatre than by cinema.
- 10. Cinema is not an earnest art. It is just an entertainment.
- 11. Actors should speak different languages in films.
- 12. A lot of people are fond of lining up in the queue.

## AT THE THEATRE

The 20th century brought great changes into the theatre. Television, radio, cinema, video **altered** the course of the major **performing arts** and **created** the new ones. But still there are hundreds of **musical comedy theatres**, drama theatres, opera houses, **puppet theatres**, **philharmonics** and **conservatoires** where the **audience** is excited at the **prospect** of seeing a play and the actors are most **encouraged** by the **warm reception**.

But first, I'd like to tell you some words about the theatre. It is a building where plays, operas or ballets **are performed**. Of course, it has a stage for the **actors** and an **auditorium** where the audience sits. The **curtain** usually **separates** the stage from the auditorium. As a rule, the curtain is dropped or lowered between the scenes or acts of a play. The most expensive seats are in the **stalls**, **boxes** and **dresscircles**. The seats in the **balcony**, on the **pit** and the **upper circle** are **comparatively** cheaper. An **intricate** system of lights **illuminates** the stage. While the curtain is down, the workers on the stage can change the **scenery** and prepare the stage for the next part of the **performance**.

A **play** lives a long life before it **makes its appearance** on the stage before the audience. It is a real part of art and its creation calls for **inspiration**, talent and artistic **ingenuity**. A **playwright** **conceives an idea** and after months of hard work his idea develops into the **script** of the play. Finally, when everything is ready and the **rehearsal** goes off without a hitch, a dress rehearsal is called. After some time the curtain rises, the play faces the audience on its **first night**.

As for me, I am not much of a theatre-goer but sometimes I like to go to the theatre with my friends or relatives just to relax. But I'll never forget my last visit to the Ivan Franko Ukrainian Drama Theatre. My mother bought two tickets at the **advance box-office** for the performance "*Eneiyda*". It was a **stage version** based on the I. Kotlyarevsky's novel.

There were brilliant actors and actresses in the cast, I should admit. The leading actor was inexpressibly moving and top favourite. It seemed to me he was at his best and the play kept the audience in suspense from beginning to end. The company gave the truly remarkable play — moving, captivating, provoking laughter and tears by turns. Besides, it was a great educational value. During the interval everybody talked about the brilliant acting of the actors.

The concluding scene was exciting enough, the final moment was thrilling and unforgettable. The actors received a tremendous acclamation from the packed audience. There was no doubt it was warmly received by the audience, many of pieces were encored. I admired everything: the wonderful scenery, marvellous acting, charming music. And it was obvious that the play was a great success.

### Word List on the Subject “At the Theatre”

- to alter [ˈɔ:lteɪ] — изменять(ся) • змінювати(ся)  
**performing arts** — исполнительские виды искусства • виконавчі різновиди мистецтва  
to create [kri:'eɪt] — творить, создавать • творити, створювати  
**musical comedy theatre** — театр оперетты • театр оперети  
**puppet** [ˈpʌpɪt] **theatre** — кукольный театр • ляльковий театр  
**philharmonic** [ˌfɪlɑ:'mɒnɪk] — филармония • філармонія  
**conservatoire** [kən'sə:vətwa:] — консерватория • консерваторія  
**audience** [ˈɔ:dʒəns] — публика, аудитория • публіка, аудиторія  
**prospect** [ˈprɒsprækt] — надежда • надія  
to encourage [ɪn'kʌrɪdʒ] — воодушевлять • надихати  
**reception** [rɪ'sepʃn] — прием • прийом  
to perform [prə'fɔ:m] — исполнять (роль) • виконувати (роль)  
**stage** [steɪdʒ] — сцена • сцена  
**actor** [æktə] — актер • актор  
**actress** [ˈæktɪs] — актриса • акторка  
**auditorium** [ˌɔ:dɪ'tɔ:riəm] — зрительный зал, аудитория • глядацька зала, аудиторія  
**curtain** [kə:tn] — занавес • завіса  
to separate [ˈsepəreɪt] — разделять • розділяти  
**stalls** [stɔ:lz] — партер • партер  
**box** [bɒks] — ложа • ложа  
**dress-circle** [ˈdres'sə:kl] — бельэтаж • бельетаж  
**balcony** [ˈbælkəni] — балкон • балкон  
**pit** — амфитеатр • амфітеатр

**upper-circle** — первый ярус • *перший ярус*  
**comparatively** [kəm'pærətɪvli] — сравнительно, относительно • *порівняно, відносно*  
**intricate** ['ɪntrɪkɪt] — запутанный, сложный • *заплутаний, складний*  
**to illuminate** [ɪ'ljʊ:mineɪt] — освещать, проливать свет • *освітлювати, висвітлювати*  
**scenery** ['si:nəri] — театральные декорации, пейзаж • *театральні декорації, пейзаж*  
**performance** — представление, исполнение • *вистава, виконання*  
**play** — пьеса • *п'єса*  
**to make an appearance** [ə'pɪərəns] — показываться, появляться • *показуватися, з'являтися*  
**inspiration** [ɪnspə'reɪʃn] — вдохновение • *натхнення*  
**ingenuity** [ɪndʒɪ'nju:ɪti] — изобретательность, замысловатость • *винахідливість, хитромудрість*  
**playwright** — драматург • *драматург*  
**to conceive** [kən'si:v] **an idea** — замыслить • *замислити*  
**script** [skɪpt] — рукопись • *рукопис*  
**rehearsal** [rɪ'hɜ:səl] — репетиция • *репетиція*  
**first night** — премьера • *прем'єра*  
**advance box-office** — касса предварительной продажи билетов • *каса попереднього продажу квитків*  
**stage version** — инсценировка • *інсценування*  
**cast** [kɑ:st] — состав исполнителей • *склад виконавців*  
**leading actress** — ведущая актриса; актриса, исполняющая главную роль • *головна акторка; акторка, що виконує головну роль*  
**inexpressibly moving** — невероятно трогательный • *неймовірно зворушливий*  
**top favourite** — самый любимый • *найулюбленіший*  
**to be at one's best** — быть в хорошей форме • *бути в гарній формі*  
**to keep the audience in suspense from beginning to end** — держать зрителей в напряжении от начала до конца спектакля • *тримати глядачів у напрузі від початку до кінця вистави*  
**truly remarkable** [trɪ'mɑ:kəbl] **play** — действительно замечательная пьеса • *справді чудова п'єса*  
**moving** — трогательный • *зворушливий*  
**captivating** — увлекательный • *захоплюючий*  
**provoking** [prə'vʌkɪŋ] **laughter and tears by turns** — вызывающий поочередно то смех, то слезы • *що викликає по черзі то сміх, то сльози*

to be a great educational value — иметь большое воспитательное значение • *мати велике виховне значення*  
 interval — перерыв, антракт • *перерва, антракт*  
 acting — игра актеров на сцене • *гра акторів на сцені*  
 concluding [kən'klu:diŋ] scene — заключительная сцена • *заклю-  
 ча на сцена*  
 thrilling ['θrɪlɪŋ] — волнующий • *хвилюючий*  
 to receive a tremendous acclamation [æk'lə'meiʃn] — получить  
 грандиозную овацию • *одержати грандіозну овацію*  
 to encore [ɔŋ'kɔ:] — вызывать на бис • *викликати на бис*  
 marvellous ['mɑ:vɪləs] — чудесный, изумительный, превосход-  
 ный • *дивний, чудовий*  
 obvious ['ɒvɪəs] — ясно, очевидно • *ясно, очевидно*  
 to be a great success [sək'ses] — иметь большой успех, пользо-  
 ваться большим успехом • *мати великий успіх, користува-  
 тися великим успіхом*

## Supplementary Word List and Word Combinations on the Subject "At the Theatre" *Seats in the Theatre*

stalls [stɔ:lz] — партер • *партер*  
 box [bɒks] — ложа • *ложка*  
 pit [pɪt] — амфитеатр • *амфітеатр*  
 upper-circle ['ʌpə'sæ:kl] — первый ярус • *перший ярус*  
 dress-circle ['dres'sæ:kl] — бельэтаж • *бельетаж*  
 gallery ['gæləri] — галерка • *гальорка*  
 balcony ['bælkəni] — балкон • *балкон*  
 gangway seats — места у прохода между рядами • *місця в про-  
 ході між рядами*  
 to command a view [vju:] (to have a clear sight [saɪt]) — хорошо  
 видеть сцену • *добре бачити сцену*  
 in the front row of the dress-circle — в первом ряду бельэтажа •  
*у першому ряді бельетажу*  
 in the back row of the box — в последнем ряду ложи • *в остан-  
 ньому ряді ложі*  
 at the back of the first (second, etc.) tier [tɪə] — в последних ря-  
 дах первого (второго) яруса • *в останніх рядах першого (дру-  
 гого) ярусу*  
 seats are too far back — места расположены слишком далеко от  
 сцены • *місця розташовані занадто далеко від сцени*

**in row "L" ("F," "H," etc.)** — в ряду... (в английском театре) • у ряді... (в англійському театрі)  
**to book a seat (to get a seat; to buy a seat)** — купить билет (на спектакль) • купити квиток (на виставу)  
**to sell tickets (seats)** — продавать билеты • продавати квитки  
**to exchange seats (tickets) for another performance** — обменять билеты на другой спектакль • обміняти квитки на іншу виставу  
**at the booking-office (box-office)** — в театральной билетной кассе • у театральній квитковій касі  
**the House is sold out (tickets are sold out)** — театр заполнен зрителями, мест нет • театр заповнений глядачами, місць немає  
**"Full House" ("Tickets Sold Out")** — «Все билеты проданы» • «Всі квитки продані»  
**to put "A Sold Out" or "Full House"** — вывешивать аншлаг • вивішувати аншлаг  
**expensive seats** — дорогие билеты • дорогі квитки  
**cheap seats** — дешевые билеты • дешеві квитки  
**How much are the seats (tickets)?** — Сколько стоят билеты? • Скільки коштують квитки?  
**to reserve seats** — заказать билеты • замовити квитки

### *Actors and Actresses*

**players** — актеры, исполняющие роли • актори, що виконують роли  
**cast** — состав исполнителей • склад виконавців  
**the leading role (the lead)** — главная роль • головна роль  
**actor playing the leading role (the lead, the starring actor)** — исполнитель главной роли • виконавець головної ролі  
**to be in the title role** — исполнять главную роль • виконувати головну роль  
**musician** — музыкант • музикант  
**conductor** — дирижер (оркестра) • диригент (оркестру)  
**composer** — композитор • композитор  
**soloist** ['səʊləʊɪst] — солист, солистка • соліст, солістка  
**bass** [beɪs] — бас • бас  
**tenor** ['tenə] — тенор • тенор  
**soprano** [sə'prɑ:nəʊ] — сопрано • сопрано  
**contralto** [kən'træltəʊ] — контральто • контральто  
**violinist** ['vaɪəlɪnɪst] — скрипач • скрипаль  
**pianist** ['pjænɪst] — пианист • піаніст  
**company** ['kʌmpəni] — труппа • трупа

- part** [pa:t] — роль • *роль*
- performer** [pə'fɔ:mə] — исполнитель • *виконавець*
- singer** — певец • *співак*
- scene-painter** — художник-декоратор • *художник-декоратор*
- producer** — режиссер • *режисер*
- director-producer** — режиссер-постановщик • *режисер-постановник*
- director** — постановщик • *постановник*
- dancer** — танцовщик, танцовщица • *танцюрист, танцюристка*
- prima ballerina assoluta (Ital.), absolute (Br.)** — балерина, не имеющая себе равных • *балерина, що не має собі рівних*
- prompter** — суфлер • *суфлер*
- characters in order of their appearance** — действующие лица в порядке их появления • *діючі особи в послідовності їхньої появи*
- to be in the cast** — быть в составе исполнителей • *бути в складі виконавців*
- to act the part (role) of** — играть (исполнять роль) • *грати (виступати) роль*
- acting** — игра • *гра*
- curtain call** — вызов актера на сцену аплодисментами • *виклик актора на сцену оплесками*
- to encore** [ɛŋ'kɔ:] — вызывать на бис • *викликати на бис*
- to present a bouquet ['bukeɪ] of flowers** — преподнести букет цветов • *піднести букет квітів*
- to take (receive) a curtain call (to take one's call; to take the curtain)** — выходить на аплодисменты • *виходити на оплески*
- to receive an acclamation [ˌæklə'meɪʃn]** — получить овацию • *одержати овацію*
- to applaud [ə'plɔ:d]; to clap [klæp]** — аплодировать • *аплодувати*
- to burst into applause [ˈbɜ:stɪntə ə'plɔ:z]** — разразиться аплодисментами • *вибухнути оплесками*
- theatrical activity** — театральная деятельность • *театральна діяльність*
- touring company** — гастролирующая труппа • *труппа, що гастролює*
- minor characters** — второстепенные действующие лица • *другорядні діючі особи*
- to rehearse [rɪ'hæ:s]** — репетировать • *репетирувати*
- rehearsal** — репетиция • *репетиція*
- at rehearsal** — на репетиции • *на репетиції*
- on tour** — на гастролях • *на гастролях*



## Theatre Building

- stage** [steɪdʒ] — сцена • *сцена*  
**dressing-room** — актерская уборная • *акторська вбиральня*  
**prompt-box** — суфлерская будка • *суфлерська будка*  
**cloak-room** — гардероб • *гардероб*  
**setting** — место действия, декорация • *місце дії, декорація*  
**scenery** ['si:nəri] — декорация • *декорація*  
**sets** — декорации к определенной сцене • *декорації до певної сцени*  
**gangway** (Am. — **aisle**) — проход между рядами кресел • *прохід між рядами кресел*  
**the curtain falls (drops)** — занавес опускается • *завіса опускається*  
**the curtain rises (goes up)** — занавес поднимается • *завіса піднімається*  
**wings** — кулисы • *лаштунки*  
**behind the scenes (wings)** — за кулисами • *за лаштунками*  
**to go backstage** — идти, пойти за кулисы • *йти, піти за лаштунки*  
**footlights** ['fʊtlaɪts] — рампа • *рампа*

## Exchanging Impressions About the Performance

- exchanging impressions about the performance** — обмен мнениями о спектакле • *обмін думками про виставу*  
**to discuss the merits and demerits of the play** — обсуждать достоинства и недостатки пьесы • *обговорювати переваги і недоліки п'єси*  
**to be absolutely thrilled with** — прийти в полный восторг от • *прийти в захоплення від*  
**to be deeply (visibly) moved** — быть глубоко (явно) взволнованным • *бути глибоко (явно) схвилюваним*  
**to impress** — производить впечатление • *справляти враження*  
**the opening (concluding) scene is wonderful** — первая (заключительная) сцена замечательна • *перша (заключна) сцена чудова*  
**the performance has aroused much admiration** — постановка вызвала большое восхищение • *постановка викликала великий захват*  
**the final moment of the play was extremely thrilling (dramatic, tragic, unforgettable, moving)** — финал пьесы был необычайно захватывающим (драматическим, трагическим, незабываемым, трогательным) • *фінал п'єси був надзвичайно захоплюючим (драматичним, трагічним, незабутнім, зворушливим)*

**the leading actor was a great interpretative artist** — ведущий актер прекрасно раскрыл замысел автора. • *головний актор чудово розкрив задум автора.*  
**the company gave a play full of great educational value** — труппа поставила пьесу, имеющую большое воспитательное значение • *труппа поставила п'єсу, що має велике виховне значення*  
**to arouse a feeling of spiritual enrichment** — чувствовать себя духовно обогащенным • *почувати себе духовно збагаченим*  
**the performance is a great success** — спектакль имеет огромный успех (пользуется огромным успехом) • *вистава має величезний успіх (користується величезним успіхом)*  
**the play bored me** — пьеса была скучная • *п'єса була нудна*  
**the actors' playing was artificial and colourless** — игра актеров была неестественной и бесцветной • *гра акторів була неприродною і безбарвною*  
**the play was a failure** — пьеса провалилась • *п'єса провалилася*  
**poor acting** — плохая игра • *погана гра*

## *Performance*

**matinee** [ˈmætiːneɪ] (**performance**) [pəˈfɔːməns] — утренний спектакль • *ранкова вистава*  
**evening performance** — вечерний спектакль • *вечірня вистава*  
**ballet** [ˈbæleɪ] — балет • *балет*  
**satirical play** — сатирическая пьеса • *сатирична п'єса*  
**opera** — опера • *опера*  
**dramatic play** — драма • *драма*  
**comedy** — комедия • *комедія*  
**musical comedy** — музыкальное шоу • *музичне шоу*  
**dress-rehearsal** — генеральная репетиция • *генеральна репетиція*  
**opening performance (opening night; first night)** — премьера • *прем'єра*  
**gala** [ˈɡɑːlə]; [ˈɡeɪlə] — празднество; торжественный, парадный, праздничный • *святкування; урочистий, парадний, святковий*  
**gala presentation (gala night)** — специальное представление в театре • *спеціальна вистава в театрі*  
**first night audience** — зрители, которые присутствуют на премьере • *глядачі, що присутні на прем'єрі*  
**theatre-goers** — люди, часто посещающие театр • *люди, що часто відвідують театр*  
**new season** — новый театральный сезон • *новий театральний сезон*  
**a play (an opera) begins its run on June 10** — пьеса (опера) пойдет с 10 июня • *п'єса (опера) піде з 10 червня*

## Additional Words and Expressions on the Subject "At the Theatre"

**What's playing at this theatre tonight?** — Что сегодня идет в этом театре? • *Що сьогодні йде в цьому театрі?*

**What performance do you recommend?** — Какой спектакль Вы рекомендуете посмотреть? • *Яку виставу Ви рекомендуєте подивитися?*

**Is there any chance of getting tickets?** — Можно ли как-нибудь достать билеты? • *Чи можна як-небудь дістати квитки?*

**Do you have an extra ticket?** — Нет ли у Вас лишнего билета? • *Чи немає у Вас зайвого квитка?*

**Will it be difficult to get tickets for the first night?** — Трудно достать билеты на премьеру? • *Чи важко дістати квитки на прем'єру?*

**Do you have any seats (tickets) for Sunday evening?** — У Вас есть билеты на воскресенье на вечер? • *Чи є у Вас квитки на неділю на вечір?*

**I'd like to reserve two tickets for Saturday performance.** — Я хотел бы заказать два билета на субботу. • *Я хотів би замовити два квитки на суботу.*

**What tickets are the cheapest?** — Какие билеты самые дешевые? • *Які квитки найдешевші?*

**When does the performance begin?** — Когда начинается спектакль? • *Коли починається вистава?*

**Where are our seats?** — Где наши места? • *Де наші місця?*

**Our seats are in the orchestra stalls (in the stalls, in the pit, in the box, in the dress-circle, on the balcony).** — Наши места в первых рядах партера (партере, амфитеатре, ложе, бельэтаже, на балконе). • *Наші місця в перших рядах партеру (партері, амфітеатрі, ложі, бельетажі, на балконі).*

**I'd like to leave my things at the cloak-room.** — Я бы хотел оставить свои вещи в гардеробе. • *Я б хотів лишити свої речі в гардеробі.*

**May I take my check?** — Могу я взять «номерок»? • *Чи можу я взяти «номерок»?*

**Could you give me opera-glasses?** — Не могли бы Вы дать мне бинокль? • *Не могли б ви дати мені бінокль?*

**During the interval we can go into foyer (refreshment).** — Во время антракта мы можем пойти в фойе (буфет). • *Під час антракту ми можемо піти у фойє (буфет).*

**Please show our seats.** — Покажите, пожалуйста, наши места. • *Покажіть, будь ласка, наші місця.*

Who is the stage producer? — Кто поставил спектакль? • *Хто поставив виставу?*

What's on the programme? — Что в программе? • *Що в програмі?*

Where can I see the theatre repertoire? — Где можно посмотреть театральный репертуар? • *Де можна подивитися театральний репертуар?*

I enjoyed it very much. — Я получил большое удовольствие. • *Я одержав велике задоволення.*

The play is boring. — Спектакль скучный. • *Вистава нудна.*

Who is on tour here? — Кто гастролирует здесь? • *Хто гастролює тут?*

What companies are dancing? — Какие труппы танцуют? • *Які трупи танцюють?*

I prefer comedy to opera. — Я предпочитаю комедию опере. • *Я віддаю перевагу комедії над оперою.*

The concerts of this ensemble are very successful. — Концерты этого ансамбля пользуются большим успехом. • *Концерти цього ансамблю користуються великим успіхом.*

## TEXTS

*Read, translate and render in brief.*

### Text 9-1

## Shakespeare as Actor and Playwright

No evidence has been found as yet to show what were Shakespeare's **movements** and **activities** during the years immediately following his **departure** from Stratford. It has been suggested that he may possibly have taught as a schoolmaster in the country or served for a time in a nobleman's household but the general opinion is that he went to London in 1587 to seek his **fortune** in a company of players.

Shakespeare can be traced in London from 1592 onwards, first as an actor and then as a **reviser** and writer of plays. There is evidence to show that as early as this date, when he was still only twenty-eight, his **contemporaries** were impressed and some of them **indignant**, about the quality and popularity of the work of this "upstart crow" (as Robert Greene described him). Shakespeare's first **narrative** poem "*Venus and Adonis*," dedicated to his patron Henry Wriothesley, was published in 1593 and met with a warm reception. By this time he had already written the three parts of "*Henry VI*" and from then onwards, the performances of his plays can be traced and dated.

Writing in 1598 Francis Meres praised the work of “mellifluous and honey-tongued” Shakespeare.

Research has established Shakespeare’s associations with companies of players and his **partnership** in various theatrical ventures.

From 1594 he himself was one of the Chamberlain’s Men (called the King’s Men from James I’s accession), whose duties included the provision of **entertainment** at the Court, and it was for this company that many of his plays were written. In 1599 Shakespeare was a sharer in the Blackfriars Theatre and **subsequently** one of the proprietors of the Globe Theatre which was built on Bankside in 1599.

The poet’s **business ability** clearly contributed to the success of his artistic achievements.

*(Levi Fox, from “The Shakespeare Anniversary Book,”  
Great Britain)*

**evidence** [ˈeɪdɪəns] — данные, факты, свидетельства • *дані, факти, свідчення*

**movement** — движение • *рух*

**activity** — деятельность • *діяльність*

**departure** [dɪˈpɑːtʃə] — отправление, отъезд • *відправлення, від’їзд*

**fortune** [ˈfɔːtʃən] — удача, счастье, судьба • *удача, щастя, доля*

**to trace** [treɪs] — прослеживать, обнаруживать • *простежувати, виявляти*

**onwards** [ˈɒnwədz] — вперед, далее, направленный вперед • *вперед, далі, спрямований уперед*

**reviser** [rɪˈvaɪzə] — [ревизионный] корректор • *[ревізійний] коректор*

**contemporary** [kənˈtempərəri] — современный • *сучасний*

**contemporaries** — современники • *сучасники*

**indignant** [mˈdɪɡnənt] — негодующий • *обурений*

**narrative** [ˈnærətɪv] — повествовательный • *оповідальний*

**to dedicate** [ˈdedɪkeɪt] — посвящать • *присвячувати*

**mellifluous** [meˈlɪfluəs] — сладкоречивый, медоточивый • *солодкомовний, медоточивий*

**partnership** [ˈpɑːtnəʃɪp] — товарищество • *товариство*

**venture** [ˈventʃə] — рискованное предприятие • *ризикований захід*

**entertainment** [ˌentəˈteɪnmənt] — развлечение, увеселение • *розваги, забави*

**subsequently** [ˈsʌbsɪkwəntli] — впоследствии, после • *згодом, після*

**business ability** — деловые способности • *ділові здібності*

**achievement** [əˈtʃɪvmənt] — достижение, свершение • *досягнення, здійснення*

## Text 9-2

### Shakespeare and Stratford-upon-Avon

Although Stratford-upon-Avon remains a small market town closely linked with the Warwickshire countryside, it has now become a gathering-place of all nations. This has been brought about by the remarkable growth of the international appreciation of Shakespeare, due in part to improved communications and publicity, but largely to the development of education, in which the teaching of English and the study of Shakespeare's plays have played an important part.

Whereas a century ago visitors to Shakespeare's Birthplace numbered some six thousand a year, the number is now nearly a quarter of million, of whom more than half come from abroad representing nearly a hundred different nationalities. The other Shakespearean properties attract similar attention, while the international audience at the *Royal Shakespeare Theatre* during the Shakespeare Season emphasizes that Shakespeare no longer belongs to Stratford but to the world.

Since 1949 Stratford companies have visited Australia, New Zealand, Germany, Holland, France, Belgium, Austria, Switzerland, Denmark, Norway, Yugoslavia, Poland and Russia.

The *Royal Shakespeare Theatre* now has a permanent London home in the *Aldwych Theatre*. At the same time the academic side of Shakespearean study has received considerable impetus. Students and teachers from abroad come regularly to take part in courses of study and the library, records and theatrical collections of the Birthplace and Theatre are increasingly used.

It follows that provision for visitors in the way of hotels, restaurants, souvenir shops and amenities has been made and Shakespeare had added not merely to the prestige, but also to the prosperity of his native town.

(from "The Shakespeare Anniversary Book" by Levi Fox)

remarkable [rɪ'mɑ:kəbl] — замечательный • чудовий

appreciation [ə,prɪ:ʃi'eɪʃn] — оценка, уважение • оцінка, повага

to represent [ˌreprɪ'zent] — представлять, изображать, указывать, символизировать • подавати, зображувати, указувати, символізувати

to attract attention — привлекать внимание • привертати увагу

to emphasize ['emfəsaɪz] — подчеркивать, делать ударение (на слове, на факте) • підкреслювати, наголошувати (на слові, на факті)

**permanent** [ˈpɜːmənənt] — постоянный, неизменный • *постійний, незмінний*  
**amenity** [əˈmiːnɪti] — любезность, приятность • *люб'язність, приємність*  
**prestige** [preɪˈtiːʒ] — престиж • *престиж*  
**prosperity** [prɒsˈperɪti] — процветание, благосостояние, благоденствие • *процвітання, добробут, благоденство*

### Text 9-3

## A Great Saga

We went to the theatre at 2:00 p.m. and left at 11:45 p.m. — fifteen minutes before midnight. A long time to sit in a theatre, and hard work for the actors, too. A lot of them played two or even three roles. But the actors did not show their **fatigue** and the only signs of tiredness from the audience were the **creaking** of seats as they changed position to get comfortable after long hours of sitting still. And for eight and a half hours the theatre was filled with laughter, tears, cheering and **booing**.

The play was **adapted** from Charles Dickens' novel "Nicholas Nickleby" and it was directed by Trevor Nun and John Caird. It was performed by the *Royal Shakespeare Company* at the *Aldwych Theatre* in London.

The theatre was **packed** and going to that play was like going to a huge party. The audience talked and laughed with each other and with the actors during intervals. Then the actors rejoined **the rest of the cast** and continued to entertain us with this **magnificent** saga.

Well, my friends and I talked about the play until 3:00 a.m. The whole experience was **triumph** for a fine British writer and for British theatre at its best.

(from "Modern English")

**fatigue** [fəˈtiːg] — усталость • *втома*  
**creaking** [ˈkriːkiŋ] — скрип • *скрип*  
**booing** — освистывание • *обсвистування*  
**to adapt** [əˈdæpt] — инсценировать • *інсценувати*  
**to be packed** — быть заполненным • *бути заповненим*  
**huge** [hjuːdʒ] — огромный • *величезний*  
**the rest of the cast** — остальная часть труппы • *решта труп*  
**magnificent** [mæɡˈnɪfɪsnt] — великолепный, пышный, перво-классный • *чудовий, пишний, першокласний*  
**triumph** [ˈtraɪəmf] — триумф, победа, торжество, ликование • *тріумф, перемога, торжество, радіння*

## Theatre

Four hours later it was all over. The play went well from the beginning; the spectators were pleased after the holidays to find themselves once more in a playhouse and were ready to be amused. It was an auspicious beginning for the theatrical season. There had been great applause after each act and at the end a dozen curtain calls. Julia took two by herself and even she was startled by the warmth other reception. She had made the little halting speech, prepared beforehand, which the occasion demanded. There had been a final call of the entire company and then the orchestra had struck up the National Anthem. Julia, pleased, excited and happy, went to her dressing-room. She had never felt more sure of herself. She had never acted with greater brilliance, variety and resource. The play ended with a long tirade in which Julia castigated the flippancy, the uselessness, the immorality of the idle set into which her marriage had brought her. It was two pages long and there was no actress in England who could have held the attention of the audience while she delivered it. With her exquisite timing, with the modulation of her beautiful voice, with her command of the gamut of emotions, she had succeeded by a climax to the play. A violent action could not have been more exciting nor an unexpected denouement more surprising. The whole cast had been excellent with the exception of Alice Crichton. Julia hummed in an undertone as she went into her dressing-room.

(from W. Somerset Maugham "Theatre")

to amuse [ə'tju:z] — забавлять, развлекать • бавити, розважати  
 auspicious [ɔ:s'piʃəs] — сулящий счастье, благоприятный • сприятливий

beforehand [bɪ'fɔ:hænd] — заранее, вперед • заздалегідь, уперед  
 to demand [dɪ'ma:nd] — требовать, спрашивать • вимагати, запитувати

the National Anthem [ˈæpθəm] — Национальный Гимн • Національний Гімн

to be sure of oneself — быть уверенным в к.-л. • бути певним у кому-небудь

brilliance [ˈbrɪljəns] — блеск • блиск

variety [və'raɪəti] — разнообразие, многосторонность • різноманітність, багатобічність

resource [rɪ'sɔ:s] — способ, средство, изобретательность • засіб, винахідливість



**tirade** [ti'reid] — тирада • *тирада*

**to castigate** ['kæstigeit] — исправлять, бичевать • *виправляти, викривати*

**flippancy** ['flɪpənsɪ] — легкость, дерзость • *легкість, зухвалість*

**uselessness** — бесполезность • *марність*

**immorality** [ɪmə'rælɪtɪ] — безнравственность • *неморальність*

**idle** [aɪdl] — праздный, бесполезный, ленивый, тщетный • *бездіяльний, марний, ледачий, даремний*

**to deliver** [dɪ'lɪvə] — произносить • *вимовляти*

**exquisite** ['ekskwɪzɪt] — изысканный, прелестный • *вишуканий, чарівний*

**denouement** [deɪ'nu:mə:nt] — развязка, заключительный эпизод, исход • *розв'язка, заключний епізод, вихід*

## Text 9-5

### Sibley and "Manon"

Ballet fans will no doubt have read James Kennedy's article about Antoinette Sibley. In it he mentioned the new ballet "*Manon*" which Kenneth MacMillan created for her and Anthony Dowell and which **made its very successful debut** in March.

She herself talked **revealingly** about this new work in an interview which appeared in "The Times" of 7 March and from which we have taken the following extract.

"To have a **three-act ballet** created for you," she said, "is absolutely the most important thing in a dancer's life. One has to **search one's heart and soul for the truth** to bring alive whatever the choreographer **intends**. But it's so **tremendously fulfilling to have the chance** to do it and know that a little bit of you, something of the way you moved, is going to become part of ballet".

**By coincidence**, she and Dowell had seen Visconti's production of the Puccini opera while they were dancing at last year's Spoleto Festival. They were so **bowled over** by it that on getting back to London they told John Tooley, Covent Garden's general administrator, he simply had to get that production for the Royal Opera, and were surprised how non-committal he was. The explanation came shortly afterwards when MacMillan gave them both a copy of Prevost's novel for their holiday reading.

How much help was the book in creating the character in movement?

"Well, the ballet is nearer to the book than the opera, but where Kenneth has been so clever, I think, is in **simplifying** it and **making**

it all clear. When I first read it I found all those jumps in time confusing, one person telling another about what happened in the past.

I think Manon really was just a girl who wanted to have her cake and eat it too. Because she had been so poor, she wanted sensual things and the kind of happiness wealth can bring, then she fell in love with someone who was poor. And when she finally made up her mind what she really wanted, it was too late. But I suppose she could have said 'No' when her brother tempted her to the other kind of life; she wasn't really that innocent.

She relies a lot on the music and is delighted to be dancing to Massenet. "It's so wonderful to have really passionate music again, music you can sing when you come home.

I get all my motivation, as they say now, from the drama and from the music. These are what get me moving, enable me to find something inside myself that goes into the role. I have to be able to listen to the music, that is why I cannot dance to electronic music, because I simply do not know how to hear those plunks and plunks and bumps".

(from magazine "Time")

to make a very successful debut — очень успешно дебютировать • дуже успішно дебютувати

revealingly [ri'vi:liŋli] — открыто, откровенно • відкрито, відверто

three-act ballet — балет в трех частях • балет у трьох частинах

to search one's heart and soul for — проникать (пронизывать сердце и душу) • проникати (пронизувати серце і душу)

to intend [in'tend] — намереваться, значить, подразумевать • мати намір, значити, розуміти

tremendously [tri'mendəslı] — страшно, ужасно • страшно, жахливо

to have the chance — иметь возможность • мати можливість

coincidence [kou'insidəns] — совпадение; случайное стечение обстоятельств • збіг; випадковий збіг обставин

to bowl [bəul] over — сбить, привести в замешательство • збити з пантелику, спантеличити

to simplify ['simplifai] — упрощать • спрощувати

to make smth. clear — прояснить ч.-л. • прояснити що-небудь

sensual ['sensjuəl] — чувственный, плотский, сладострастный • почуттєвий, плотський, хтивий

wealth [welθ] — благосостояние, богатство • добробут, багатство

**to fall in love with smb.** — влюбиться в к.-л. • *закохатися в кого-небудь*

**to make up one's mind** — решить • *вирішити*

**innocent** [ˈɪnəsnt] — невинный, простак • *безневинний, простак*

## Text 9-6

### The Experimental Theatre

Since the beginning of the century the European, and later American, theatre has been endlessly experimenting with new forms and styles of production.

Partly this has come from a desire to save the audience from boredom, or a reaction to new forms of entertainment, such as the cinema or television.

The 20th century has also seen the role of the stage director assume greater and greater importance.

In a revival of a classic by an experimental director the main interest is focussed on how he reinterprets the play, so that it illuminates not only the period in which it was written, but also contemporary reality.

The experimentalists have been greatly interested in the relationship between the audience and the actors. In the conventional theatre the audience is completely separated from the actors. In the experimental theatre, on the other hand, one of the most important aims is to do away with the separation between the audience and the stage, so that everyone, actors and spectators, are taking part in a collective theatrical experience.

(from "Morning Star")

**partly** [ˈpɑ:tlɪ] — отчасти, несколько • *почасті, декілька*

**desire** [dɪˈzaɪə] — желание, просьба, требование • *бажання, прохання, вимога*

**to save** [seɪv] — спасать, охранять • *рятувати, охороняти*

**boredom** [ˈbɔ:dəm] — скука • *нудьга*

**to assume** [əˈsjʊ:m] — принимать на себя, предполагать • *приймати на себе, припускати*

**importance** [ɪmˈpɔ:təns] — важность, значительность • *важливість, значущість*

**revival** [rɪˈvaɪvl] — возрождение, оживление • *відродження, по-жвавлення*

**to be focussed on** — быть направленным, сконцентрированным на • *бути спрямованим, сконцентрованим на*

**conventional** [kən'venʃnl] — условный, обусловленный • *умовний, зумовлений*

**completely** [kəm'pli:tli] — полностью • *цілком*

**to be separated from** — быть отделенным от ч.-л. (к.-л.) • *бути відділеним від чого-небудь (кого-небудь)*

**separation** [ˌsɛrə'geɪʃn] — разъединение, разлука • *роз'єднання, розлука*

**experience** [ɪks'pɪəriəns] — опыт, испытание, переживание • *досвід, випробування, переживання*

## Text 9-7

### Theatre in the USA

Puritan **prejudice** prevented early **flourishing** of an American theatre.

First Colonial theatre opened at Williamsburg, Va., 1716.

Philadelphia, New York City and Charleston became theatrical centres, mid-18th century.

George Washington lent prestige to legitimate theatre, 1790s.

Touring companies travelled throughout nation, 19th century.

Theatre reached popular peak in the 1890s.

High-quality native drama emerged, 20th century.

Decline of Broadway lamented, 1970s.

Recent years have seen rise of subscription, public and regional theatre, owing partly to Federal financial grants.

New York City first recorded theatrical performance was given in a large room in a commercial building in 1732. Philadelphia's waterfront was home to a theatre district from the mid-18th century, with plays performed in the large spaces provided by sail lofts and warehouses. The first full British company to come to America played in 1752, a new theatre that had been built at Williamsburg, and then moved onto New York and Philadelphia.

By the 1750s such well-known British Thespians as the Shakespearean actor Thomas Kean had toured the Colonies' largest cities. In 1767 the first full-length play of literary distinction by an American playwright, Thomas Godfrey's, the *Prince of Parthia*, was produced in Philadelphia's handsome *Southwark Theatre*. That same year New York City saw the first performance in its new *John Street Theatre*, where President George Washington was later among those regularly in attendance.

By the mid-19th century most of the nation's major Western cities had their own theatres, including New Orleans, St. Louis, Chicago and San Francisco. Thereafter the West was the scene of continuous theatrical activity as touring companies from Britain and the East regularly visited mining camps, cattle towns and virtually every population centres with more than a few hundred inhabitants. The Stagecoach and the growing network of railroads made it relatively easy for these travelling companies to reach audiences, with a fare varying from Shakespeare to low comedy.

Many of Great 19th century stars who held American audiences spellbound were British or European imports — among the best known being William Macready, Sir Henry Irving, Ellen Terry and Sarah Bernhardt. But the 19th century also gave rise to a host of brilliant native-born actors, among them Charlotte Cushman, Laura Keane, Edwin Booth and Minnie Maddern Fiske. Later in the century, when vaudeville became popular, such glamorous singing stars as Lillian Russell attained international celebrity. For those unable to afford the more expensive playhouses there were “10-20-30-cent” theatres, where the audience could enjoy hair-raising melodramas such as *East Lynne* and *Uncle Tom's Cabin*.

With the establishment of the *Theatre Guild* in New York in 1919, performance and production standards on Broadway were raised to a new level. It was during the first half of the 20th century, when an American dramatic literature of consistent high quality developed, that Nobel Prize-winning dramatist Eugene O'Neill established himself as the nation's foremost serious playwright. With the end of World War II the Broadway stage entered a new and more introspective period as audiences familiar with the revolutionary psychoanalytical theory flocked to see intensely personal examination of the human condition by such dramatists as Tennessee Williams, Arthur Miller and, in the 1960s, Edward Albee.

At the same time, however, less costly “off-Broadway” productions flourished. Most significant, a trend appeared toward subscription and public theatre at such institutions as New York City's throughout the country. By the mid-1970s many such theatres were receiving financial support from the Federal and state governments or private foundations, or were finding a measure of financial security through associations with universities and the practice of selling season subscriptions to assure audiences. Increasingly the newer generation of American playwrights was finding an outlet for its work in such theatres rather than in the commercial houses of Broadway.

*(from “Family Encyclopedia of American History”)*

**prejudice** ['predʒudɪs] — предубеждение • *упередження*  
**flourishing** ['flaʊrɪʃɪŋ] — процветание • *процвітання*  
**inhabitants** [ɪn'hæbɪtənts] — жители • *жителі, мешканці*  
**network** — сеть • *мережа*  
**establishment** — установление, возникновение • *установлення, виникнення*  
**significant** — значимый, существенный, важный • *істотний, важливий*  
**generation** — поколение • *покоління, генерація*

## Text 9-8

### The Audience and the Actor

William Charles Macready (1793—1873) was the son of a travelling player and theatrical manager who had once performed with Charles Macklin. Although Macready's childhood was spent in and around various theatres in London, he was not at first **destined** for the stage. He was sent to a college where he **acquired** a gentlemanly education upon which he **prided** himself for the rest of his life. His **intention** was to prepare himself for the bar, but at the age of 16 he found himself **involved** into the stream of theatrical life. In 1810 he **made his debut** in the role of Romeo.

From 1810 to 1816, Macready played many roles throughout England, Scotland, and Ireland, even supporting the great Sarah Siddons in several plays. At the end of this period he was given a five years' **engagement** at Covent Garden. As Edmund Kean faded from the scene, Macready **earned the position** of leading tragedian of the English stage. He was **regarded as** the actor under whose management the **legitimate**, classical stage could **peacefully develop**. Macready's productions were marked by extensive rehearsals and **careful attention** to scenery and costumes.

Macready's repertoire included the great tragic roles of Macbeth, Othello, Richard and Coriolanus. Macready reduced the high passions of tragedy to the restraint of the drawing-room, he **succeeded** best in the plays of his own day, plays which **infused** the tragic with domestic touches that Macready pointed the way toward the refined drawing-room realism that developed in the middle of the XIX century. His artistry speaks for itself in the pages of his Diaries.

From **circumstances** that I do not remember, the season at Bath was a dull one, and the theatre **suffered** proportionately with the other

places of amusement. But this did not prevent me from using as means of study for my improvement the practice it afforded me. A full attendance is too generally required as a spur to a performer's exertions, and to a beggarly account of empty boxes many have been in the habit of slurring over (or what is known as "walking through") their parts.

(from magazine "Time")

- various** ['veəriəz] — различный, разный • різноманітний, різний  
**to destine** ['destɪn] — назначить, предназначить, предопределять • призначати, призначати, визначати  
**to acquire** [ə'kwaiə] — приобретать, достигать, изучать • набувати, досягати, вивчати  
**to pride** [praɪd] — гордиться • пишатися  
**for the rest of his life** — до конца своей жизни • до кінця свого життя  
**intention** [ɪn'tenʃn] — намерение • намір  
**to involve** [ɪn'vɒlv] — впутывать, вовлекать • вплутувати, втягувати  
**the stream of theatrical life** — поток театральной жизни • потік театрального життя  
**to make a debut** — дебютировать • дебютувати  
**engagement** [ɪn'geɪdʒmənt] — обязательство, дело, занятие • зобов'язання, справа, заняття  
**to earn the position** — занять положение • зайняти положення  
**to be regarded as** — рассматриваться как • розглядатися як  
**legitimate** [lɪ'dʒɪtɪmɪt] — законный, правильный • законний, правильний  
**peacefully develop** — мирно развиваться • мирно розвиватися  
**careful attention** — пристальное внимание • пильна увага  
**to succeed** [sək'si:d] — преуспевать • процвітати  
**to infuse** [ɪn'fju:z] — вливать, вселять • вливати, вселяти  
**circumstance** ['sɜ:kəmstəns] — обстоятельство • обставина  
**to suffer** ['sʌfə] — страдать • страждати  
**amusement** [ə'mju:zmənt] — развлечение, увеселение • розвага, звеселення  
**improvement** [ɪm'pru:vmənt] — улучшение, совершенствование • поліпшення, вдосконалювання  
**to afford** [ə'fɔ:d] — давать, приносить плоды; быть в состоянии • давати, приносити плоди; бути в змозі  
**attendance** [ə'tendəns] — посещаемость • відвідування  
**to require** [rɪ'kwaɪə] — приказывать, требовать, нуждаться в ч.-л. • наказувати, вимагати, потребувати чого-небудь

spur [spə:] — стимул • *стимул*

exertion [ɪg'zɜ:ʃn] — старания, усилия • *старання, зусилля*

beggarly ['bægəli] — бедный, нищенский • *бідний, злидарський*

to be in a habit of doing smth. — иметь привычку ч.-л. делать •  
*мати звичку щось робити*

to slur [slɜ:] — глотать слова, произносить неясно • *ковтати слова, вимовляти неясно*

## DIALOGUES

a) Read and act the dialogues.

b) Make up the dialogues based on the models using as many words as possible dealing with the topic "At the Cinema".

### Dialogue 9-1

#### At the Theatre

— Good evening, Mr. McDonald! Never expected to meet you.

— Good evening, Mr. Bailey! This is a small world. How are you?

— I am doing fine, thanks. How is life treating you?

— Never felt better in my life. Thanks.

— Pleased to hear it. Incidentally, where do you have a seat?

— In the stalls, row C. and where is your seat?

— In the box, close to the stage. So I don't have to use opera glasses.

— Fine. What do you think of the play?

— Frankly speaking I don't like it. The action develops slowly. Some scenes are dull. The cast is not very good. Do you share my opinion?

— Yes, I do. That happens to be a rather poor performance. Have you been to this theatre before?

— I am here for the first time. The hall is beautifully decorated and the chandelier is wonderful.

— I advise you to see "The Twelfth Night" by Shakespeare at this theatre. I am sure you will be impressed.

— I had a chance of seeing the play at the Sovremyennik Theatre in Moscow. It was many years ago.

— It would be interesting for you to compare the two performances. Don't you think so?

— I fully agree with you here. I have been dreaming of seeing a play by Shakespeare in this country. So I'll do my utmost to see "The Twelfth Night".



— The lights are going down. In a minute the curtain will be up.  
We must hurry to the hall.

— Be seeing you later.

(from "Digest")

**frankly speaking** — откровенно говоря • *відверто кажучи*  
**to share one's opinion** — разделять мнение • *поділяти думку*  
**chandelier** [ˌʃændl'ɪə] — канделябр, люстра • *канделябр, люстра*  
**to compare** [kəm'pɛə] — сравнивать • *порівнювати*  
**to dream** [dri:m] — мечтать • *мріяти*

## EXERCISES

### Exercise 9-1

*Answer the following questions:*

1. Can you say what is the theatre?
2. Where are the best seats in the theatre, at the front or at the back?
3. How is that each person in a large audience can see the actors on the stage without discomfort?
4. Does the interior of an English (American) theatre look like that of a Ukrainian (Russian) one?
5. What is the difference between a cinema and a theatre? Which do you prefer?
6. Which of the two, the theatre or the cinema, is more popular in our country? Why do you think so?
7. What role does the theatre play in our life?
8. How often do you go to the theatre? When was the last time you went to the theatre?
9. Which Ukrainian (Russian) play appeals to you deeply? Give your reasons.
10. Who is your favourite actor (actress)?
11. What is the price of admission?
12. Which plays that are on now in your city (town, village) are a success?
13. What is a puppet theatre?
14. Are you fond of ballet? Which ballet do you like best of all?
15. When and how do you book seats for the theatre?
16. When do actors receive calls?
17. Can you name the most popular theatrical companies in Kyiv (Ukraine), Moscow (Russia)?

## **Exercise 9-2**

*(based on the topic "Cinema").*

*Fill in the missing words:*

1. Television, radio, cinema, video \_\_\_\_\_ the course of the major performing arts and \_\_\_\_\_ the new ones.
2. But still there are hundreds of \_\_\_\_\_ comedy theatres, drama theatres, \_\_\_\_\_ houses, \_\_\_\_\_ theatres, philharmonics and conservatoires.
3. The curtain usually separates the \_\_\_\_\_ from the auditorium.
4. The most \_\_\_\_\_ seats are in the stalls, boxes and dress-circles.
5. When the \_\_\_\_\_ is down, the workers on the stage can change the \_\_\_\_\_ and prepare the stage for the next part of the \_\_\_\_\_.
6. A \_\_\_\_\_ conceives an idea and after months of hard work his idea develops into the \_\_\_\_\_ of the play.
7. After some time the curtain rises, the play faces the \_\_\_\_\_ on its first \_\_\_\_\_.
8. My mother bought two tickets at the \_\_\_\_\_ box-office for the \_\_\_\_\_ "Eneyida".
9. There were brilliant actors and actresses in the \_\_\_\_\_, I should admit.
10. The company gave the truly remarkable play — moving, captivating, \_\_\_\_\_ laughter and tears \_\_\_\_\_.
11. Besides, it was a great \_\_\_\_\_ value.
12. The actors received a tremendous \_\_\_\_\_ from the packed \_\_\_\_\_.
13. I admired everything: the wonderful \_\_\_\_\_, marvellous \_\_\_\_\_, charming music.
14. It was obvious that the play was a great \_\_\_\_\_.

## **Exercise 9-3**

*Fill in the blanks with the vocabulary word that best fits the meaning of each sentence.*

audience	scene	performance	interval
curtain	box-office	orchestra	opera
dressing-room	foye	gangway	footlights
opera-glasses	art	balconies	cloak-room

1. We buy seats (tickets) at the \_\_\_\_\_.
2. Above the ground floor there are generally several curved \_\_\_\_\_ with even steeper slopes of seats.
3. Seats in the first rows of the stalls are called \_\_\_\_\_ stalls.
4. Each person in a large \_\_\_\_\_ can see the actors on the stage.
5. The \_\_\_\_\_ is dropped or lowered between the scenes of acts of a play.
6. During the \_\_\_\_\_ you may go to the refreshment room (buffet).
7. We leave our coats and wraps in the \_\_\_\_\_.
8. The concluding \_\_\_\_\_ is superbly done.
9. Many people walk down the \_\_\_\_\_ looking for their seats.
10. The \_\_\_\_\_ is a great success.
11. It is a real piece of \_\_\_\_\_ and its creation calls for talent and inspiration.
12. An intricate system of \_\_\_\_\_ illuminates the stage.
13. In the \_\_\_\_\_ the actors usually make up.
14. I would like to go to the \_\_\_\_\_ House.
15. The attendant proposes us \_\_\_\_\_ on hire.
16. Several doors separate the \_\_\_\_\_ from the seating area.

# MUSIC

Many books have been written on the mysteries of musical form, yet few make it clear that form is not a **mould** into which the composer pours his music, but a logical process of presenting those ideas most **effectively**.

In most **symphonies**, concertos and other compositions there are three or four **movements**, each of which has its own form. It is the business of the **composer** to choose a **suitable** form for the movement of his composition and if he knows his job, the logic will be there.

As the world-famous composer Shostakovich said, "Music is a **weapon** and I **have endeavoured** to vest my symphony with those feelings which **grip** our people. We **fight for light against darkness**, for freedom against **tyranny**, for **humanism** against **barbarity**. Let us **muster** all our strength for an active and **decisive** struggle in the name of **triumph** and **righteousness**".

When the audience heard the **inspiring** first performance of Shostakovich's *Seventh Symphony*, they followed the composer's **train** of musical thought which he **had embodied** in his work. It **cheered** them up and moved them deeply.

During the Great Patriotic War music helped our people to fight the enemy at the front. A large number of patriotic war songs written as one of the immediate **responses** of the musical world to the Hitler's **invasion** heartened our people and our **warriors** too.

Now we live a peaceful and creative life. The musical life in our country is not limited to the activities of composers alone. Our singers and composers, pianists and **violinists** **make concert tours** of our country and abroad.

But speaking about music we must mention some of the most **outstanding representatives**, such as Pyotr Tchaikovsky, Mykhailo Glinka.

The traditions established by Glinka were brilliantly developed by Darhomyzhsky, Rubinstein, Balakirev, Mussorgsky, Rimsky-Korsakov.

Tchaikovsky's name is closely connected with our today's life. It was Tchaikovsky who wrote music that changed the ballet art. The wordless but expressive language of the dance has appeared with "Swan Lake" and the "Sleeping Beauty". His many compositions include 10 operas, 3 ballets, 6 symphonies, 4 concertoes, romances, songs and instrumental pieces. He was renowned as a conductor, a teacher and a critic. Tchaikovsky's music can be heard in every corner of our land.

Mikola Vitaliyovich Lyssenko, a famous Ukrainian composer, pianist, conductor and founder of Ukrainian classical music, wrote 9 operas, among them "Natalka Poltavka," "Taras Bul'ba," "Eneida," and many other pieces.

Ukraine has given the world a lot of brilliant musicians and singers. Ukrainian opera singers are warmly received in many countries. The best known pop singers are Sophia Rotaru, Iryna Bilyk, Oksana Bilozir, Alla Kudlai, Taisiya Povaliy, Nadiya Shestak, etc. Ukraine takes an active part in the world culture process. Its orchestras, singers, ballet-masters often visit different countries. Everyone finds something of individual value and charm in its unforgettable concerts.

### Word List on the Subject "Music"

- mould** [mæuld] — форма, шаблон • *форма, шаблон*  
**effectively** [i'fektɪvli] — эффективно • *ефективно*  
**symphony** ['sɪmfəni] — симфония • *симфонія*  
**movement** ['mu:vmənt] — движение, темп • *рух, темп*  
**composer** [kəm'pəuzə] — композитор • *композитор*  
**suitable** ['sju:təbl] — подходящий, соответствующий • *придатний, догідний, відповідний*  
**weapon** ['wepən] — оружие, средство • *зброя, засіб*  
**to endeavour** [ɪn'devə] — пробовать, стараться, прилагать усилия • *пробувати, намагатися, докладати зусиль*  
**to vest** [vest] — одевать, облекать • *одягати, висловлювати*  
**to grip** [grɪp] — овладеть вниманием • *опанувати увагою*  
**to fight for light against darkness** — бороться за свет против тьмы • *боротися за світло проти тіьми*  
**tyranny** ['tɪrəni] — тиранство, тирания • *тиранство, тиранія*  
**humanism** ['hju:mənɪzəm] — гуманизм, гуманность • *гуманізм, гуманність*  
**barbarity** [bɑ:'bærɪti] — грубость, бесчеловечность • *брутальність, нелюдськість*

- to muster** [ˈmʌstə] — собирать(ся), собрать все свое мужество • *збирати(ся), зібрати усю свою мужність*
- decisive** [diˈsaisiv] — решительный, имеющий решающее значение • *рішучий, що має вирішальне значення*
- righteousness** [ˈraɪtʃəsns] — праведность, справедливость • *праведність, справедливість*
- to inspire** [ɪnˈspaɪə] — вдыхать, вдохновлять • *вдихати, надихати*
- train** [treɪn] — вереница, шлейф, ряд последствий • *низка, шлейф, низка наслідків*
- to embody** [ɪmˈbɒdi] — воплощать, заключать в себе • *втілювати, містити в собі*
- to cheer** [ˈtʃɪə] **smb. up** — утешать, ободрять • *розраджувати, підбадьорювати*
- response** [rɪsˈpɒns] — ответ, ответное чувство, отклик • *відповідь, відповідне почуття, відгук*
- invasion** [ɪnˈveɪʒn] — вторжение • *вторгнення*
- warrior** [ˈwɔːriə] — воин, боец • *воїн, боєць*
- violinist** [ˈvaɪəlɪnɪst] — скрипач • *скрипаль*
- to make concert tours** — гастролировать • *гастролювати*
- outstanding** — выдающийся • *видатний*
- representative** [ˌreprɪˈzentətɪv] — представитель • *представник*
- to be closely connected** — быть тесно связанным • *бути тісно пов'язаним*
- the "Swan Lake"** — балет «Лебединое озеро» • *балет «Лебедине озеро»*
- the "Sleeping Beauty"** — балет «Спящая красавица» • *балет «Спляча красуня»*
- to include** [ɪnˈkluːd] — включать • *включати*
- instrumental pieces** [ˌɪnstruˈmentlˈpiːsɪz] — инструментальные произведения • *інструментальні твори*
- to be renowned** [rɪˈnaʊnd] — быть знаменитым, прославленным • *бути знаменитим, прославленим*
- unforgettable** — незабываемый • *незабутній*

## Supplementary Word List and Word Combinations on the Subject "Music"

### Concerts

- concert** (a musical performance of some length by several voices or instruments or both) — концерт • *концерт*
- symphony concert** — симфонический концерт • *симфонічний концерт*

**concert of chamber** ['tʃeɪmbə] **music** — концерт камерной музыки • *концерт камерної музики*  
**variety** [və'raɪəti] **concert** — варьете • *вар'єте*  
**recital** [re'saɪtl] (**a programme of music, vocal or instrumental, presented by one person**) — концерт одного артиста или посвященный одному артисту • *концерт одного артиста або присвячений одному артисту*  
**pianoforte** [ˌpjænpəʊ'fɔ:tɪ] **recital** — концерт для фортепьяно • *концерт для фортепіано*  
**violin recital** — концерт для скрипки • *концерт для скрипки*  
**symphony orchestra** — симфонический оркестр • *симфонічний оркестр*  
**orchestra of folk instruments** — оркестр народных инструментов • *оркестр народних інструментів*  
**string band (orchestra)** — струнный оркестр • *струнный оркестр*  
**brass band** — духовой оркестр • *духовий оркестр*  
**variety orchestra** — эстрадный оркестр • *естрадний оркестр*  
**Song and Dance Ensemble** — ансамбль песни и пляски • *ансамбль пісні і танцю*  
**Ukrainian Folksong Choir** — хор украинской (народной) песни • *хор української (народної) пісні*  
**choir** ['kwaɪə] — хор • *хор*  
**chorus** ['kɔ:rəs] — хор (в опере, оперетте, в симфоническом произведении) • *хор (в опері, опереті, у симфонічному творі)*  
**Amateur Art Activities** — художественная самодеятельность • *художня самодіяльність*

## Music

**symphonic music** — симфоническая музыка • *симфонічна музика*  
**chamber music** — камерная музыка • *камерна музика*  
**instrumental music** — инструментальная музыка • *інструментальна музика*  
**classical music** — классическая музыка • *класична музика*  
**folk** [fəʊk] **music** — народная музыка • *народна музика*  
**dance music** — танцевальная музыка • *танцювальна музика*  
**light music** — легкая музыка • *легка музика*  
**contemporary or modern music** — современная музыка • *сучасна музика*  
**jazz music** — джазовая музыка • *джазова музика*  
**pop or popular music** — популярная музыка • *популярна музика*

## Musicians

- composer** — композитор • *композитор*  
**conductor** — дирижер • *диригент*  
**pianist** — пианист • *піаніст*  
**cellist, violoncellist** [ˌvaɪələnˈtʃelist] — виолончелист • *віолончеліст*  
**clarinettist** — кларнетист • *кларнетист*  
**flutist** [ˈflu:tɪst] — флейтист • *флейтист*  
**harpist** [ˈhɑ:pɪst], **harper** [ˈhɑ:pə] — арфист • *арфіст*  
**guitarist** [ˈgɪtɑ:rɪst] — гитарист • *гітарист*  
**accordion** [əˈkɔ:dʒən] **player** — аккордеонист • *акордеоніст*  
**mandolin(e)** [ˈmændəlɪn] **player** — мандолинист • *мандолініст*  
**organist** [ˈɔ:gənɪst] — органист • *органіст*  
**banjo** [ˈbændʒəʊ] **player** — исполнитель на банджо • *виконавець на банджо*  
**concertina** [ˌkɒnsəˈtɪ:nə] **player** — исполнитель на концертино • *виконавець на концертино*  
**balalaika player** — исполнитель на балалайке • *виконавець на балалайці*  
**tambourine** [ˈtæmbəˈrɪn] **player** — исполнитель на тамбурине (бубне) • *виконавець на бубоні*  
**accompanist** [əˈkɒmpənɪst] — аккомпаниатор • *акомпаніатор*

## Musical Instruments

- grand piano** — рояль • *рояль*  
**pianoforte** [ˌpjænpəʊˈfɔ:tɪ], **piano** — фортепьяно • *фортепіано*  
**violin** [ˌvaɪəˈlɪn], **fiddle** — скрипка • *скрипка*  
**violoncello** [ˌvaɪələnˈtʃeləʊ], **cello** — виолончель • *віолончель*  
**contrabass** [ˈkɒntrəˈbeɪs] — контрабас • *контрабас*  
**harp** [hɑ:p] — арфа • *арфа*  
**bow** [bəʊ] — смычок • *смичок*  
**clarinet** [ˌklærɪˈnet], **clarinet** [ˌklærɪəˈnet] — кларнет • *кларнет*  
**flute** [flu:t] — флейта • *флейта*  
**piccolo** [ˈpɪkələʊ] — малая флейта (пикколо) • *мала флейта (пікколо)*  
**oboe** [ˈəʊbəʊ] — гобой • *гобой*  
**bassoon** [bəˈzu:n] [bəˈsu:n] — фагот • *фагот*  
**saxophone** [ˈsæksəfəʊn] — саксофон • *саксофон*  
**tuba** [ˈtju:bə] — басовая труба • *басова труба*  
**trumpet** [ˈtrʌmpɪt] — труба • *труба*  
**French horn** [hɜ:n] — валторна • *валторна*  
**English horn** — английский рожок • *англійський ріжок*



- organ** ['ɔ:gən] — орган • *орган*
- mouth-organ, harmonica** — губная гармошка • *губна гармошка*
- kettle-drum** ['kɛtl'drʌm] — литавры • *литаври*
- xylophone** ['zɪləfəʊn] | ['zɪləfəʊn] — ксилофон • *ксилофон*
- small wooden hammers** — деревянные молоточки • *дерев'яні молоточки*
- pulsatile** ['pʌlsətəl] **instruments** — ударные инструменты • *ударні інструменти*
- folk instruments** — народные инструменты • *народні інструменти*
- balalaika** — балалайка • *балалайка*
- mandolin(e)** ['mændəlɪn] — мандолина • *мандолина*
- guitar** [gɪ'tɑ:] — гитара • *гітара*
- banjo** ['bændʒəʊ] — банджо • *банджо*
- accordion** [ə'kɔ:dʒən] — аккордеон • *акордеон*
- concertina** [ˌkɒnsə:ti:nə] — концерттино • *концертіно*
- music-stand** — пюпитр • *пюпітр*
- tuning fork** — камертон • *камертон*
- musical-stool** — стул (для игры на фортепьяно) • *стілець (для гри на фортепіано)*
- to tune one's instrument** — настраивать инструмент • *настроювати інструмент*
- to play some music (on the piano)** — играть (исполнять) музыкальное произведение на фортепиано • *грати (виконувати) музичний твір на фортепіано*
- to play the piano (the violin, etc.)** — играть на фортепиано (скрипке и т.д.) • *грати на фортепіано (скрипці і т.д.)*
- to accompany someone on the piano** — аккомпанировать к.-л. на фортепиано • *акомпанувати комусь на фортепіано*
- to play (sing, dance) to the accompaniment of** — играть (петь, танцевать) под аккомпанемент • *грати (співати, танцювати) під акомпанемент*
- to start practising** — начать упражнение • *почати вправу*
- to dance to (the radio)** — танцевать под (радио) • *танцювати під (радіо)*
- the orchestra is conducted (directed) by...** — оркестром дирижирует... • *оркестром диригує...*
- to play under the baton of** — играть под управлением • *грати під керуванням*

## Singers

- operatic singers** — оперные певцы • *оперні співаки*
- coloratura soprano** [ˌkɒlərə'tʊərə sə'prɑ:nəʊ] — колоратурное сопрано • *колоратурне сопрано*

**mezzo-soprano** [ˈmedzəʊsəˈprɑ:nəʊ] — меццо-сопрано • *меццо-сопрано*  
**soprano** [səˈprɑ:nəʊ] — сопрано • *сопрано*  
**contralto** [kənˈtræltəʊ] — контральто • *контральто*  
**baritone** [ˈbærɪtəʊn] — баритон • *баритон*  
**tenor** [ˈtenə] — тенор • *тенор*  
**bass** [beɪs] — бас • *бас*

## Compositions

**symphonic and choral compositions** — симфонические и хоровые произведения • *симфонічні та хорові твори*  
**symphony** — симфония • *симфонія*  
**orchestral suite** [swi:t] — оркестровая сюита • *оркестрова сюїта*  
**instrumental miniature** [ˈmɪnjəʃjə] — инструментальная миниатюра • *інструментальна мініатюра*  
**serenade** [,serɪˈneɪd] — серенада • *серенада*  
**concerto** [kənˈtʃɛ:təʊ] — концерт (музыкальное произведение) • *концерт (музичний твір)*  
**cantata** [kænˈtɑ:tə] — кантата (отрывок музыкального произведения) • *кантата (уривок музичного твору)*  
**oratorio** [ˌɔrəˈtɔ:riəʊ] — оратория • *ораторія*  
**sonata** [səˈnɑ:tə] — соната • *соната*  
**theme and variations** — тема с вариациями • *тема з варіаціями*  
**minuet** [ˌmɪnjuːˈet] — менуэт • *менуэт*  
**rondo** — рондо • *рондо*  
**waltz** [wɔ:ls] — вальс • *вальс*  
**polka** [ˈpɒlka] — полька • *полька*  
**hopak (Ukrainian folk dance)** — гопак (украинский народный танец) • *гопак (український народний танець)*  
**polonaise** [ˌpɒləˈneɪz] — полонез • *полонез*  
**tango** [ˈtæŋgəʊ] — танго • *танго*  
**solo** [ˈsəʊləʊ] — сольный номер • *сольний номер*  
**duet** [djuːˈet] — дуэт • *дуэт*  
**trio** [ˈtri:əʊ] — трио • *тріо*  
**quartet(te)** [kwɔ:ˈtet] — квартет • *квартет*  
**quintet(te)** [kwɪnˈtet] — квинтет • *квінтет*  
**aria** [ˈɑ:riə] (**from**) — ария (из) • *арія (із)*  
**overture** [ˈəʊvətʃjə] **to** — увертюра к • *увертюра до*  
**folk songs** — народные песни • *народні пісні*  
**movement** — часть музыкального произведения (симфонии, сонаты) • *частина музичного твору (симфонії, сонати)*

**tune** — мотив • *мотив*

**melody** — мелодия • *мелодія*

**bar** — такт • *такт*

**chord** [kɔ:d] — аккорд • *акорд*

**piece (of music)** — музыкальное произведение • *музичний твір*

**simple piano pieces** — простые музыкальные произведения для рояля • *прості музичні твори для рояля*

**rhythm** ['rɪðəm] — ритм • *ритм*

**key** [ki:] — ключ, тональность, высота голоса, клавиша • *ключ, тональність, висота голосу, клавиша*

## Additional Words and Expressions on the Subject "Music"

**competitors** [kəm'petɪtəz], **contestants** [kən'testəns] — участники конкурса • *учасники конкурсу*

**to win the (first, second etc.) prize for pianists, violinists** — получить (первую, вторую и т. д.) премию на конкурсе пианистов, скрипачей • *одержжати (першу, другу і т.д.) премію на конкурсі піаністів, скрипалів*

**the first (second, third) round** — первый (второй, третий) тур • *перший (другий, третій) тур*

**to be engaged in** — участвовать (быть занятым) в • *брати участь (бути зайнятим) у*

**the finals** — заключительный тур конкурса • *заклучний тур конкурсу*

**finalists** — финалисты; участники конкурса, участвующие в заключительном туре • *фіналісти; учасники конкурсу, що беруть участь у заключному турі*

**school of violin (piano) playing** — школа игры на скрипке (на рояле) • *школа гри на скрипці (на роялі)*

**first (second, third) degree diploma** — дипломы первой (второй, третьей) степени • *дипломи першого (другого, третього) ступеня*

**jury** ['dʒʊəri] — жюри • *журі*

**jurors** ['dʒʊəgəz] — члены жюри • *члени журі*

**to adjudicate** [ə'dʒʊ:dɪkeɪt] **the prizes** — присуждать премии • *присуджувати премії*

**under the chairmanship of** — под председательством • *під головуванням*

- prize-winning programme** — программа, за которую исполнитель получил награду • *програма, за яку виконавець одержав нагороду*
- to make one's debut** — дебютировать • *дебютувати*
- to perform at a concert** — выступать на концерте • *виступати на концерті*
- The People's Conservatoire** — народная консерватория • *народна консерваторія*
- The People's Philharmonic** — народная филармония • *народна філармонія*
- the Philharmonic (Society)** — филармония • *філармонія*
- the Philharmonic Hall** — концертный зал филармонии • *концертний зал філармонії*
- the House of Culture** — Дом культуры • *Будинок культури*
- Do you like music?** — Вы любите музыку? • *Чи любите Ви музику?*
- What music do you prefer?** — Какую музыку Вы предпочитаете? • *Якій музиці Ви віддаєте перевагу?*
- When will the musician have a recital?** — Когда будет сольный концерт этого музыканта? • *Коли буде сольний концерт цього музиканта?*
- The concerts of this ensemble are very successful.** — Концерты этого ансамбля пользуются большим успехом. • *Концерти цього ансамблю користуються великим успіхом.*
- The recital of... got very good reviews.** — Сольный концерт... получил очень хорошие отзывы. • *Сольний концерт... одержав дуже гарну пресу.*
- Who is the soloist?** — Кто солист? • *Хто соліст?*
- Who is the conductor?** — Кто дирижер? • *Хто диригент?*
- Who is the accompanist?** — Кто аккомпанирует? • *Хто акомпанує?*
- May I have a programme?** — Можно мне программу? • *Чи можна мені програму?*
- Do you know the ticket prices for concerts at...?** — Вы знаете стоимость билета на концерты в...? • *Чи Ви знаєте вартість квитка на концерти в (до)...?*
- I prefer classical music (jazz, popular music).** — Я предпочитаю классическую музыку (джаз, популярную музыку). • *Я віддаю перевагу класичній музиці (джазу, популярній музиці).*
- to present, to give a recital** [rɪ'saɪtl] — давать сольный концерт • *давати сольний концерт*

- to captivate** [ˈkæptveɪt] **the audience** — очаровывать слушателей • *чарувати слухачів*
- to win admiration** — вызывать восхищение • *викликати захоплення*
- to play (to sing, to dance) an encore** — играть (петь, танцевать) на бис • *грати (співати, танцювати) на бис*
- to applaud** — аплодировать • *аплодувати*
- to demand or clamour for encores** — требовать исполнения на бис • *вимагати виконання на бис*
- to give an encore** — бисировать • *виконувати на бис*
- to get encores** — получать вызовы исполнения на бис • *одержувати виклики виконання на бис*
- to give a grand (stormy) ovation** — наградить бурными аплодисментами • *нагородити бурхливими оплесками*
- to be on the programme** — быть в программе • *бути в програмі*
- the best item (number — Am.) on the programme** — лучший номер программы • *кращий номер програми*
- musicianship** — музыкальность, музыкальное мастерство • *музичність, музична майстерність*
- beauty of tone and phrasing** — красота звука и фразировки • *красота звуку і фразування*
- to communicate the music to the hearers through a masterly technique** — передавать музыку слушателям с помощью современной техники • *передавати музику слухачам за допомогою сучасної техніки*
- to give living shape and vitality to every phrase** — вдохнуть жизнь в каждую фразу • *надихнути життям кожену фразу*
- noble restraint** — благородная строгость • *шляхетна строгість*
- clarity of style** — чистота (строгость) стиля • *чистота (строгість) стилю*
- to play (to sing; to dance) with supreme confidence** — играть (петь, танцевать) с большой уверенностью • *грати (співати, танцювати) із великою впевненістю*
- truly creative pianist (singer)** — по-настоящему творческий пианист (певец) • *по-справжньому творчий піаніст (співак)*
- conductor (pianist, singer, etc.) of outstanding talent** — выдающийся дирижер (пианист, певец) • *видатний диригент (піаніст, співак)*
- musical genius** [ˈdʒiːnjəs] — музыкальный гений • *музичний геній*
- connoisseur** [ˌkɒnɪˈsɜː] — знаток • *знавець*

## TEXTS

Read, translate and render in brief.

### Text 10-1

#### Music is the Universal Language

The new music has achieved a degree of integration of art into everyday life that is probably **unique** in modern societies; to find anything **comparable** one would have to look back at Middle Ages or primitive men. Like a **medieval** cathedral or the **carving in a tribal** village, the art of rock is constantly present as a part of everyday life, not something we admire in a museum or listen to over coffee after dinner and the day's work are done. It is **significant** that nearly everyone who deeply feels the music also **makes an attempt** at playing an instrument and even at composing. For the lover of rock, as for men in earlier times, art is a daily companion to **share** and interpret experience and emotion.

(After Ch. Reich)

**unique** [ju:'ni:k] — уникальн**ый** • *унікальн**ий***

**comparable** ['kɒmpərəbl] — сравним**ый**, заслуживающ**ий** сравнения • *порівнянн**ий**, що заслуговує порівнянн**я***

**medieval** [,medi:'vi:vəl] — средневеков**ый** • *середньовічн**ий***

**carving** — идол • *ідол*

**tribal** — племенн**ой** • *племінн**ий***

**significant** [sig'ni:fikənt] — многозначительн**ый**, выразительн**ый** • *багатозначн**ий**, виразн**ий***

**to make an attempt** — делать попытку • *здійснювати спробу*

**to share** — разделять • *розділяти*

### Text 10-2

#### What Rock Music Really Means

"Rock is everywhere," said my 16-year-old-son. Are there any parents who would not agree? It zooms through the house, **throbs** behind closed doors, and we wonder at the hold this deafening music has on our children.

An enormous **percentage** of teenage spending money goes on music. In this country last 2 billion was spent on popular records. Equally astonishing was the sale of guitars: two million of them. My son bought two. The young also rush to the concerts; 560,000 applied

for 20,000 **available** tickets to hear *Rolling Stones* in New York City's Madison Square Garden. Why do they go in such fantastic numbers?

To understand look into the music itself. It is first of all extraordinary and **creative**. It is absolutely 20th century in conception — electronic sounds, **distortion**, brilliance of improvisation — there are no limits. If the creators are young, do not **underestimate** them: the best of rock is serious music, intellectual as well as emotional. Classical music is not so far off. Rock composers have made interesting use of European and Indian classical music.

Three things **distinguish** rock — the relentless beat, the freedom of conception and overpowering volume. This is physical, powerful music. **Amplifiers** at rock concerts produce a sound intensity which sometimes reaches 120 decibels (a new jet on takeoff must not exceed 108). Why so loud? "Without amplification, the music just doesn't exist," explains a young friend. Together with the pulsing, driving beat, it creates **passionate** excitement — one wants to move, to dance. Electronics and inspiration produce **incredible** effects. Small wonder that the listener is carried right into the music.

Rock music is central to the youth culture. The young are unified by it, communicate through it.

Rock is beautiful because it is "sun at dawn, mountains in a storm, rivers, the stars, nature," said a young boy. In other words, it includes everything.

(After Ch. Reich)

**to throb** — пульсировать • *пульсувати*

**percentage** [pə'sentɪdʒ] — процент, процентное отношение • *відсоток, відсоткове відношення*

**available** [ə'veɪləbl̩] — годный, доступный, действительный • *придатний, дійсний, що має силу*

**creative** — творческий • *творчий*

**distortion** — искажение • *викривлення*

**underestimate** — недооценивать • *недооцінювати*

**to distinguish** [dɪs'tɪŋgwɪʃ] — различать, отличать • *розрізняти, відрізняти*

**amplifier** — усилитель • *підсилювач*

**passionate** ['pæʃənɪt] — страстный, пылкий, горячий • *жагучий, палкий, гарячий*

**incredible** [ɪn'kredəbl̩] — неправдоподобный, невероятный • *неправдоподібний, неймовірний*

## Text 10-3

### Adam Ant

During the past ten years the music world has seen a number of different styles. After the *flower power movement*\* of the 1960s came the extravagant **glitter rock** of the early 70s. This reached its peak in 1974 with singers like Gary Glitter and David Bowie.

1976 saw the **emergence** in Britain of the **punk bands**: loud and noisy groups who sang about, and often practised violence. *Punks* weren't particularly **glamorous**. With their torn clothes, ugly tattoos and blank expressions they were a strange, almost frightening sight.

By 1979 the mood had changed. Dismal punk fashions were gone. Their successors, the *New Romantics*, were a different matter. Wearing bright and unusual clothes, **garish** make-up and weird hair styles the *New Romantics* made a refreshing change from the old punks. But they lacked one thing — a central leader. Now they have found him in Adam Ant, lead singer with "*Adam and the Ants*," Britain's best-known new rock band. Adam Ant was correct in believing that people were tired of punk uniformity and wanted a more glamorous image. He is an admirer of the North American Indians and it was to them that he turned for **inspiration**.

(from "Modern English International")

**glitter** ['glɪtə] — мерцающий, мигающий • *мерехтливий, миготливий*

**emergence** — появление • *поява*

**punk-bands** — панк-группы • *панк-групи*

**violence** ['vaɪələns] — сила, стремительность • *сила, стрімкість*

**glamorous** — колдовской, зачаровывающий • *чаклунський, що зачаровує*

**tattoo** [tə'tu:] — барабанный бой; татуировка • *барабанный бій; татуювання*

**garish** ['ɡæɪʃ] — кричащий, показной • *кричущий, показний*

**inspiration** [ˌɪnsprə'reɪʃn] — вдохновение • *натхнення*

## Text 10-4

### The Role of Music

Here is another science-fiction **projection** on the role of music. The world changed after some natural **disaster** and the earth became covered by thick fog. Conditions of life changed.

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\* The *Hippies* preached a philosophy of peace and love and gave flowers to surprised strangers in the street.



Art, too, changed. The art of objects was gone. Books wouldn't last; and so the memory increased enormously, and men carried their libraries in their heads — a cheaper and much more convenient way. As a result, academic accuracy, the continual quoting of authorities, **disappeared**. A new epic age resulted. Men in the dusk composed, jointly developed great epics, sagas, and choruses, which grew like trees, **generation** after generation. And, as bardic poetry returned, it united again with its brother, music. Wood-winds and strings were ruined by the damp. But stone instruments like those used by the dawn cultures, returned — giving beautiful pure notes. Just as the Arabs had had no plastic art, but instead, a wonderful art of singing verse, so the creative power of men swung from eye to ear. Men could hear for miles: their ears grew as keen as a dog's. They **appreciated** intervals of sound which to the old men of the open air would have gone unnoticed. Men lived largely for music and they felt they had made a good exchange when they looked at the last shreds of **pictorial art**.

(After H.F. Heard)

**projection** [prə'dʒekʃən] — выпуск, проект • *випуск, проект*  
**disaster** [dɪ'zɑːstə] — бедствие, внезапное большое несчастье • *лихо, раптове велике нещастя*  
**accuracy** ['ækjʊrəsi] — точность, пунктуальность • *точність, пунктуальність*  
**to disappear** — исчезать • *зникати*  
**generation** — поколение • *покоління, генерація*  
**verse** [vɜːs] — стих, строфа • *вірш, строфа*  
**to appreciate** — оценивать • *оцінювати*  
**shred** [ʃred] — кусок, клочок • *шматок, клаттик*  
**pictorial** [pɪk'tɔːrɪəl] **art** — живопись • *живопис*

## Text 10-5

### Elvis Presley — Story of a Superstar

When Elvis Presley died on August 16, 1977, radio and television programmes all over the world were **interrupted** to give the news of his **death**. President Carter was asked **to declare** a day of national **mourning**. Carter said: "Elvis Presley changed the face of American popular culture... He was **unique** and **irreplaceable**". Eighty thousand people attended his **funeral**. The streets were **jammed** with cars, and Elvis Presley movies were shown on television, and his records were played on the radio all day. In the year after his death, 100 million Presley albums were sold.

Elvis Presley was born on January 8, 1935, in Tupelo, Mississippi. His twin brother, Jesse Garon, died at birth. His parents were very poor and Elvis never had music lessons, but he was surrounded by music from an early age. His parents were very **religious**, and Elvis regularly sang at **church services**. In 1948, when he was thirteen, his family moved to Memphis, Tennessee. He left school in 1953 and got a job as a truck driver.

In the summer of 1953 Elvis paid \$4 and recorded two songs for his mother's birthday at Sam Phillips's Sun Records studio. Sam Phillips heard Elvis and asked him to record "*That's All Right*" in July 1954. 20,000 copies were sold, mainly in and around Memphis. He made five more records for Sun, and in July 1955 he met Colonel Tom Parker, who became his manager in November. Parker sold Elvis's contract to RCA Records. Sun Records got \$35,000 and Elvis got \$5,000. With the money he bought a pink Cadillac for his mother. On January 10, 1956, Elvis recorded "*Heartbreak Hotel*," and a million copies were sold. In the next fourteen months he made another fourteen records, and they were all big hits. In 1956 he also made his first movie in Hollywood.

In March 1958, Elvis had to join the army. When his hair was cut thousands of women cried. He spent the next two years in Germany, where he met Priscilla Beaulieu, who became his wife eight years later on May 1, 1967. In 1960 he left the army and went to Hollywood where he made several movies during the next few years.

By 1968 many people had become tired of Elvis. He hadn't performed live since 1960. But he recorded a new album, "*From Elvis in Memphis*," and appeared in a TV special. He became popular again, and went to Las Vegas, where he was paid \$750,000 for four weeks. In 1972 his wife left him, and they were divorced in October 1973. He died of a **heart attack**. He had been working too hard and eating and drinking too much for several years. He left all his money to his only daughter, Lisa Marie Presley. She became one of the richest people in the world when she was only nine years old.

(from "*American Streamline*")

- to interrupt** — прерывать • *переривати*
- death** [deθ] — смерть, кончина • *смерть*
- to declare** [di'kleə] — объявлять, заявлять, провозглашать • *повідомляти, заявляти, проголошувати*
- mourning** ['mɔ:niŋ] — траур • *траур*
- unique** [ju:'ni:k] — уникальный • *унікальний*
- irreplaceable** [ ,ɪr'pleɪsəbl̩ ] — незаменимый • *незамінний*

**funeral** [ˈfju:nərəl] — похороны, похоронная процессия • *похорон, похоронна процесія*  
**to jam** [dʒæm] **with cars** — создавать «пробки» на дорогах • *створювати «пробки» на дорогах*  
**religious** — религиозный • *релігійний*  
**church service** — церковная служба • *церковна служба*  
**heart attack** — сердечный приступ • *серцевий напад*

## Text 10-6

### Conductors in Great Britain

Out of 13 major orchestras in Britain, only five have an associate conductor as a **trainee**.

**Obviously** the **opportunities** for any hopeful conductor, however **gifted**, to gain **essential** and regular experience are severely limited. The **occasional** post as a **repetiteur** with the Royal Opera or Sadler's Wells companies **occur** only seldom, and a touring conductor for dance has the worst of all worlds in the conditions surrounding his work. A **vicious** circle is created whereby experience is difficult to **obtain**, and orchestras decline to engage an aspirant because of his lack of experience. I sometimes wonder, however, on what criteria they base their choice of conductors from elsewhere.

A close look at some concert details illustrates the current situation. Out of 182 concerts at the Festival Hall between February 1968 and July this year (1969), given specifically with the aid of funds from Greater London Council and the Art Council, only 16 are or were **advertised** as having native British conductors for the programmes. A **survey** limited to the **five** major **symphony** orchestras in London, based on their published **brochures** for the 1968—1969 season beginning last autumn, **shows** 31 concerts with British conductors out a total of 163. **Only** when the **prompts** are **taken into account** does the proportion **significantly** alter. Conductors as such have no professional organization, **however**. They therefore have no means of suggesting what some of us also know to be true — that a certain proportion of conductors freely engaged from abroad are, to put it kindly, in no way **superior** to some of those **consistently** ignored at home.

*(from "Moscow News")*

**trainee** — проходящий подготовку • *що проходить підготування*  
**obviously** [ˈɒbvɪəslɪ] — очевидно, ясно • *очевидно, ясно*  
**opportunity** [ˌɒpəˈtju:nɪti] — удобный случай • *нагода*  
**gifted** — одаренный • *обдарований*

- essential** [i'senʃəl] — существенный; сущность • *істотний; сутність*
- occasional** [ə'keɪʒnəl] — случайный • *випадковий*
- repetiteur** — репетитор • *репетитор*
- to occur** [ə'kɔ:] — встречаться, находиться, приходиться на ум • *зустрічатися, знаходитися, приходить на розум*
- vicious** ['viʃəs] — порочный, ошибочный • *порочний, помилковий*
- to obtain** [əb'teɪn] — получать, добывать; быть в употреблении • *одержувати, добувати; бути у вжитку*
- to advertise** ['ædvətaɪz] — извещать, помещать публикацию, рекламировать • *сповіщати, поміщати публікацію, рекламувати*
- survey** ['sɜ:veɪ] — обозрение, просмотр • *огляд, перегляд*
- brochure** — брошюра • *брошура*
- to take into account** [ə'kaʊnt] — принимать во внимание, в расчет • *брати до уваги, у розрахунок*
- significantly** [sɪg'nɪfɪkəntli] — многозначительно, выразительно • *багатозначно, виразно*
- superior** [sju:'prɪəriə] — высший, лучший, превосходный • *вищий, кращий, чудовий*
- consistently** [kən'sɪstəntli] — стойко, последовательно • *непохитно, послідовно*

## Text 10-7

### John Lennon

John Lennon was **murdered** just before 11 p.m. on December 8, 1980, outside the Dakota, in an apartment building where he lived in New York City. He had just got out of a car and was walking to the entrance when a voice called, "Mr. Lennon". Lennon turned and was shot five times. The killer threw his gun down and stood there smiling. "Do you know what you just did?" shouted the doorman. "I just shot John Lennon," the killer replied. Lennon was rushed to the hospital in a police car, but it was too late. The killer was 25 year-old Mark Chapman from Hawaii. Earlier the same evening he had asked Lennon for his autograph. In fact, he had been hanging around outside the apartment building for several days. Chapman was a fan of Lennon and had tried to imitate him in many ways. It is said that he even believed that he was John Lennon.

## Biographical Notes

1940: Born in Liverpool, England.

1942: Lennon family deserted by father. Mother leaves. John brought up by aunt.

1956: Forms rock band at school.

1957: Student at Liverpool College of Art.

1958: Mother killed in a car accident.

1960: Goes professional as one of "The Beatles" (Lennon, McCartney, Harrison, Best, Sutcliffe). Plays in Hamburg, Germany.

1961: Plays in Hamburg and Liverpool. Sutcliffe (Lennon's best friend) dies of brain tumour. Brian Epstein begins to manage the Beatles.

1962: Ringo Starr replaces Pete Best as Beatles drummer. Married Cynthia Powell, an art student. Beatles' first record "Love Me Do". First TV appearance.

1963: Three records number 1 in British Top 20. Incredible popularity. Son Julian born.

1964: First hit record in US "I Want to Hold Your Hand". Two US tours. In April, Beatles' records number 1, 2, 3, 4, and 5 in US Top 20. First movie "A Hard Day's Night". First book.

1965: "Help!" Beatles' second movie. Beatlemania at its height. US tour. Huge audiences in sports stadiums. Beatles receive MBE (special honorary award) from Queen Elizabeth.

1966: Lennon in movie "How I Won the War" — not a musical. Meets Yoko Ono, Japanese avant-garde artist.

1967: "Sergeant Pepper" — Beatles' most famous album. All the Beatles interested in meditation. Manager Brian Epstein found dead from overdose of sleeping pills.

1968: In India with Beatles for meditation. Beatles' company, "Apple," founded. Lennon art exhibit "You Are Here". Lennon divorced by wife.

1969: Beatles' movie "Let It Be". Rumours of quarrels about money. Talk of Beatles breaking up. Beatles' last public performance on roof of Apple Building. Lennon and Yoko marry. He 29, she 39. Lennon still recording with Beatles but some work solo.

1970: McCartney leaves Beatles. Others start solo careers.

1971: Lennon's album "Imagine" — most successful album. Lennon and Yoko Ono in New York one-room studio apartment.

1972: Charity concerts.

1973: Lennon and Yoko Ono separate. Lennon in Los Angeles. Lennon ordered to leave US — protests and appeals.

1974: Drinking problems — still fighting deportation.

1975: Lennon and Yoko Ono together again in New York. **Per-**mission to stay in US. Son Sean born October 9 (Lennon's birthday).

1976: Retires from public life. Extensive travel. Business affairs managed by Yoko Ono.

1976: Full-time father. Very close relationship with son. Owns seven apartments in same building — one for cold storage of fur coats.

1980: First record in six years. Album "*Double Fantasy*". Single "*Starting Over*". Good reviews from critics. Many said it was "a new beginning". December, 8 Lennon murdered. Massive media coverage. TV and radio programmes interrupted to give news. Record companies on overtime to meet demand for records.

1981: Three records in Top 20 charts: "*(Just Like) Starting Over*," "*Imagine*," and "*Woman*".

1984: Lennon's last album, "*Milk and Honey*" released. "*Nobody Told Me*" reaches Top 20.

(from "*American Streamline*")

**to be murdered** — быть убитым • бути вбитим  
**killer** — убийца • убивця  
**permission** — разрешение • дозвіл

## EXERCISES

### Exercise 10-1

*Answer the following questions:*

1. What kind of music do you prefer to listen to?
2. Are you fond of music? Why?
3. Which composer do you like best? Can you say anything about your favourite composer?
4. What is the largest concert hall in Kyiv (Moscow; in the town where you live)? Describe it, please.
5. Which recitals do you generally attend? Why?
6. When did you attend a pianoforte recital last? Who gave it? What is your impression of the pianist?
7. Do you like classical music?
8. Would you name the prize-winners of the first Tchaikovsky Contest for pianists, please?
9. Have you heard Shostakovich's Seventh Symphony on the wireless or in the Concert-Hall? Who(m) is it dedicated to?

10. Who is your favourite singer (musician, composer, pianist, violinist, guitarist)?
11. Which music do you prefer: classical or contemporary (modern)?
12. Do you enjoy Ukrainian folk music? Why?
13. What is your opinion of jazz (dance music, chamber music, symphonic music, instrumental music)?
14. What role does music play in our life?

### ***Exercise 10-2***

***(based on the topic "Music").***

***Fill in the missing words:***

1. Many books have been written on the mysteries of \_\_\_\_\_ form, yet few make it clear that form is not a \_\_\_\_\_ into which the composer pours his music, but a \_\_\_\_\_ process of presenting those ideas most effectively.
2. It is the business of the \_\_\_\_\_ to choose a suitable form for the movement of his composition and if he knows his job, the \_\_\_\_\_ will be there.
3. "Music is a \_\_\_\_\_ and I have endeavoured to vest my symphony with those feelings which \_\_\_\_\_ our people.
4. When the audience heard the inspiring first performance of Shostakovich's Seventh \_\_\_\_\_, they followed the composer's \_\_\_\_\_ of musical thought which he embodied in his work.
5. The \_\_\_\_\_ life in our country is not limited to the activities of composers alone.
6. Our singers and \_\_\_\_\_, pianists and \_\_\_\_\_ make concert tours of our country and abroad.
7. The traditions \_\_\_\_\_ by Glinka were brilliantly developed by Darhomyzsky, Rubinstein, Balakirev, Mussorgsky, Rimsky-Korsakov.
8. It was Tchaikovsky who wrote music that changed the \_\_\_\_\_ art.
9. Ukraine has given the world a lot of brilliant \_\_\_\_\_ and \_\_\_\_\_.
10. Ukrainian \_\_\_\_\_ are warmly received in many countries.
11. Ukraine takes an active part in the world \_\_\_\_\_ process.
12. Everyone finds something of individual \_\_\_\_\_ and charm in its \_\_\_\_\_ concerts.

### ***Exercise 10-3***

***Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided:***

- |   |   |
|---|---|
| <input type="checkbox"/> 1) recital     | a) a writer of music.   |
| <input type="checkbox"/> 2) music-stool | b) a person who plays a musical accompaniment.                                    |
| <input type="checkbox"/> 3) composer    | c) a person who directs an orchestra, chorus, etc.                                |
| <input type="checkbox"/> 4) form        | d) a programme of music, vocal or instrumental, represented by one person.        |
| <input type="checkbox"/> 5) accompanist | e) a musical performance of some length by several voices or instruments or both. |
| <input type="checkbox"/> 6) minuet      | f) a seat without a back, used when playing the piano.                            |
| <input type="checkbox"/> 7) cantata     | g) a piece of music to be sung by soloists and a chorus.                          |
| <input type="checkbox"/> 8) concert     | h) the style or manner of expression.   |
| <input type="checkbox"/> 9) conductor   | i) an instrument used by band players.  |
| <input type="checkbox"/> 10) xylophone  | j) music for a graceful slow dance.   |



## THE POST-OFFICE. TELEPHONE

There are post-offices in every town and nearly every village or settlement. In our city we have the **General Post-Office** and a lot of post-offices whose **officials** do their ordinary jobs **patiently** and **devotedly**. As a rule the Post-office has many duties and has hundreds of thousands officials: postmasters who are in charge of post-offices, post-office clerks and a lot of postmen and officials. It is the postman who brings many items of news to everybody, going round from house to house, and dropping letters into our **letter-boxes**.

The Post-Office not only **delivers** and sends letters and other **mail**, but it controls telegraphs and telephones. It **issues** postage-stamps in **honour** of every **significant** event or marking the memory of **outstanding personalities** in the country and in the world. Besides, it sells you **postal orders** (money orders). If you want to cash a money order take your **passport** with you. If you want to send a **wire** just ask for a telegraph form at the **counter** and **fill it in**. A wire reaches the addressee in some hours. If you want to post an ordinary letter or a **postcard** you needn't go to the post-office, you can drop it into the nearest **pillar-box**. And very soon the postman will deliver your letter or postcard to the **addressee**.

The other day I went to the General Post-Office, because I had to send a parcel to my aunt and buy some postcards, **envelopes** and **stamps**. As the post-office offers many services, **for instance**, it pays **pensions** and family **allowances**, issues **licences** for televisions and radios, sells stamps either separately or in **booklets** with several stamps of various values, **makes trunk calls**, there are various counters there: **General Delivery**, **Parcel Post**, **Money Orders**, **Stamps**, **Post Cards**, **Registered Letters**, **Air Mail** and **Book Post**. First I **directed my steps** to the Parcel Post counter. I **handed** my parcel to the clerk, she **weighed** it on the scales, gave me necessary stamps and I paid money for it. You see, the amount that you have to pay depends on the weight

of the parcel. After that I went to the Post Cards counter and bought some postcards there.

I quite forgot to tell you that I had had a conversation with a friend of mine who lived in another town. I came into the call-box, put a coin in the slot, then took up the receiver. When I heard the dialling tone indicating that nothing was wrong on the line, I dialled my friend's number, and could speak to him. When I finished talking on the phone, I hung up the receiver.

## Word List on the Subject "The Post-Office. Telephone"

- General Post-Office** — главпочтамт • *головпоштамт*  
**official** [ə'fɪʃəl] — служебное, должностное лицо, служащий • *посадова особа, службовець*  
**patiently** ['peɪʃəntli] — терпеливо, настойчиво • *терпляче, наполегливо*  
**devotedly** [dɪ'vəʊtɪdli] — преданно • *віддано*  
**clerk** [kla:k] — служащий • *службовець*  
**letter-box, pillar-box** — почтовый ящик • *поштова скринька*  
**to deliver** [dɪ'lɪvə] — доставлять • *доставляти*  
**mail** [meɪl] — почта (особенно заморская) • *пошта (особливо заморська)*  
**to issue** ['ɪʃju:] — издавать, выпускать • *видавати, випускати*  
**in honour of** — в честь • *на честь*  
**significant** [sɪg'nɪfɪkənt] — многозначительный, выразительный, важный • *багатозначний, виразний, важливий*  
**outstanding** — выдающийся • *видатний*  
**personality** [ˌpɜ:sə'nælɪtɪ] — личность, индивидуальность • *особистість, індивідуальність*  
**postal orders, money orders** — денежные переводы • *грошові перекази*  
**passport** — паспорт • *паспорт*  
**wire** [waɪə] — телеграмма (срочная) • *телеграма (термінова)*  
**counter** ['kaʊntə] — прилавок, отдел • *прилавок, відділ*  
**to fill in** — заполнять • *заповнювати*  
**postcard** — почтовая открытка • *поштова листівка*  
**addressee** [ˌædres'i:] — адресат • *адресат*  
**envelope** ['envələʊp] — конверт • *конверт*  
**stamp** [stæmp] — марка • *марка*  
**for instance** — например • *наприклад*

- pension** — пенсия • пенсія
- allowance** [ə'laʊəns] — денежное пособие • грошова допомога
- licence** ['laɪsəns] — лицензия, официальное разрешение • ліцензія, офіційний дозвіл
- booklet** ['buklɪt] — брошюра, буклет, книжечка • брошура, буклет, книжечка
- value** ['vælju:] — ценность • цінність
- to make a trunk call** — заказать междугородный разговор • замовити міжміську розмову
- General Delivery** — «до востребования» • «до запитання»
- Parcel Post** — отдел отправки посылок • відділ відправлення посилок
- Money Orders** — отдел «Денежные переводы» • відділ «Грошові перекази»
- Registered Letter** ['redʒɪstəd'letə] — отдел «Заказные письма» • відділ «Рекомендовані листи»
- Book Post** — отдел отправки бандеролей • відділ відправлення бандеролей
- to direct one's steps** — направиться куда-либо • направитися куди-небудь
- to hand** — вручать • вручати
- to weigh** [weɪ] — взвесить • зважити
- coin** [kɔɪn] — монета • монета
- slot** — щель, прорезь • щілина, проріз
- receiver** [rɪ'si:və] — трубка (телефона) • слухавка (телефону)
- to dial** ['daɪəl] — набирать номер • набирати номер

## Supplementary Word List and Word Combinations on the Subject "The Post-Office. Telephone"

### *Post-Office*

- postal order** — денежный перевод (на небольшую сумму), пересылаемый как письмо или открытка • грошовий переказ (на невелику суму), що пересилається як лист або листівка
- money order** — денежный перевод • грошовий переказ
- telegraphic money order** — денежный перевод по телеграфу • грошовий переказ телеграфом
- payee** — получатель денежного перевода • одержувач грошового переказу
- to cash** — получать деньги (по переводу, по чеку) • одержувати гроші (за переказом, по чеку)

**cash on delivery** — наложенным платежом, с уплатой при доставке • *післяплатою, із сплатою при доставці*

**power of attorney** — доверенность, полномочие • *доручення, повноваження*

**проху** — доверенное лицо, доверенность • *довірена особа, доручення*

**run all-night service** — работать, производить операции всю ночь • *працювати, робити операції всю ніч*

**run service** — обслуживать, производить операции • *обслуговувати, робити операції*

**Customs Declaration** — таможенная декларация • *митна декларація*

**printed form** — бланк • *бланк*

**addressee** [ˌædreˈsi:] — получатель, адресат • *одержувач, адресат*

**airmail** [ˈeəmeɪl] — авиапочта • *авіапошта*

**by airmail** — авиапочтой • *авіапоштою*

**to obliterate** [ɔˈblɪtəreɪt] — гасить, штемпелевать • *гасити, штемпелювати*

**receipt** [rɪˈsi:t] — квитанция • *квитанція*

**reply-paid telegram** — телеграмма с оплаченным ответом • *телеграма з оплаченою відповіддю*

**insured and otherwise** [ɪnˈʃʊəd ənd ˈʌðəwaɪz] — с объявленной ценностью и без объявленной ценности • *із заявленою цінністю і без заявленої цінності*

**saving-bank** — сберегательная касса • *ощадна каса*

**ordinary delivery** [ˈɔːdɪnəri dɪˈlɪvəri] — обычная почта • *звичайна пошта*

**rate** [reɪt] — тариф, тарифная ставка • *тариф, тарифна ставка*

**per word** — за слово • *за слово*

**reduced charge** [rɪˈdʒuːstʃɑːdʒ] — сниженный тариф • *знижений тариф*

**sender** — отправитель • *відправник*

**registration and insurance** [ˌredʒɪˈstreɪfɪn ˈænd ɪnˈʃʊərəns] **fee** — плата за отправку и объявление ценности • *плата за відправлення й оголошення цінності*

**weight** [weɪt] — вес • *вага*

**to send (sent; sent)** — посылать, отправлять • *посилати, відправляти*

## Telephone

- the Local Telephone Exchange** — коммутатор • *комутатор*  
**extension** — добавочный номер • *додатковий номер*  
**telephonist, operator** — телефонист • *телефоніст*  
**wall set telephone** — настенный телефон • *настінний телефон*  
**desk set telephone** — настольный телефон • *настільний телефон*  
**telephone extension or hand-phone** — переносной телефон • *переносний телефон*  
**stationary telephone** — стационарный телефон • *стаціонарний телефон*  
**dial [tele]phone (automatic telephone)** — автоматический телефон • *автоматичний телефон*  
**house phone (interphone)** — телефон внутренней связи • *телефон внутрішнього зв'язку*  
**mobile telephone** — мобильный телефон • *мобільний телефон*  
**cordless digital telephone** — бесшнуровой (цифровой) телефон • *безшнуровий (цифровий) телефон*  
**to have a telephone installed in one's house** — установить дома телефон • *установити вдома телефон*  
**call box; telephone booth (Am.)** — телефонная будка (автомат) • *телефонна будка (автомат)*  
**on the telephone** — по телефону • *по телефону*  
**at the phone** — у телефона • *у телефона*  
**to speak (to talk) to someone on (over) the telephone** — разговаривать с к.-л. по телефону • *розмовляти з ким-небудь по телефону*  
**to phone someone** — позвонить к.-л. по телефону • *подзвонити кому-небудь по телефону*  
**to phone (to ring up, to call up, to make a call)** — звонить к.-л. по телефону • *дзвонити кому-небудь по телефону*  
**emergency call** — экстренный вызов • *екстрений виклик*  
**to ring back (to call back, to ring up again)** — перезвонить, позвонить снова • *передзвонити, зателефонувати знову*  
**to ring up from a call-box** — звонить по телефону из автомата • *телефонувати з автомата*  
**to put a coin in the slot** — опускать монету в автомат • *опустити монету в автомат*  
**to press (to push) the button** — нажать кнопку • *натиснути кнопку*  
**dialling tone** — гудок • *гудок*  
**to dial a number, to ring the number** — набрать номер • *набрати номер*

to lift the receiver  
to lift the phone  
to take up the tube  
to take up (off) the receiver  
to take the phone  
to pick up the receiver  
to reach for the telephone

снять трубку телефона • *зняти слухавку*

to replace the receiver (the phone)  
to hang up the receiver  
to replace the phone on its cradle  
to put the phone into its cradle  
to put the phone back  
to put down the telephone

положить (повесить) телефонную трубку • *покласти (повісити) слухавку*

**Hold the line!** — Не вешайте трубку! • *Не вішайте слухавку!*  
**Hold on, please!** — Положите, пожалуйста, трубку! • *Покладіть, будь ласка, слухавку!*

**to use one's telephone** — пользоваться ч.-л. телефоном • *користуватися чийм-небудь телефоном*

**The telephone bell rings!** — Звонит телефон! • *Дзвонить телефон!*

**to go and answer the phone** — подойти к телефону и ответить • *підійти до телефону і відповісти*

**telephone message** — телефонограмма • *телефонограма*

**to take a message from** — принять телефонограмму от • *прийняти телефонограму від*

**to give (to leave) a telephone message for smb.** — передать телефонограмму к.-л. • *передати телефонограму кому-небудь*

**to get (to reach) smb. on the phone** — дозвониться к к.-л. по телефону • *додзвонитися до кого-небудь по телефону*

**number is engaged / the line is busy** — занято, линия занята • *зайнято, лінія зайнята*

**the line is clear** — линия свободна • *лінія вільна*

**Something is wrong on (with) the line.** — На линии что-то случилось. • *На лінії щось трапилось.*

**telephone subscriber** — абонент • *абонент*

**telephone directory / telephone book (Am.)** — телефонная книга • *телефонна книга*

**to look up the number in the directory** — искать номер телефона в телефонной книге • *шукати номер телефону в телефонній книзі*

**to ring off** — давать отбой • *давати відбій*

- to be cut off / to be disconnected / to be interrupted [by]** — прерываться (о телефонном разговоре) • *перерватися (про телефонну розмову)*
- to be connected with the number** — соединиться с • *з'єднатися з*
- wrong number** — неправильный номер • *неправильний номер*
- Repair Bureau** — бюро ремонта • *бюро ремонту*
- Inquiry Bureau (office) / Information Bureau (office)** — справочное бюро • *довідкове бюро*
- The Trunk Exchange (Trunk)** — междугородная телефонная станция • *міжміська телефонна станція*
- The Trunk Service (Eng.) / The Long Distance Telephone Service (Am.)** — междугородное или международное (телефонное) обслуживание • *міжміське або міжнародне (телефонне) обслуговування*
- The Trunk-Call Office** — переговорный пункт • *переговорний пункт*
- trunk-call / long-distance call (Am.)** — вызов по междугородному или международному телефону • *виклик по міжміському або міжнародному телефону*
- to make a trunk-call (a long-distance call)** — делать вызов по международному (междугородному) телефону • *робити виклик по міжнародному (міжміському) телефону*
- to put a trunk-call through [to...]** — заказать междугородный разговор • *замовити міжміську розмову*
- to book a trunk-call [to...]** — вызывать по междугородному телефону • *викликати по міжміському телефону*
- trunk operator / long-distance operator (Am.)** — телефонист(ка) междугородной (международной) телефонной станции • *телефоніст(ка) міжміської (міжнародної) телефонної станції*
- Inter-Continental Telephone Service** — межконтинентальная телефонная связь • *міжконтинентальний телефонний зв'язок*
- automatic (trunk) telephony** — автоматическая (междугородная) телефонная связь • *автоматичний (міжміський) телефонний зв'язок*

### Additional Words and Expressions on the Subject "The Post-Office. Telephone"

**Where is the General Post Office?** — Где находится Главное почтовое управление? • *Де знаходиться Головне поштове управління?*

**Where is the nearest post-office?** — Где находится ближайшая почта? • *Де знаходиться найближча пошта?*

**Where is the mail-box (letter-box, pillar-box)?** — Где находится почтовый ящик? • *Де знаходиться поштова скринька?*

**I want to send a money order (parcel, telegram).** — Я хочу отправить денежный перевод (посылку, телеграмму). • *Я хочу відправити грошовий переказ (посилку, телеграму).*

**I'd like it registered and insured.** — Я бы хотел послать это заказным и застраховать. • *Я б хотів послати це з рекомендованим листом і застрахувати.*

**How much is the postage for a letter to...?** — Сколько стоит марка для письма в...? • *Скільки коштує марка для листа в (до)...?*

**Please, give me an envelope with a stamp.** — Дайте мне, пожалуйста, конверт с маркой. • *Дайте мені, будь ласка, конверт із маркою.*

**Please, send this air-mail.** — Отправьте это, пожалуйста, авиапочтой. • *Відправте це, будь ласка, авіапоштою.*

**I'd like to send a registered letter.** — Я бы хотел отправить заказное письмо. • *Я б хотів відправити рекомендований лист.*

**At what window do I send a registered letter?** — В каком окне (отделе) я могу оформить заказное письмо? • *У якому вікні (відділі) я можу оформити рекомендований лист?*

**Where can I pick up letters sent general delivery?** — Где я могу получить письмо до востребования? • *Де я можу одержати листа до запитання?*

**Are there any letters for me?** — Есть письма на мое имя? • *Чиє листи на моє ім'я?*

**I want to send this express mail.** — Я хочу отправить это срочной почтой. • *Я хочу відправити це терміновою поштою.*

**I want to send a parcel (package).** — Я хочу отправить посылку. • *Я хочу відправити посылку.*

**How should I wrap the parcel (package)?** — Как нужно упаковать посылку? • *Як слід упакувати посылку?*

**What is the weight limit for a parcel (package)?** — Какой предельный вес посылки? • *Якою є гранична вага посылки?*

**How long will it take by parcel post?** — Сколько времени требуется на пересылку обычной почтой? • *Скільки часу буде потрібно на пересилку звичайною поштою?*

**Fill in the form, please.** — Заполните бланк, пожалуйста. • *Заповніть бланк, будь ласка.*

**Here's your receipt.** — Вот Ваша квитанция. • *Ось Ваша квитанція.*



**I want to send a telegram (an express telegram, a reply prepaid telegram, money by telegraph).** — Я хочу послать телеграмму (срочную телеграмму, телеграмму с оплаченным ответом, денежный перевод по телеграфу). • *Я хочу послати телеграму (термінову телеграму, телеграму з оплаченою відповіддю, грошовий переказ телеграфом).*

**What is the total amount?** — Сколько всего платить? • *Скільки сплачувати загалом?*

**How long will it take to deliver this letter to...?** — Сколько времени понадобится, чтобы это письмо дошло до...? • *Скільки часу знадобиться, щоб цей лист дійшов до...?*

**Where shall I sign at the receipt?** — Где мне расписаться на квитанции? • *Де я маю розписатися на квитанції?*

## Telephone

**Where is the nearest call-box?** — Где находится ближайший телефон-автомат? • *Де знаходиться найближчий телефон-автомат?*

**I have to ring up to my friend.** — Мне нужно дозвониться к моему другу. • *Мені потрібно додзвонитися до мого друга.*

**Has he a telephone at home?** — У него есть дома телефон? • *Чи є у нього вдома телефон?*

**May I speak to Boris, please?** — Пригласите, пожалуйста, Бориса к телефону. • *Запросіть, будь ласка, Бориса до телефону.*

**Who's calling, please?** — Кто говорит (звонит)? • *Хто говорить (телефонує)?*

**This is Petrenko calling.** — Говорит Петренко. • *Говорить Петренко.*

**Hold on (wait) a moment, please.** — Подождите минутку, пожалуйста. • *Зачекайте хвилинку, будь ласка.*

**Sorry, he is not here at the moment.** — Извините, его сейчас нет. • *Пробачте, його зараз немає.*

**Is there any message?** — Что-нибудь передать? • *Що-небудь передати?*

**No, thank you. I'll call back later.** — Нет, спасибо. Я позвоню еще раз. • *Ні, дякую. Я зателефоную ще раз.*

**Wrong number.** — Вы ошиблись номером. • *Ви помилилися номером.*

**Tell Mr. Smith, please, Petrenko was calling.** — Передайте, пожалуйста, г-ну Смиту, что звонил Петренко. • *Передайте, будь ласка, пану Сміту, що телефонував Петренко.*

Ask Mr. Smith to call me back, please. — Попросите г-на Смита перезвонить мне. • *Попросіть пана Сміта зателефонувати мені.*

Put down (take, write down) my phone number, please. — Запишите мой телефон, пожалуйста. • *Запишіть мій телефон, будь ласка.*

The line is engaged (busy). — Номер занят. • *Номер зайнятий.*

Can you hold on? — Вы можете подождать? • *Чи можете Ви почекати?*

There is no reply (answer) at this number. — Этот номер не отвечает. • *Цей номер не відповідає.*

The telephone is out of order. — Телефон не работает. • *Телефон не працює.*

Moscow is on line. — Вас вызывает Москва. • *Вас викликає Москва.*

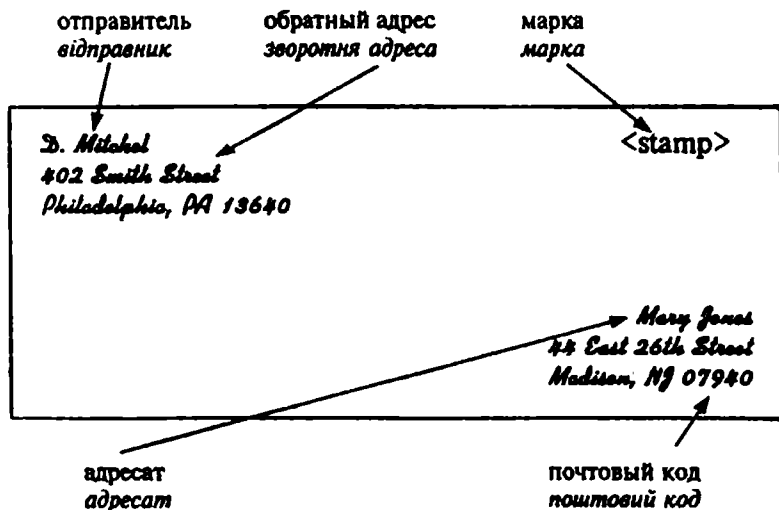
I can't get him on phone. — Я не могу дозвониться до него. • *Я не можу додзвонитися до нього.*

Can I dial direct to Germany? — Можно позвонить по этому телефону в Германию? • *Чи можна подзвонити з цього телефону в Німеччину?*

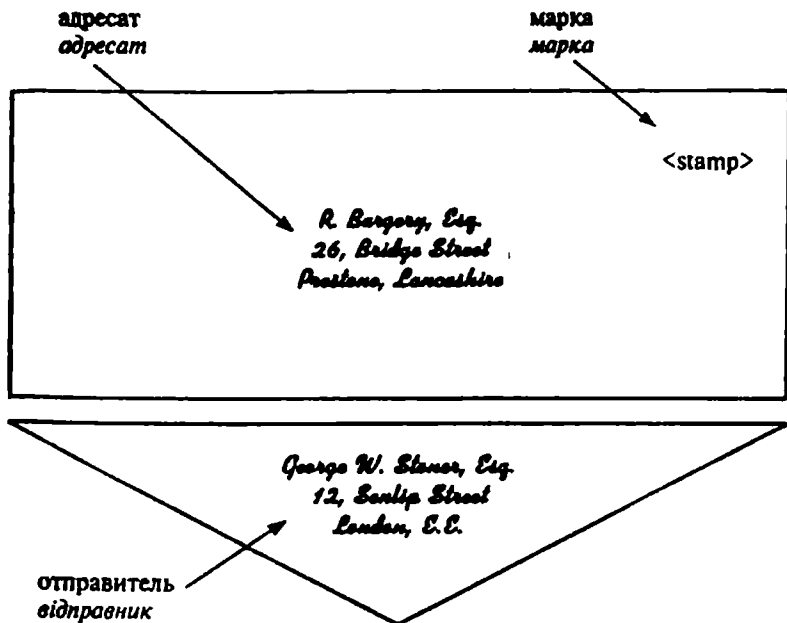
How can I find a telephone number in the directory? — Как мне найти нужный номер в телефонной книге? • *Як мені знайти потрібний номер у телефонній книзі?*

Thanks for calling. — Спасибо, что позвонили. • *Дякую, що зателефонували.*

### Addressing the Envelope in the USA



## Addressing the Envelope in Great Britain



### TEXTS

*Read, translate and render in brief.*

#### Text 11-1

### Invention of the Telephone

"Mr. Watson, come here, please; I want you". With these commonplace words a new era was ushered in. That sentence marked the achievement of a man who changed the face of the world in his lifetime. For the speaker was Alexander Graham Bell, and the sentence was the first to be spoken over the telephone.

Alexander Bell was born on March 3, 1847 in Edinburgh. His genius was inherited from his father, who was a famous teacher of elocution, and an expert on phonetics. Even as a boy his mind was inventive but in 1870 Bell's health began to fail and there were fears of consumption. So with his father he left his native country and went to Canada. Two years later he was in Boston where he set up a school for training teachers of the deaf and he also gave instruction in the mechanics of speech. Here he started experimenting on a machine

which he believed would make the deaf "hear". He had been doing this for some time when **accidentally came across** the clue for the correct principles of telephony.

By February 15, 1876, Bell had filed an application for a patent for his "improvement in telegraphy" at the United States Patent Office. Only two hours later Elisha Gray of Chicago filed an application for almost the same **invention**. **Edison** and many others were all working in the same field: all claimed the invention or part of the invention of the telephone. The great telephone war was on. There was **hardly** any time to spare.

Bell and his assistant, **Watson**, **hid** themselves in two rooms of a cheap Boston boarding house and worked day and night trying to transmit and receive sentences spoken by the human voice over the telephone. On the afternoon of March 10, 1876, Watson was in the basement with the **receiver** to his ear. Suddenly he started. Words — real distinguishable words — had come through at last. Sharply and clearly the sentence came through, "Mr. Watson, come here, please. I want you".

Watson **rushed** up the stairs like a schoolboy and burst into Bell's room, shouting, "I heard you; I could hear what you said!"

That year Bell **exhibited** his telephone at the Centennial Exposition in Philadelphia.

Bell soon withdrew from active work on the telephone and settled down in a country home at **Baddeck**, Nova Scotia, and **devoted** himself to invention. He interested himself in dynamic flight, sheep breeding and universal language based on the **phonetics** of the English language. He perfected a hydroplane and claimed he had invented a breathing apparatus for explorers and travellers through the deserts. Although nothing has come of any of these inventions, work is still **being carried out** on the telephone.

Inventors have been making experiments on a telephone/television called Picturephone for some time. The equipment is a television screen, a television camera and the usual telephone. The camera will be able to look at the area of a room, or a close-up of a person, or focus on papers on a desk or wall. This picturephone should be useful for business situations but possibly embarrassing for social occasions sometimes.

Years after Bell's invention, there is a story told of a woman whom he met at a social gathering. When she was introduced to the great inventor she expressed pleasure in meeting him and then said smilingly, "But often I wish you had never been born". Bell looked startled and hurt and then he smiled and said, "I sympathize. I never use that beast myself".

The most extraordinary thing is that Bell hated the telephone, he hardly ever used it.

(from "Discoveries and Inventions" by Garton-Sprenger,  
Lugton, McLiver)

**achievement** — достижение • *досягнення*

**Alexander Graham Bell** [ælig'za:ndə'greiəm'bel] — Александр Грехэм Белл (1847—1922), один из изобретателей телефона в США • *Олександр Грехем Белл (1847—1922), один із винахідників телефону в США*

**to be an expert in (on) smth.** — быть специалистом в к.-л. области • *бути спеціалістом у якійсь галузі*

**to fail** — терпеть неудачу • *знаходити невдачі*

**fear** — страх, боязнь • *страх, острах*

**to set up smth.** — основать ч.-л. • *заснувати що-небудь*

**accidentally** — случайно • *випадково*

**to come across smth.** — натолкнуться случайно, случайно обнаружить • *наштовхнутися випадково, випадково виявити*

**invention** — изобретение • *винахід*

**Edison, Thomas Alva** — Томас Алва Эдисон (1847—1931), известный американский изобретатель • *Томас Алва Едісон (1847—1931), відомий американський винахідник*

**hardly** — едва, едва ли, вряд ли, насили, еле, с трудом • *ледь, навряд чи*

**hide (hid; hidden)** — прятать(ся), скрывать(ся) • *ховати(ся), приховувати(ся)*

**to receive** — получать, принимать • *одержувати, приймати*

**receiver** — телефонная трубка • *слухавка, трубка*

**to rush** — бросаться, кидаться, мчаться, нестись • *кидатися, мчатися*

**to exhibit** [ig'zibit] — выставлять, экспонировать • *виставляти, експонувати*

**exhibition** — выставка • *виставка*

**to devote to** — посвящать • *присвячувати*

**to carry smth. out** — проводить, осуществлять ч.-л. • *проводити, здійснювати що-небудь*

**to hate** — ненавидеть, испытывать отвращение • *ненавидіти, відчувати огиду*

## Text 11-2

### On Not Answering the Telephone

Why don't I have a telephone? Not because I pretend to be wise or pose as unusual. There are two chief reasons: because I don't re-

ally like the telephone, and because I find I can still work and play, eat, breathe, and sleep without it. Why don't I like the telephone? Because I think it is a pest and a time-waster. It may create unnecessary **suspense** and **anxiety**, as when you wait for an expected call that doesn't come; or irritating delay, as when you keep ringing a number that is always engaged. As for speaking in a public telephone box, that seems to me really **horrible**. You would not use it unless you were in a hurry, and because you are in a hurry you will find other people waiting before you. When you do get into the box, you are half **asphyxiated** by stale, unventilated air, flavoured with cheap face-powder and chain-smoking; and by the time you have begun your conversation your back is chilled by the cold looks of somebody who is **fidgiting** to take your place.

If you have a telephone in your house, you will admit that it tends to ring when you least want it to ring — when you are asleep, or in the middle of a meal or a conversation, or when you are just going out, or when you are in your bath. Are you strong-minded enough to ignore it, to say to yourself, "Ah well, it will all be the same in a hundred years' time?" You are not. You think there may be some important news or message for you. Have you never rushed dripping from the bath, or chewing from the table, or dazed from bed, only to be told that you are a wrong number? You were told the truth. In my opinion all telephone numbers are wrong numbers. If, of course, your telephone rings and you decide not to answer it, then you will have to listen to an idiotic bell ringing and ringing in what is supposed to be the **privacy** of your own home. You might as well buy a bicycle bell and ring it yourself...

(from "An Essay" by William Plomer)

**to pretend** [prɪ'tend] — претендовать на, делать вид, притворяться • *претендувати на, робити вигляд, удавати*

**suspense** — беспокойство, неизвестность • *занепокоєння, невідомість*

**anxiety** [æŋ'zaiəti] — беспокойство, тревога • *занепокоєння, тривога*

**horrible** — ужасный, отвратительный • *жахливий, огидний*

**to asphyxiate** [æs'fiksieɪt] — вызывать удушье, душиить • *викликати ядуху, душиити*

**to fidget** ['fɪdʒɪt] — беспокойно двигаться, ерзать, быть в волнении • *неспокійно рухатися, бути в хвилюванні*

**privacy** ['praɪvəsi] — уединение, уединенность; тайна, секретность • *самота, самотність; таємниця, таємність*

## ***Text 11-3***

### **Sorry, Wrong Number**

1) Mrs. Stevenson is a wealthy, nervous woman who constantly thinks that she is sick. She is married to Mr. Stevenson, but he is rarely at home and she gets lonely. In recent years, her telephone has become her best friend. One evening she picks up the telephone to make a call and **accidentally** overhears two men planning the **murder** of a woman. They have **been hired** by the woman's husband to kill her at midnight just as the train is passing by so that no one will hear her **scream**.

2) When Mrs. Stevenson hears this conversation, she is very upset and decides that she must try to help the unfortunate woman who will be murdered. She first calls the police. They receive many joke calls each night and don't believe that this one is real.

3) After the reaction of the police, Mrs. Stevenson is terribly nervous. She calls the hospital to ask them if they will send a nurse. The **receptionist** at the hospital is used to Mrs. Stevenson's calls and doesn't think that she really needs a nurse.

4) Mrs. Stevenson begins to get more **desperate**. She simply must prevent that woman's murder! She calls the police once more. This time they are more convinced by her story and promise to do something about the planned murder.

5) The time is approaching midnight. Mrs. Stevenson is thinking about the woman who will be murdered. At midnight, the train passes her house and there is a scream. The phone rings. It is the police calling for Mrs. Stevenson. Someone picks up the phone and says, "Sorry, wrong number".

*(developed at the University of Minnesota)*

### ***Make up dialogues:***

- 1) Two men planning the murder.
- 2) Mrs. Stevenson and the police (I).
- 3) Mrs. Stevenson and the hospital receptionist.
- 4) Mrs. Stevenson and the police (II).
- 5) The police and the murderer.

**accidentally** — случайно • *випадково*

**murder** — убийство • *убивство*

**to be hired by** — быть нанятым к.-л. • *бути найнятим кимось*

**scream** — крик, вопль • *лемент, зойк*

**receptionist** — диспетчер • *диспетчер*  
**desperate** [ˈdesprɪt] — безнадежный, отчаянный • *безнадійний, розпачливий*

## Text 11-4

### In the Office

A business man needs to communicate with other business men. He can do this by using the telephone. He can also do it by writing, but the modern business man does not write his letters by hand. He dictates them to a shorthand typist, usually a woman. She types the letters on her machine and later takes them **to be signed**. When all the letters have been signed, they are put in envelopes and are ready for the post. Small offices employ a boy to stick stamps on envelopes, but large offices today have a machine which, as envelopes are passed through it, automatically prints a stamp on them in ink. There is a meter in the machine. This is set and locked by a Post Office official according to the amount of money that is paid **in advance**. When this amount is reached the machine no longer works and must be **reset**.

It is not necessary to type an address on an envelope. There are envelopes with a "window" of transparent paper, and the letter can **be folded** so that the name and address typed on the letter can be seen through this "window".

The telephone is an important part of the communications system. The head of a large department usually has two telephones on his desk. One is connected, through a **switchboard**, to the public Post Office system. The other is connected to a private internal system. This makes it possible for members of the staff in different parts of the same building to talk to one another without leaving their rooms.

Telephone bells are noisy, so in most offices telephones usually have a quiet buzzer instead of a bell. The loud ringing of bells does not help a man to think about his work.

*(from A. S. Hornby)*

**to sign** [saɪn] — подписывать • *підписувати*

**in advance** — заблаговременно, предварительно • *завчасно, попередньо*

**to reset** [ˈriːset] — возвращать в исходное положение • *повертати у вихідне положення*

**to fold** [fəʊld] — складывать, сгибать • *складати, згинати*

**switchboard** [ˈswɪtʃbɔːd] — коммутатор • *комутатор*



## Text 11-5

### A Telephone Call

When Americans answer the telephone, they say, "Hello". Not so in other countries. Germans methodically answer with their last names. Russians say, "I'm listening". The curious French say, "Hello, who's on the line?," Italians greet callers with "Ready," the English answer with their phone number, and the Chinese say, "Hey, hey, who are you?"

A telephone call from a friend is a joy, unless you are in the middle of a meal, having a bath or on the point of going out to an engagement for which you are already late. But even when you have time, a telephone conversation cannot be savoured and rerun several times as a letter can. You cannot put a blue ribbon around a sentimental telephone call and keep it for years.

A letter sender in effect is saying, "I am setting aside some of my time for you alone, I am thinking of you. This is more important to me than all the other things that I could be doing".

(from "Mozika")

to savour ['seɪvə] — смаковать, наслаждаться • смакувати, насолоджуватися

blue ribbon — голубая лента • блакитна стрічка

## DIALOGUES

a) Read and act the dialogues.

b) Make up the dialogues based on the models using as many words as possible dealing with the topic "The Post-Office. Telephone".

### Dialogue 11-1

A: Operator. Can I help you?

B: What's the area code for San Francisco?

A: 415.

B: Thank you. Now, let's see. 1-415-555-1212.

C: Directory Assistance for which city?

B: San Francisco.

C: Can I help you?

B: Alta California Co. at 1414 Adrian Street.

C: The number is 692-1285.

B: Thank you.

**C:** You're welcome. Have a nice day.  
**D:** Perry, Ross and Company. Can I help you?  
**E:** I'd like to speak to James Singh, please.  
**D:** Which department is he in?  
**E:** Accounting.  
**D:** Just a moment. I'll connect you. It's ringing.

### ***Dialogue 11-2***

**F:** Let's see. I dial "0" first: 0-314-725-5735.  
**G:** Operator.  
**F:** Hello. This is a collect call, operator.  
**G:** What's your name?  
**F:** Joan Sinewski.  
**G:** Can you spell that, please?  
**F:** S-I-N-E-W-S-K-I.  
**G:** Just a moment, please.  
**F:** Thank you.

### ***Dialogue 11-3***

**H:** Who are you talking to?  
**I:** Nobody.  
**H:** Well, why are you holding the phone?  
**I:** My watch stopped. I'm calling the time. Listen. (Good morning. At the tone the time will be 9:52 and 40 seconds — Beep.)  
**H:** What number is the time?  
**I:** 976-1616.

### ***Dialogue 11-4***

#### **A Busy Office**

**Jay Power:** Yes, Janice, what is it?  
**Janice Mills:** Bob Hudson wants to speak to you.  
**Jay Power:** I'm very busy right now. Ask him to call back later.  
**Janice Mills:** All right.  
**Jay Power:** Oh, and Janice, tell Chris to photocopy the President's report.  
**Janice Mills:** Ok. Anything else?  
**Jay Power:** Yes. Tell Helen not to call her boyfriend on the office phone.  
**Janice Mills:** All right, I will.  
**Janice Mills:** Hello? This is Mr. Power's secretary again.

*Bob Hudson:* Yes?

*Janice Mills:* I'm afraid Mr. Power's very busy right now. Can you call back later?

*Bob Hudson:* All right. What about this afternoon?

*Janice Mills:* Yes, that'll be fine.

*Janice Mills:* Oh, Chris?

*Chris Day:* Yes, Janice?

*Janice Mills:* Mr. Power wants you to photocopy this report.

*Chris Day:* Ok. I'll do it later.

*Janice Mills:* No, Chris. Do it now. I know it's important.

*Janice Mills:* Helen, did you call your boyfriend on the office phone yesterday?

*Helen Biagi:* Well — uh — yes. I did. But it was urgent.

*Janice Mills:* Hm. I think Mr. Power heard you. He wasn't very pleased about it. Don't use the office phone for personal calls.

*Helen Biagi:* Yes. Ok, Janice. I won't do it again. I'm sorry.

*Jay Power:* Janice, did you speak to Bob Hudson?

*Janice Mills:* Yes, I did. I asked him to call back later. He says he'll call you this afternoon.

*Jay Power:* Fine. Has Chris photocopied that report yet?

*Janice Mills:* Not yet, but I told him to do it immediately. I think he's doing it now.

*Jay Power:* Good. Did you tell Helen not to call her boyfriend from here.

*Janice Mills:* Yes, I told her not to use the office phone for personal calls. She says she won't do it again. I'm sure she won't.

*Jay Power:* Well, I hope she won't. Her boyfriend is living in Saudi Arabia!

*(from "American Streamline")*

## **EXERCISES**

### **Exercise 11-1**

**Answer the following questions:**

1. What are the duties of the Post-Office?
2. What services does each post-office offer our citizens?
3. What must you do if you want to send a wire?
4. How long does it take a wire to reach the addressee?
5. On what occasions do you get and send telegrams?
6. When did you send a telegram last? Did you send it with the reply prepaid? Did you send it by telephone or did you go to the nearest post-office?

7. How do you cash a money order?
8. How do you send a parcel?
9. What can you buy at the post-office?
10. Where does a postman drop your letters and newspapers?
11. When do you usually receive your correspondence?
12. What conveniences does a telephone offer?
13. Where and when was Alexander Bell born?
14. When did Bell make the first claim to his invention?
15. What was Bell's attitude towards his invention?
16. What do you have to do if you are making a call from your town call-box?
17. What does the telephonist generally say if he or she can't put you through?
18. What is a telephone extension?
19. What is your telephone number?
20. What does the telephone directory contain?
21. In case you haven't got a directory where do you ring up for information?

### ***Exercise 11-2***

***(based on the topic "The Post-Office. Telephone").***

***Fill in the missing words:***

1. In our city we have the \_\_\_\_\_ Post-Office and a lot of post-offices whose officials do their ordinary job \_\_\_\_\_ and devotedly.
2. It is the \_\_\_\_\_ who brings many items of news to everybody, going round from house to house, and \_\_\_\_\_ the letters into our \_\_\_\_\_.
3. It \_\_\_\_\_ postage-stamps in honour of every \_\_\_\_\_ event or making the memory of \_\_\_\_\_ personalities.
4. If you want to \_\_\_\_\_ a money order take you passport with you.
5. If you want to send a wire just ask for a \_\_\_\_\_ at the counter and \_\_\_\_\_ it in.
6. And very soon the postman will \_\_\_\_\_ your letter or postcard to the \_\_\_\_\_.
7. As the post-office offers many \_\_\_\_\_, for instance, it pays pensions and family \_\_\_\_\_, issues \_\_\_\_\_ for televisions and radios, sells stamps either separately or in

- \_\_\_\_\_ with several stamps of various \_\_\_\_\_,  
 makes trunk calls, there are \_\_\_\_\_ there.
8. I \_\_\_\_\_ my parcel to the clerk, she \_\_\_\_\_ it on the scales, gave me necessary stamps and I paid money for it.
  9. You see, the \_\_\_\_\_ that you have to pay depends on the weight of the parcel.
  10. I came into the call-box, put a coin in the \_\_\_\_\_, then took up the \_\_\_\_\_.
  11. When I heard the \_\_\_\_\_ tone indicating that nothing was wrong on the line, I \_\_\_\_\_ my friend's number and I could speak to him.
  12. When I finished speaking on the phone, I \_\_\_\_\_ the receiver.

### ***Exercise 11-3***

***For each sentence, place the letter of the best answer in the space provided.***

1. The Post-office has many duties:
  - a) it can suggest eating some fast food; \_\_\_\_\_
  - b) we can see an interesting film there; \_\_\_\_\_
  - c) we can reserve a round trip ticket there; \_\_\_\_\_
  - d) we can send letters and other mail there. \_\_\_\_\_
2. You want to have a conversation with a friend of yours who lives in another town. So you:
  - a) send a letter; \_\_\_\_\_
  - b) make a trunk call; \_\_\_\_\_
  - c) buy an envelope; \_\_\_\_\_
  - d) send a reply pre-paid telegram. \_\_\_\_\_
3. You want to send your letter by air-mail and registered. So you:
  - a) buy stamps and give them to the official behind the counter with the notice "Registered Letters"; \_\_\_\_\_
  - b) you fill in the printed form and cash the money; \_\_\_\_\_
  - c) you drop your letter into the nearest pillar-box; \_\_\_\_\_
  - d) you weigh the letter on the scales. \_\_\_\_\_
4. When you answer the telephone and can't make out who is speaking to you, you say:
  - a) "Hold the line". \_\_\_\_\_
  - b) "I am sorry, it must be the wrong number". \_\_\_\_\_
  - c) "Who is on line?" \_\_\_\_\_
  - d) "Thanks for calling". \_\_\_\_\_

5. The telephonist generally says in case he (she) can't put you through:
- a) "I can't get through". \_\_\_\_\_
  - b) "Speak slowly, please". \_\_\_\_\_
  - c) "May I use your phone?"
  - d) "I can't hear you well".
6. You have forgotten your friend's telephone number. So you look in the:
- a) cookery; \_\_\_\_\_
  - b) notebook;
  - c) telephone directory (telephone book);
  - d) newspaper.

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Use **Грэхна Т. Workbooks** which provide sufficient material for students' training on the topic "Topic 11. Post-Office" consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humor.

## TRAVELLING

Modern life is impossible without travelling. True, we often get tired of the same **surroundings** and daily **routine**. Hence some **relaxation is essential to restore** our mental and physical resources. That is why the **best place of relaxation**, in my opinion, is the one where you have never been before. And it is by means of travelling that you get to that place.

To understand how true it is you've got to go to a **railway station**, a sea or a river port or an **airport**. There you are most likely to see hundreds of people hurrying to **board a train, a ship or a plane**.

To be on the **safe side** and to **spare yourself the trouble of standing** long hours in the line, you'd better book tickets **in advance**. All you have to do is to ring up the airport or the railway station booking office and they will send your ticket to your place. And, of course, before getting off you have to **make your preparations**. You should **settle all your businesses** and visit your friends and relatives. **On the eve** of your departure you should **pack** your things in a **suitcase**. When the day of your **departure** comes you call a taxi and go to the airport or the railway station.

For some time you stay in the **waiting-room**. If you are hungry you take some refreshments. In some time the loudspeaker **announces** that the train or the plane is in and the **passengers** are invited to take their seats. If you travel by train you find your **carriage**, enter the corridor and find your **berth**. It may be a lower berth, which is more convenient or an upper one. You put your suitcase into a special box under the lower seat. Then you arrange your smaller **packages** on the **racks**. In some time the train starts off. Travelling by train is slower than by plane, but it has its advantages. You can see the country you are travelling through and enjoy the beautiful nature. It may be an express train or a passenger one. There is no doubt it's much more convenient to travel by an express train, because it does not stop at small stations and it takes you less time to get to your **destination**.

But if you are in a hurry and want to save your time you'd better travel by plane, because it is the fastest way of travelling. After the procedure of registration you board the plane at last. You sit down in a comfortable armchair and in a few minutes you are already above the clouds. The land can be seen below between the clouds and it looks like a geographical map. After the plane gained its regular height the stewardess brings in some mineral water. You can sit and read a book or a magazine, look through the window to watch the passing clouds change their colour from white to black.

Some people prefer to travel by ship when possible. A sea voyage is very enjoyable, indeed. But to my mind the best way of travelling is by car. The advantages of this way of spending your holiday are that you don't have to buy a ticket, you can stop wherever you wish, where there is something interesting to see. And for this reason travelling by car is popular for pleasure trips while people usually take a train or a plane when they are travelling on business.

When you get tired of relaxation, you become home-sick and feel like returning home. You realize that "East or West — home is best," as the saying goes.

### Word List on the Subject "Travelling"

- surroundings** [sə'raundɪŋz] — окрестности, среда • *околиці, середовище*
- routine** [ru:'ti:n] — определенный режим, заведенный порядок, рутина • *певний режим, заведений порядок, рутина*
- hence** — отсюда, итак • *звідси, отже*
- relaxation** [ri:læks'eɪʃn] — отдых от работы, передышка, развлечение • *відпочинок від роботи, перепочинок, розвага*
- to be essential** — быть необходимым • *бути необхідним*
- to restore** [rɪs'tɔ:] — восстанавливать, возмещать, возрождать • *відновлювати, відшкодовувати, відроджувати*
- railway station** — железнодорожный вокзал • *залізничний вокзал*
- airport** — аэропорт • *аеропорт*
- to board a train (ship, etc.)** — сесть на поезд (корабль и т.д.) • *сісти на потяг (корабель і т.д.)*
- train** — поезд • *потяг*
- ship** — корабль, судно, пароход • *корабель, судно, пароплав*
- plane** — самолет • *літак*
- to be on the safe side** — на всякий случай • *про всяк випадок*
- to spare oneself the trouble of** — избавить себя от хлопот • *позбавити себе від турбот, позбутися турбот*



**to stand in the line** — стоять в очереди • *стояти в черзі*  
**in advance** — заблаговременно • *завчасно*  
**to make one's preparations** — готовиться, делать приготовления • *готуватися*  
**to settle one's business** — утрясать дела • *влаштовувати справи*  
**on the eve** — накануне • *напередодні*  
**to pack** — укладывать вещи, паковать • *вкладати речі, пакуватися*  
**suitcase** — чемодан • *валіза*  
**departure** [di'pɑ:ʃə] — отъезд, отправление • *від їзд, відправлення*  
**waiting-room** — зал ожидания • *зал чекання*  
**to announce** [ə'naʊns] — сообщать • *повідомляти*  
**passenger** — пассажир • *пасажир*  
**carriage** — вагон • *вагон*  
**berth** [bɜ:θ] — место (для лежания) • *місце (для лежання)*  
**package** — пакет, сверток • *пакет, пакунок*  
**rack** — сетка • *сітка*  
**destination** [,desti'neɪʃn] — место назначения; цель (путешествия) • *місце призначення; мета (подорожі)*  
**to be in a hurry** — спешить, торопиться • *поспішати*  
**procedure** [prə:'si:dʒə] — процедура • *процедура*  
**height** — высота • *висота*  
**for this reason** — по этой причине • *з цієї причини*  
**to become home-sick** — скучать по дому • *нудьгувати по дому*  
**to feel like returning home** — хотеть вернуться домой • *хотіти повернутися додому*

## Supplementary Word List and Word Combinations on the Subject "Travelling" *Travelling by Train*

**railway ticket, railroad ticket** — железнодорожный билет • *залізничний квиток*  
**one-way ticket, single ticket** — билет в один конец • *квиток в один кінець*  
**return ticket** — обратный билет • *зворотний квиток*  
**round trip ticket** — билет туда и обратно • *квиток туди й назад*  
**ticket machine** — автомат по продаже билетов • *автомат з продажу квитків*  
**reduced fare ticket** — льготный билет • *пільговий квиток*  
**child's ticket** — детский билет • *дитячий квиток*

**first class ticket** — билет в первом классе • *квиток у першому класі*

**adult fare** — стоимость билета для взрослого • *вартість квитка для дорослого*

**child fare** — стоимость детского билета • *вартість дитячого квитка*

**single fare** — стоимость одного билета • *вартість одного квитка*

**to get in line for a ticket** — становиться в очередь за билетом • *ставати в чергу за квитком*

**to buy a ticket in advance** — купить билет заранее • *купити квиток заздалегідь*

**fare** — плата за проезд • *плата за проїзд*

**carriage, car** — вагон • *вагон*

**smoking car** — вагон для курящих • *вагон для курців*

**luggage-van** — товарный вагон • *товарний вагон*

**car for non-smokers** — вагон для некурящих • *вагон для тих, хто не палить*

**sleeping car** — спальный вагон • *спальний вагон*

**dining-car, restaurant car** — вагон-ресторан • *вагон-ресторан*

**cancellation** [ˌkænsəˈleɪʃn] — возврат билета • *повернення квитка*

**train station, railroad station, railway station** — вокзал (железнодорожный) • *вокзал (залізничний)*

**arrivals** [əˈraɪvəlz] **and departures** [dɪˈpɑːtʃəz] **board, time-table board** — доска расписаний • *дошка розкладів*

**train times / train schedule** — расписание движения поездов • *розклад руху потягів*

**ticket office** — билетная касса • *квиткова каса*

**compartment** — купе • *купе*

**ticket collector** — контролер • *контролер*

**change of trains, transfer** — пересадка • *пересадка*

**to change trains** — делать пересадку • *робити пересадку*

**to go by train** — ехать на поезде • *їхати потягом*

**to catch the train** — успеть на поезд • *встигти на потяг*

**to miss the train** — опоздать на поезд • *спізнитися на потяг*

**porter; red cap (Am.)** — носильщик • *носій*

**track** — путь, колея • *шлях, колія*

**fast train** — скорый поезд • *швидкий потяг*

**slow train** — обычный почтово-пассажирский поезд • *звичайний поштово-пасажирський потяг*

**passenger train** — пассажирский поезд • *пасажирський потяг*

**long distance train, sleeper train** — поезд дальнего следования • *потяг далекого сполучення*

**local train** — пригородный поезд • *приміський потяг*  
**through train** — поезд прямого сообщения • *потяг прямого сполучення*

## *Travelling by Plane*

**pilot** — пилот, летчик • *пілот, льотчик*  
**mechanic** [mɪ'kænik] — бортмеханик • *бортмеханік*  
**cockpit** — место летчика в кабине • *місце льотчика в кабіні*  
**stewardess** [stjuədɪs]; **flight attendant** — бортпроводник(ца) • *бортпроводник(-ця)*  
**call button** — кнопка вызова бортпроводника(цы) • *кнопка виклику бортпроводника(-ці)*  
**excess luggage** — лишний вес • *зайва вага*  
**to pay for excess luggage** — платить за лишний вес • *сплачувати за зайву вагу*  
**airline** — воздушная линия; авиакомпания • *повітряна лінія; авіакомпанія*  
**to take-off** — взлетать • *злітати*  
**altitude** ['æltɪtju:d] — высота • *висота*  
**window seat** — место у иллюминатора • *місце біля ілюмінатора*  
**aisle** [aɪl] **seat** — место у прохода • *місце біля проходу*  
**flight** — полет • *політ*  
**non-stop flight** — беспосадочный полет • *безпосадочний політ*  
**boarding** — посадка (на самолет) • *посадка (у літак)*  
**landing** — посадка, приземление • *посадка, приземлення*  
**unscheduled** [ʌn'ʃedjuəld] **stop** — вынужденная посадка • *вимушена посадка*  
**boarding pass** — посадочный талон • *посадковий талон*  
**check-in** — регистрация пассажиров • *реєстрація пасажирів*  
**check-in desk (counter)** — стойка регистрации • *стійка реєстрації*  
**domestic flight** — рейс на внутренних линиях • *рейс на внутрішніх лініях*  
**direct flight** — прямой рейс • *прямий рейс*  
**shuttle flight** — челночный рейс • *човниковий рейс*  
**seat belt** — ремень безопасности • *ремінь безпеки*  
**to fasten** [fɑ:sn] **a seat belt** — застегнуть ремень безопасности • *застібнути ремінь безпеки*  
**air sickness** — воздушная болезнь • *повітряна хвороба*  
**to be air sick** — страдать воздушной болезнью • *страждати на повітряну хворобу*  
**aircraft** — авиация, самолет • *авіація, літак*

**to circle over the airfield** — кружить над посадочным полем аэродрома • *кружляти над посадковим полем аеродрому*  
**to taxi over the airfield** — рулить, выруливать на старт • *вирулювати на старт*  
**scheduled flight** — рейс по расписанию • *рейс за розкладом*  
**delayed flight** — рейс с опозданием • *рейс із запізненням*

## *A Sea Voyage*

**quay** [ki:] — причал, набережная (для причала судов) • *причал, набережна (для причалу судів)*  
**to moor** [muə] — пришвартовываться(ся), становиться на якорь • *пришвартовувати(ся), ставати на якір*  
**gangway** ['gæŋ'weɪ] — трап • *трап*  
**deck** — палуба • *палуба*  
**steward** — стюард, дежурный по каютам • *стюард, черговий по каютах*  
**forward** — носовая часть судна • *носова частина судна*  
**aft** [ɑ:ft] — кормовая часть судна • *кормова частина судна*  
**amidship** [ə'mɪdʃɪp] (**amidships**) — середина судна • *середина судна*  
**harbour** ['hɑ:bə] — порт, гавань • *порт, гавань*  
**dock** — причал • *причал*  
**pitch** — килевая качка • *кільова хитавиця*  
**roll** — бортовая качка • *бортובה хитавиця*  
**to be sea-sick** — страдать морской болезнью • *страждати на морську хворобу*  
**to be bad (good) sailor** — плохо (хорошо) переносить морские путешествия • *погано (добре) переносити морські подорожі*  
**to weigh anchor** ['wei'æŋkə] — отходить, сниматься с якоря • *відходить, зніматися з якоря*  
**captain's bridge** — капитанский мостик • *капітанський місток*  
**steerage** ['stiəri:dʒ] — закрытая палуба • *закрита палуба*  
**lounge** [laundʒ] — салон • *салон*  
**captain** — капитан (корабля) • *капітан (корабля)*  
**mate** — штурман, помощник капитана • *штурман, помічник капітана*  
**lighthouse** — маяк • *маяк*  
**hold** — трюм • *трюм*  
**liner** — рейсовый пароход • *рейсовий пароплав*  
**boat** — лодка, пароход • *човен, пароплав*  
**sailing ship** — парусное судно • *вітрильне судно*  
**river steamer** — речной пароход • *річковий пароплав*  
**cargo-ship** — грузовой корабль • *вантажний корабель*

**steamer** — пароход • *пароплав*  
**life-boat** — спасательная лодка • *рятувальний човен*  
**to change for a boat** — пересестись на лодку (пароход) • *пересісти на човен (пароплав)*  
**anchor** — якорь • *якір*  
**to cast the anchor** — бросать якорь • *кидати якір*  
**to raise the anchor** — сниматься с якоря • *зніматися з якоря*  
**to be (to lie) at anchor** — стоять на якорю • *стояти на якорі*  
**crew** [kru:] — экипаж корабля • *екіпаж корабля*  
**cruise** — путешествие по морю (с целью отдыха и развлечения) • *подорож по морю (з метою відпочинку і розваги)*  
**to take a cruise** — совершать путешествие по морю • *подорожувати морем*

### *Luggage*

**a lot of (much) luggage** — много багажа • *багато багажу*  
**hand luggage** — ручной багаж • *ручний багаж*  
**heavy luggage** — тяжелый багаж • *важкий багаж*  
**left-luggage office** — камера хранения • *камера схову*  
**luggage receipt** — багажная квитанция • *багажна квитанція*  
**to leave one's luggage in the left-luggage office** — оставить вещи в камере хранения • *залишити речі в камері схову*  
**to deposit one's luggage** — сдать на хранение багаж • *здати на зберігання багаж*  
**to collect one's luggage** — взять багаж (из камеры хранения) • *взяти багаж (із камери схову)*  
**to register one's luggage** — сдать вещи в багаж • *здати речі в багаж*  
**to have one's luggage labelled** — прикрепить ярлык • *прикріпити ярлик, наліпку*  
**to have one's luggage checked** — проверить наличие мест, содержимое багажа • *перевірити наявність місць, вміст багажу*  
**luggage rack** — сетка для багажа • *сітка для багажу*  
**luggage van** — багажный вагон • *багажний вагон*  
**Lost and Found** — бюро находок • *бюро знахідок*  
**luggage claim check** — багажная бирка • *багажна бирка*

### Additional Words and Expressions on the Subject "Travelling"

**How do you travel?** — Как Вы путешествуете? • *Як Ви подорожуєте?*

- I travel by train (plane, ship, car, bus).** — Я путешествую на поезде (самолете, корабле, машине, автобусе). • *Я подорожую потягом (літаком, кораблем, машиною, автобусом).*
- What's the purpose of your trip?** — Какова цель Вашего путешествия? • *Якою є мета Вашої подорожі?*
- It's a business trip (touring).** — Это командировка (туристическое путешествие). • *Це відрядження (туристична подорож).*
- Where can I buy a train ticket?** — Где можно купить билет на поезд? • *Де можна купити квиток на потяг?*
- I want to reserve a round-trip ticket.** — Я хочу заказать билет в ... и обратно. • *Я хочу замовити квиток в (до)... і назад.*
- How much is the train ticket?** — Сколько стоит билет на поезд? • *Скільки коштує квиток на потяг?*
- Where can I leave my luggage?** — Где можно сдать багаж? • *Де можна здати багаж?*
- I'd like to leave this suitcase in the baggage check room.** — Я хочу сдать на хранение этот чемодан. • *Я хочу здати на зберігання цю валізу.*
- I've missed the train.** — Я опоздал на поезд. • *Я спізнився на потяг.*
- When does the train to... leave?** — Когда отправляется поезд в...? • *Коли відправляється потяг в (до)...*
- Is the 9:10 late?** — Поезд 9:10 опаздывает? • *Чи потяг 9:10 спізнюється?*
- Where can I see the time-table?** — Где можно посмотреть расписание поездов? • *Де можна подивитися розклад потягів?*
- What time is the next train?** — Когда будет следующий поезд? • *Коли буде наступний потяг?*
- How long does it take to get to...?** — Сколько времени требуется, чтобы добраться до...? • *Скільки часу потрібно, щоб добратися до...?*
- When does the 9:10 arrive at...?** — Когда поезд 9:10 прибывает в...? • *Коли потяг 9:10 прибуває в (до)...*
- Is it a through train or do I have to change?** — Это прямой поезд или нужно делать пересадку? • *Це прямий потяг чи треба робити пересадку?*
- What platform does the train leave from?** — От какой платформы отходит поезд? • *Від якої платформи відходить потяг?*
- Where is the car (carriage) number...?** — Где вагон номер...? • *Де вагон номер...?*
- Where is the conductor?** — Где проводник? • *Де провідник?*

- Will we arrive on schedule?** — Мы прибываем по расписанию? • *Чи ми прибуваємо за розкладом?*
- Please, show me my seat.** — Покажите мне, пожалуйста, мое место. • *Покажіть мені, будь ласка, моє місце.*
- How long do we stop here?** — Сколько времени здесь стоит поезд? • *Скільки часу потяг тут стоїть?*
- How do I get to the airport?** — Как проехать в аэропорт? • *Як проїхати в аеропорт?*
- What time do I have to be at the airport?** — Когда я должен быть в аэропорту? • *Коли я повинен бути в аеропорті?*
- Where is the check-in desk?** — Где регистрация? • *Де реєстрація?*
- Has the boarding time been announced?** — Посадка уже объявлена? • *Чи посадка вже оголошена?*
- When is our plane taking off?** — Когда вылетает наш самолет? • *Коли вилітає наш літак?*
- What's the departure time for flight number...?** — Когда отправляется рейс № ...? • *Коли відправляється рейс № ...?*
- When does the next plane leave for... take off?** — Когда следующий самолет на...? • *Коли наступний літак на...?*
- Is this a non-stop (direct) flight?** — Это беспосадочный полет? • *Чи це безпосадочний політ?*
- At what time does the plane arrive in (at)...?** — В какое время самолет прибывает в...? • *У який час літак прибуває в (до)...?*
- What airport will we arrive in (at)?** — В каком аэропорту мы приземлимся? • *У який аеропорт ми приземлимося?*
- Give me a pill for air-sickness, please.** — Дайте мне, пожалуйста, таблетку от «воздушной болезни». • *Дайте мені, будь ласка, таблетку від «повітряної хвороби».*
- We are planning to make a voyage up the Dnieper.** — Мы собираемся поехать вверх по Днепру на корабле. • *Ми збираємося поїхати нагору по Дніпру кораблем.*
- I am a good sailor.** — Я хорошо переношу качку. • *Я добре переношу хитавицю.*
- When does the next steamer sail for...?** — Когда отправляется следующий пароход в...? • *Коли відправляється наступний пароплав в (до)...?*
- How many passengers will there be in a cabin?** — Сколько пассажиров будет в каюте? • *Скільки пасажирів буде в каюті?*
- The ship arrives according to the schedule.** — Корабль прибывает по расписанию. • *Корабель прибуває за розкладом.*

What speed is the ship sailing? ... (knots an hour) — С какой скоростью идет корабль? ... (миль в час) • З якою швидкістю йде корабель? ... (миль на годину)

## TEXTS

*Read, translate and render in brief.*

### Text 12-1

## 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)

- disease** [di'zi:z] — болезнь, заболевание • *хвороба, захворювання*  
**mid-fifties** — в середине пятидесятих годов • *у середині п'ятдесятих років*  
**to spread** [sprɛd] — распространяться • *поширюватися*  
**patient** — больной, пациент • *хворий, пацієнт*  
**travel agent** — агент бюро путешествий • *агент бюро подорожей*  
**to intend** — намереваться, иметь намерение • *мати намір*  
**to do a round of shops** — идти от одного магазина к другому, покупая ч.-л. • *йти від одного магазину до іншого, купуючи що-небудь*  
**to attract** — привлекать • *приваблювати, вабити*  
**to be on move** — путешествовать • *подорожувати*  
**aim** — цель • *мета*  
**Yorkshire pudding** — йоркширский пудинг • *йоркширський пудинг*  
**steak-and-kidney pies** — пирожки с мясом и почками • *пиріжки з м'ясом і нирками*

## Text 12-2

### 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 curios-

ity, 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)

**Epicurus** — Эпикур (древнегреческий философ) • *Епікур (давньогрецький філософ)*

**tentative** — пробный, пробная попытка • *спробний; спроба*

**tribe** — племя • *плем'я*

**Piazza of St. Mark's** — площадь святого Марка в Венеции • *площа святого Марка у Венеції*

**curiosity** — любопытство • *цікавість*

**to neglect** — пренебрегать • *зневажати*

### *Text 12-3\**

## **Travelling**

Those who wish to travel, either for pleasure or on business have at their disposal various means of transport. There is, for instance, the humble inexpensive bicycle. Then there's the motor-cycle, with which you can travel quickly and cheaply, but for long journeys it's rather tiring. With a motorcar, one can travel comfortably for a long distance, without getting too tired. Luxurious ships cross seas and oceans from one continent to another. Aeroplanes carry passengers to various parts of the world in almost as many hours as it takes days to do the journey by other means. But most of us still have to use trains. Look at this picture of busy railway station. A train is standing at one of the platforms ready to leave. Some of the passengers are looking out of the windows watching the late-comers who are hurrying looking for empty seats. The engine is ready to draw the train out of the station. On another platform a train has just come in: some passengers are getting out, others are getting in. Those, who have not taken the precaution of getting their tickets beforehand are waiting in queues at the booking-office.

\* The picture is in Workbook Two.

At the **bookstalls** people are choosing books, magazines or newspapers for the journey.

At the cloakroom others are depositing or withdrawing their luggage. Further along there are refreshment rooms crowded with people snatching a hasty meal, while those with time to spare are sitting in the waiting rooms.

*(from the Linguaphone English Course)*

**to have at one's disposal** — иметь в распоряжении • *мати в розпорядженні*

**various** — различный, многообразный • *різний, різноманітний*

**tiring** — утомительный • *стопливий*

**for a long distance** — на большое расстояние • *на велику відстань*

**luxurious** — роскошный • *розкішний*

**to cross** — пересекать • *перетинати*

**to look out of the window** — выглядывать из окна • *визирати з вікна*

**empty seat** — свободное место • *вільне місце*

**to wait in a queue** — ожидать в очереди • *очікувати в черзі*

**bookstall** — книжный магазин • *книгарня*

## **Text 12-4**

### **Mistaken Identity**

Years ago I arrived one day at Salamanca, New York, where I was to change trains and take the sleeper. There were crowds of people on the platform, and they were all trying to get into the long sleeper train which was already packed. I asked the young man in the booking-office if I could have a sleeping-berth and he answered: "No". I went off and asked another local official if I could have some poor little corner somewhere in a sleeping-car, but he interrupted me angrily saying, "No, you can't, every corner is full. Now, don't bother me any more," and he turned his back and walked off. I felt so hurt that I said to my companion, "If these people knew who I was, they..." But my companion stopped me there, — "Don't talk such nonsense, we'll have to put up with this," he said, "If they knew who you were, do you think it would help you to get a vacant seat in a train which has no vacant seats in it?"

This did not improve my condition at all, but just then I noticed that the porter of a sleeping-car had his eye on me. I saw the expression of his face suddenly change. He whispered to the uniformed

conductor, pointing to me, and I realized I was being talked about. Then the conductor came forward, his face all politeness.

"Can I be of any service to you?" he asked. "Do you want a place in a sleeping-car?"

"Yes," I said, "I'll be grateful to you if you can give me a place, anything will do".

"We have nothing left except the big family compartment," he continued, "with two berths and a couple of armchairs in it, but it is entirely at your disposal. Here, Tom, take these suitcases aboard!"

Then he touched his hat, and we moved along. I was eager to say a few words to my companion, but I changed my mind. The porter made us comfortable in the compartment, and then said, with many bows and smiles:

"Now, is there anything you want, sir? Because you can have just anything you want".

"Can I have some hot water?" I asked.

"Yes, sir, I'll get it myself".

"Good! Now, that lamp is hung too high above the berth. Can I have a better lamp fixed just at the head of my bed below the luggage rack, so that I can read comfortably?"

"Yes, sir. The lamp you want is just being fixed in the next compartment. I'll get it from there and fix it here. It'll burn all night. Yes, sir, you can ask for anything you want, the whole railroad will be turned inside out to please you". And he **disappeared**.

I smiled at my companion, and said:

"Well, what do you say now? Didn't their **attitude** change the moment they understood I was Mark Twain? You see the result, don't you?" My companion did not answer. So I added, "Don't you like the way you are being served? And all for the same **fare**".

As I was saying this, the porter's smiling face appeared in the door way and this speech followed:

"Oh, sir, I recognized you the minute I set my eyes on you. I told the conductor so".

"Is that so, my boy?" I said handing him a **good tip**. "Who am I?"

"Mr. McClellan, Mayor of New York," he said and disappeared again.

*(from Mark Twain)*

**identity** [aɪ'dentɪtɪ] — тождественность, идентичность • *то-тожність, ідентичність*

**hurt** [hɜ:t] — обиженный, оскорбленный • *скривджений, обра-жаний*

**to improve** [im'pru:v] — улучшать(ся), исправлять(ся) • *покр- шувати(ся), виправлять(ся)*  
**condition** [kən'diʃn] — условие, положение, состояние • *умова, становище, стан*  
**expression of smb.'s face** — выражение ч.-л. лица • *вираз чийо- го-небудь обличчя*  
**couple** [kʌpl] — пара • *пара*  
**entirely** — совершенно, полностью • *цілком, повністю*  
**at one's disposal** — в ч.-л. распоряжении • *у чийому-небудь роз- порядженні*  
**to disappear** — исчезать • *зникати*  
**attitude** ['ætɪtju:d] — отношение • *відносини*  
**fare** — плата за проезд • *плата за проїзд*  
**good tip** — хорошие чаевые • *гарні чайові*

## Text 12-5

### A Trip to Los Angeles

James Hall has a new job with Orange Computers in Philadelphia. He's 23 and just out of college. As part of his training he has to spend six weeks at company headquarters near Los Angeles. It's his first business trip, and he's packing his suitcase. He lives with his parents, and his mother is helping him.

*Mrs. Hall:* Jimmy, haven't you finished packing yet?

*James:* No, Mom, but it's all right. There isn't much to do.

*Mrs. Hall:* Well, I'll give you a hand. Oh. There isn't much room left. Is there anywhere to put your shaving kit?

*James:* Yes, sure. It'll go in here. Now, I have three more shirts to pack. They'll go on top, but there's another pair of shoes to get in. I don't know where to put them.

*Mrs. Hall:* Put them here, one on each side. There. Ok. I think we can close it now.

*James:* Ok. Where's the tag?

*Mrs. Hall:* What tag, dear?

*James:* The name tag that the airline gave me to put on the suitcase. Oh, here it is.

*Mrs. Hall:* Now, do you have the key?

*James:* What key?

*Mrs. Hall:* The key to lock the suitcase, of course.

*James:* It's in the lock, Mom. Don't make such a production. **There's nothing to worry about.** There's plenty of time.

*Mrs. Hall:* Have you forgotten anything?

*James:* I hope not.

*Mrs. Hall:* And you have a safe pocket for your traveller's checks?

*James:* Yes, they're in my inside coat pocket.

*Mrs. Hall:* Do you have a book to read on the plane?

*James:* Yes, it's in my briefcase.

*Mrs. Hall:* What about small change to make phone calls?

*James:* Check. I have a pocketful of coins.

*Mrs. Hall:* And is everything all arranged?

*James:* What do you mean?

*Mrs. Hall:* Well, is there someone to meet you in Los Angeles?

*James:* No, Mom. I'll rent a car and go to a motel near the Orange office. They suggested the Newport Beach Holiday Inn.

*Mrs. Hall:* Do you have a reservation?

*James:* I hope so. I asked them to make it — the motel reservation, I mean. (I reserved the car myself.)

*Mrs. Hall:* Well, you've taken care of everything. I don't know why I'm worrying. Take care of yourself and be good. Call us tonight.

*James:* Thanks, Mom. I will.

*Mrs. Hall:* Oh, I nearly forgot! Here's some gum to chew on the plane — you know, when it's coming down. It's sugarless.

*James:* Oh, Mom. Don't worry. I'll be all right. I'll see you next month.

(from "American Streamline")

to lock — запира́ть на замо́к • замика́ти на замо́к

there's nothing to worry about — не о чем беспоко́иться • немає про що турбува́тися

coin — моне́та • моне́та

to suggest — предло́жить • запропо́нувати

## Text 12-6

### Departures

Yoshiko Kyo has been studying English at a college in California. She'll finish the course at the end of this week. She's going back home on Saturday. She's at a travel agency now.

*Travel agent:* Have a seat, please, and I'll be with you in a minute... Ok. What can I do for you today?

*Yoshiko:* I want to fly to Tokyo. Are there any seats available on Saturday?

*Travel agent:* Just a second. Let me check... Tokyo. What time of day do you want to go?

*Yoshiko:* Well, I'd rather take a non-stop flight. Is there a non-stop early in the afternoon?

*Travel agent:* Let's see... JAL's 1:00 p. m. flight is full, but there's space on Pan Am's flight at the same time. The only other non-stop is China Airlines an hour later.

*Yoshiko:* The Pan Am flight sounds ok. What time does it get in?

*Travel agent:* At 3:40 Sunday afternoon. You know all about crossing the International Date Line, of course.

*Yoshiko:* Yes. Ok. That'll be fine. I want to pay in cash, but I'll have to go to the bank.

*Travel agent:* That's all right. I'll hold the reservation for you.

\* \* \*

*Streamline Taxis:* Streamline Taxi Service.

*Yoshiko:* I'd like to get a cab for Saturday morning please.

*Streamline Taxis:* Where are you going?

*Yoshiko:* San Francisco International Airport. There'll be three of us. How much will it be?

*Streamline Taxis:* We charge \$45 for that trip.

*Yoshiko:* \$45! Each?

*Streamline Taxis:* That's all together. What time do you want to leave?

*Yoshiko:* The check-in time is 12 noon, but I don't know how long it takes to get there.

*Streamline Taxis:* Well, we'd better pick you up at eleven, just in case traffic is heavy. Let me have your name and address.

*Yoshiko:* Yes, ok. The first name is Yoshiko — that's Y-O-S-H-I-K-O — and the last name's Kyo — K-Y-O. I'm at 128 Cortland Avenue.

*Streamline Taxis:* 128 Cortland Avenue. Ok. Eleven o'clock Saturday morning. Thank you.

\* \* \*

*Mr. Berman:* Come in.

*Yoshiko:* Hi, Mr. Berman. Do you have a minute?

*Mr. Berman:* Sure, Yoshiko. What can I do for you?

*Yoshiko:* I just stopped in to say good-bye.

*Mr. Berman:* Oh, I see. Going back to Japan. When?

*Yoshiko:* I have a flight tomorrow. I'll be back at work on Monday morning.

*Mr. Berman:* Well, it's been nice having you here, Yoshiko.

*Yoshiko:* Thank you, Mr. Herman. Well — uh — I just wanted to thank you and all the other teachers.

*Mr. Berman:* We've all enjoyed having you as a student.

*Yoshiko:* I've really learned a lot. I hope to come back next year — on vacation.

*Mr. Berman:* Send us a postcard and let us know how you're doing, and come see us if you do get back.

*Yoshiko:* I'll do that.

*Mr. Berman:* Oh. There's the bell. Bye, Yoshiko. Have a good trip.

*Yoshiko:* Bye, Mr. Berman, and thanks for everything.

\* \* \*

*Yoshiko:* Carlos! I'm glad I didn't miss you.

*Carlos:* Hi, Yoshiko. When are you leaving?

*Yoshiko:* Tomorrow around noon. I guess I won't see you again, so good-bye. It's been great knowing you.

*Carlos:* That sounds so final. Let's keep in touch, ok?

*Yoshiko:* Oh, sure. You have my address, don't you?

*Carlos:* Yeah, and remember, if you're ever in Caracas, look me up. I'd love to see you again.

*Yoshiko:* I will. You can count on that. And you do the same if you're ever in Tokyo.

*Carlos:* Sure. Well... good-bye then.

*Yoshiko:* Bye, Carlos. You take care.

\* \* \*

*Mrs. Simmons:* Yoshiko! The taxi's here. Are you ready? Do you have everything?

*Yoshiko:* Yes, thank you, Mrs. Simmons. And... thank you again.

*Mrs. Simmons:* Thank you, Yoshiko, for the pretty plant. Now don't forget to write **as soon as you get home** — just to let us know that you got there **safe and sound**.

*Yoshiko:* I'll do better than that: I'll call you when the long distance rates are low tomorrow. **The time difference** is a mess, but I'll try not to wake you up in the middle of the night.

*Mrs. Simmons:* You're so sweet, Yoshiko. Good-bye now. You'd better not keep the taxi waiting. Have a nice trip. Bye.

*Yoshiko:* Bye. Take care of yourself. Say good-bye to Mr. Simmons for me... Bye!

(from "American Streamline")



**travel agency** — бюро путешествий • *бюро подорожей*  
**to pay in cash** — платить наличными • *платити готівкою*  
**as soon as** — как только • *як тільки, щойно*  
**to let us know** — дать нам знать • *дати нам знати*  
**safe and sound** — цел и невредим • *цілий і непошкоджений*  
**the time difference** — разница во времени • *різниця в часі*

## Text 12-7

### Travelling. Signs and Notices

One of these days you may find it possible to visit England. From the moment you go on board the ship that is to take you to an English port, or the airliner that is to fly you to London, you will see signs and notices that will give you useful information and warnings.

Here are some examples and explanations that will help you. If you come by air, you will see, when you take your seat in the plane, a notice that says: "NO SMOKING"; "FASTEN SEAT BELTS". Smoking is forbidden while the plane is on the ground, while it is taking off, and until it has risen to a good height. Fastened to the sides of your seat are two leather belts or straps. The ends of these must be fastened together so that the belt is across your lap.

When the plane is well up in the air, the light behind this notice is switched off. You are then allowed to smoke and may unfasten your seat-belt. The notice will appear again when the plane is about to touch down.

If you come by steamer, you will see numerous notices. There will perhaps be arrows (→) to show you which parts of the ship are for first-class passengers and which parts are for tourist-class passengers. Large rooms in a ship are called saloons, so when you see "DINING-SALOON" you know where to go when it is time for lunch.

You may see a notice "TO THE BOAT DECK". This is the deck where you will find the boats that can be lowered to the water if there is any danger of the ship sinking. On the boat deck you may see some steps going up to the bridge, where the ship's officers are on duty. Here there will probably be a notice: "PASSENGERS NOT ALLOWED ON THE BRIDGE".

When your steamer gets into harbour at Dover, or Harwich, or Southampton, or any of the other ports to which steamers sail, you will see more notices.

When you land, you will see a notice: "TO THE CUSTOMS". When you enter the Customs shed the officer there will give you a printed notice. This will warn you that you must declare to the Cus-

toms officer the **quantities** of tobacco, cigars, cigarettes and alcoholic drinks that you have with you. Unless you are dishonest, the Customs officer will not keep you long. He will chalk your suitcases and bags, and you will pass on. There will be a notice telling you where your passport will be examined. Then you can follow the arrow that says, "TO THE TRAINS," and you will soon be in the railway station where the train is waiting to take you to London.

There are many notices in a large railway station. You may see ENTRANCE and EXIT, or perhaps "WAY IN" and "WAY OUT". In a large station there will be a WAITING ROOM where you may rest until it is time to board your train. If you want something to eat or drink while you are waiting, you will go to the REFRESHMENT ROOM.

If you do not know the number of the platform from which your train will leave, look for the notices of ARRIVALS AND DEPARTURES. These will tell you the number of the platform. In some stations it may be necessary to cross the line. You will probably see a notice, "CROSS THE LINE BY THE BRIDGE". Perhaps you will see "PLATFORMS 5, 6, 7 AND 8 OVER THE BRIDGE".

*(from A. S. Hornby)*

**warning** — предупреждение, предостережение • попередження, застереження

**explanations** — объяснения • пояснення

**smoking is forbidden** — курить запрещено • курити заборонено

**leather belts** — кожаные ремни • шкіряні ремені

**quantity** ['kwɒntɪti] — количество • кількість

## *Text 12-8*

### **Making a Journey**

I believe that journeys are things in themselves, each one an individual and no two alike. I think that people don't take trips — trips take people. Some journeys are over and dead before the traveller returns. The opposite is also true: many trips continue long after movement in time and space has stopped. I remember a man who in his middle years travelled to Honolulu and back, and that journey continued for the rest of his life. We could see him in his **rocking-chair** on his **front porch**, his eyes half closed, endlessly travelling to Honolulu.

My own journey started long before I left, and was over before I returned. I knew exactly where and when it was over. Near Arling-

ton at 4 o'clock on a windy afternoon my journey went away. The road became endless, the people simply moving figures with heads and no faces. All the food along the way tasted like soup, even the soup. There was no night, no day, no distance.

(After J. Steinbeck)

rocking-chair — качалка • *гойдалка*

front porch — крыльцо, веранда • *танок, веранда*

## DIALOGUES

a) Read and act the dialogues.

b) Make up the dialogues based on the models using as many words as possible dealing with the topic "Travelling".

### Dialogue 12-1

#### But you Said...

*Travel Agent:* Hello. Can I help you?

*Marion:* I'm interested in your Curacao vacation package. I saw your ad in yesterday's paper.

*Travel Agent:* Oh, yes! The Caribbean! I can recommend it highly.

*Marion:* Can you tell me a little more about it?

*Travel Agent:* Of course. It's a terrific package tour. You'll travel on a regularly scheduled flight. You'll be met at the airport and taken to your hotel. The hotel is very near the beach. It has a **swimming pool** and a great disco. It's a very modern place — it was built last year. The restaurant is wonderful, and drinks are cheap in Curacao. And you can walk to the blue waters of the Caribbean in two minutes.

*Marion:* It sounds terrific! I'd like to make a reservation.

*Travel Agent:* Just a minute, and I'll get the form to fill out.

Marion made the reservation and paid a **deposit**. Two months later she was in Curacao. But she was **disappointed**. When she got home to Chicago, she went to see the travel agent.

*Travel Agent:* Oh! It's Marion York. Did you have a good trip?

*Marion:* No, I certainly did not have a good trip!

*Travel Agent:* Oh, I'm sorry to hear that. What was wrong?

*Marion:* Well, when I got to Curacao I had to spend four hours at the airport. You said we would be met, but we weren't. And you said we would be taken to the hotel. We weren't, and the taxi cost about \$25!

*Travel Agent:* I see. You had a very bad start. But the hotel was nice, wasn't it?

*Marion:* No, it was not! You said it was modern. You were so right — they hadn't finished building it! We couldn't sleep because the construction workers were working all night — on our balcony! You said it had a swimming pool, and it did. But it was empty. And the restaurant! They served canned tuna fish every night — tuna and rice, tuna salad, tuna and spaghetti...

*Travel Agent:* Oh, no!

*Marion:* You said that the hotel was near the beach. You said we could walk there in two minutes.

*Travel Agent:* Couldn't you?

*Marion:* Sure, but there was one problem. There was an oil refinery between the hotel and the beach, and it took half an hour to walk around it.

*Travel Agent:* Oh, no! I'm really sorry. We didn't know. We really can't give you a **refund**, but we can give you a ten percent **discount** on your next vacation trip.

*Marion:* Next vacation trip! I'm spending my next vacation right here in Chicago!

(from "American Streamline")

**ad (advertisement)** — объявление, реклама • оголошення, реклама

**swimming-pool** — бассейн • басейн

**deposit** [dɪˈpɒzɪt] — вклад, задаток, залог • внесок, задаток, застава

**to be disappointed** — быть разочарованным, обманутым • бути розчарованим, ошуканим

**refund** [ˈriːfʌnd] — уплата, возвращение (денег), возмещение (расходов) • сплата, повернення (грошей), відшкодування (витрат)

**discount** — скидка • знижка

## Dialogue 12-2

### Excursion Trip to Egypt .

*Mr. Harris:* I looked through these brochures last night. I'd like to **make a reservation** for the excursion to Alexandria leaving July 16.

*Travel Agent:* The Cleopatra Hotel or the King Tut Palace?

*Mr. Harris:* The Cleopatra. How far is it from the hotel to the beach?

*Travel Agent:* About a two-minute walk.

*Mr. Harris:* Good. How hot is it in Egypt in July?

*Travel Agent:* About 82°.

*Mr. Harris:* That's Fahrenheit of course!

*Guide:* And that is the Great Pyramid.

*Mr. Harris:* Oh, yes. It looks very high!

*Guide:* It's about 137 meters high. That's 450 feet.

*Mr. Harris:* How long are the sides?

*Guide:* They're 230 meters long — 755 feet.

*Mr. Harris:* Incredible! How old is it?

*Guide:* It's almost four-and-a-half thousand years old.

*Sailor:* We're going through the Suez Canal now.

*Mr. Harris:* Hm. It doesn't look very wide. How wide is it?

*Sailor:* About 60 meters. It's 160 kilometres long.

*Mr. Harris:* Really? This is a big ship. How deep is the canal?

*Sailor:* The average depth is about 10 meters.

*Mr. Harris:* Can you tell me all that in feet and miles?

*Guide:* Hello, Mr. Harris. Are you coming on the bus trip to Cairo tomorrow?

*Mr. Harris:* Oh, yes. How far is it?

*Guide:* It's about 150 kilometres.

*Mr. Harris:* How far is it in miles?

*Guide:* About 90, Mr. Harris.

*Mr. Harris:* Oh, I see. How long will it take to get there — in hours?

*Guide:* Three hours, Mr. Harris. I'll see you tomorrow.

*(from "American Streamline")*

to make a reservation — забронировать • забронювати

beach — пляж • пляж

incredible — невероятно • неймовірно

average — средний • середній

## Dialogue 12-3

### Travelling by Air

*A:* Do I check in here for Eastern Flight 179 to Houston?

*B:* Do you already have your ticket?

*A:* Yes. Here you are.

*B:* Thank you. Can you put your luggage up here, please?

*A:* Sure. I have four suitcases.

*B:* We allow only three pieces. You'll have to pay an extra charge.

A: Oh! Can I carry this one with me?

B: No, I'm sorry. It won't fit under your seat. That's \$8.00. Thank you. You can choose your seat at Gate 4. Enjoy your flight!

\* \* \*

C: (Buzz!) Excuse me. May I see the contents of your pockets?

A: Of course.

C: Thank you. Put everything in this container. Now go back and come through the detector again.

A: Sure. (Buzz!) Oh, wait! It must be my metal comb. Here it is.

C: That's fine. Put it with your other things. Now come through again.

D: Hello. Are you going to Houston this morning?

A: Yes. I am. I'd like a window seat, please.

D: May I see your ticket?

A: Oh, sure. Here it is.

D: You want a window seat. Smoking or non-smoking?

A: Non-smoking.

D: Fine. Seat 12A. Here's your ticket and your boarding pass. Enjoy your flight!

"Good morning, ladies and gentlemen. This is your captain speaking. I'd like to welcome you aboard Eastern's Flight 179 to Houston. We're flying at an altitude of 33,000 feet. Our speed is approximately 500 miles per hour. We'll land in Houston in two-and-a-half hours at 1:20 local time. The temperature in Houston is 78° Fahrenheit. That's 25° Celsius. In a few minutes you'll be able to see the Mississippi River on the right. Our flight attendants will serve lunch in a few minutes. Enjoy your flight!"

(from "American Streamline")

to allow — позволять, разрешать • дозволяти

contents — содержимое • вміст

altitude — высота • висота

approximately — приблизительно • приблизно

## EXERCISES

### Exercise 12-1

Answer the following questions:

1. What means of travel do you know?
2. Why are many people fond of travelling?
3. Do you like travelling by train? Why? What makes you like (dislike) it?

4. What are the advantages of travelling by train?
5. How many days in advance do you book your train tickets?
6. What trains are most convenient for travelling over long distances?
7. Where do you get information about trains?
8. Who helps travellers to carry their luggage?
9. Where do you have your meals while travelling by railway?
10. Have you ever travelled by plane?
11. How does the ground look from a plane?
12. Is it possible to sleep on board a plane?
13. What refreshments can you get on board a plane?
14. What are the advantages and disadvantages of travelling by air?
15. What do you think about walking tours?
16. What are, in your opinion, the most enjoyable means of travel?
17. What ways of travelling are the most comfortable for people?
18. Have you ever travelled by steamer? If so, describe your trip in short.
19. What kinds of ships do you know?
20. What happens to some passengers when the sea is rough?
21. Do you think travelling helps a person to become wiser?

### ***Exercise 12-2***

***(based on the topic "Travelling").***

***Fill in the missing words:***

1. Hence some \_\_\_\_\_ is essential to restore our mental and \_\_\_\_\_ resources.
2. To understand how true it is you've got to go to the \_\_\_\_\_ station, a sea or a river \_\_\_\_\_ or an airport.
3. To be on the safe side and to spare yourself the trouble of standing long hours in the \_\_\_\_\_, you'd better book tickets in \_\_\_\_\_.
4. And, of course, before getting off you have to make your \_\_\_\_\_.
5. You should \_\_\_\_\_ all your business and visit your friends and \_\_\_\_\_.
6. On the eve of your \_\_\_\_\_ you should pack your things in a \_\_\_\_\_.
7. If you are hungry you take some \_\_\_\_\_.
8. If you travel by train you find your \_\_\_\_\_, enter the corridor and find your \_\_\_\_\_.
9. You put your \_\_\_\_\_ into a special box under the lower seat.

10. Travelling by train is \_\_\_\_\_ than by plane, but it has its \_\_\_\_\_.
11. There is no doubt it's much more convenient to travel by train, because it doesn't stop at small \_\_\_\_\_, and it takes less time to get to your \_\_\_\_\_.
12. But if you are in a hurry and want to \_\_\_\_\_ your time you'd better travel by \_\_\_\_\_, because it is the fastest way of \_\_\_\_\_.
13. A sea \_\_\_\_\_ is very enjoyable, indeed.
14. And for this \_\_\_\_\_ travelling by car is \_\_\_\_\_ for pleasure trips while people usually take a train or a plane when they are travelling on \_\_\_\_\_.
15. When you get tired of relaxation, you become \_\_\_\_\_ and feel like returning home.

### ***Exercise 12-3***

***Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided:***

- |  |   |
|--|---|
| <input type="checkbox"/> 1) carriage     | a) a rather long journey, especially by water.  |
| <input type="checkbox"/> 2) sea voyage   | b) a sea-voyage from port to port especially as a pleasure trip.  |
| <input type="checkbox"/> 3) compartment  | c) bags, trucks, etc. and their contents taken on a journey.  |
| <input type="checkbox"/> 4) crew         | d) portable flat-sided case for clothes, used when travelling.  |
| <input type="checkbox"/> 5) railway      | e) travelling by getting free rides in passing automobiles and walking between rides.   |
| <input type="checkbox"/> 6) tour         | f) a journey, an excursion; a brief one, made by land or water.   |
| <input type="checkbox"/> 7) luggage      | g) road or track laid by rails on which trains run.   |
| <input type="checkbox"/> 8) anchor       | h) wheeled vehicle for passengers on a railway train.   |
| <input type="checkbox"/> 9) hitch-hiking | i) one of several separate divisions of a structure, especially of a railway carriage or coach.   |
| <input type="checkbox"/> 10) suitcase    | j) all the persons working on a ship, aircraft, train, etc.   |
| <input type="checkbox"/> 11) cruise      | k) heavy piece of iron with a ring at one end, to which a cable is fastened, used for keeping a ship fast to the sea bottom or a balloon to the ground. |



## SPORT AND GAMES

People all over the world are fond of sports and games. That is one of the things in which people of every nationality and class are united. All kinds of physical exercises are very useful to make our bodies strong enough to keep ourselves fit and healthy. The most popular outdoor winter sports are shooting, hunting and hockey, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. Some people greatly enjoy figure-skating and ski-jumping. It's so nice to go to the skating-rink or to the forest on a frosty sunny day!

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interest; this game is played in all countries of the world. The other games that have firmly established themselves in favour in different countries are golf, lawn-tennis, cricket, volley-ball, basket-ball, and so on. Badminton is also very popular.

All the year round many people indulge in boxing, wrestling, athletics, gymnastics and track and field events. Scores of young girls and women go in for callisthenics. Over the last few years aerobics has become popular with young girls. It helps them to be slim, healthy and strong. The founder of this kind of sport was a well-known American actress Jane Fonda. Being a great enthusiast of aerobics she has been trying to initiate many young women from all over the world into this sport.

Among indoor games the most popular are billiards, table-tennis, draughts and some others, but the great international game is chess, of course. The results of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

So we may say that sport is one of the things that makes people kin. To cut the long story short, I should admit that everyone must do all he can to be healthy. Physically inactive people get old earlier

than those who have plenty of exercises. If you do daily exercises you feel refreshed, have a good posture, and that makes you feel good. I can add that good health is better than the best medicine. You have "A sound mind in a sound body," as the old Latin saying goes. The English proverb "Sickness in the body brings sickness to the mind" expresses a similar idea, but from a different point of view.

## Word List on the Subject "Sport and Games"

- to be fond of smth. — любить, нравиться • *полюблювати, подобатися*
- to unite [ju:'naɪt] — объединять • *об'єднувати*
- outdoor winter games — зимние игры на открытом воздухе • *зимові ігри на відкритому повітрі*
- shooting — стрельба • *стрільба*
- hunting — охота • *полювання*
- tobogganing — санный спорт • *санный спорт*
- to afford excellent opportunities for smth. — предоставлять прекрасные возможности для ч.-л. • *надавати чудові можливості для чого-небудь*
- yachting ['jɑ:tɪŋ] — парусный спорт • *вітрильний спорт*
- gliding — планерный спорт • *планерний спорт*
- to establish oneself in favour — быть в почете • *бути в пошані*
- golf — гольф • *гольф*
- lawn-tennis — теннис • *теніс*
- to indulge in smth. — увлекаться ч.-л., заниматься (спортом) • *захоплюватися чимось, займатися (спортом)*
- boxing — бокс • *бокс*
- wrestling ['reslɪŋ] — борьба • *боротьба*
- track and field events — легкая атлетика • *легка атлетика*
- to go in for smth. — увлекаться ч.-л. • *захоплюватися чимось*
- callisthenics [kælɪs'teɪnɪks] — ритмическая гимнастика • *ритмічна гімнастика*
- enthusiast [ɪn'θju:ziəst] — энтузиаст • *ентузіаст*
- to initiate [ɪ'nɪʃieɪt] into smth. — приобщать к.-л. к ч.-л. • *прилучати кого-небудь до чого-небудь*
- indoor games — игры в закрытом помещении • *ігри під дахом*
- tournament ['tuənəmənt] — турнир • *турнір*
- to make smb. kin — делать к.-л. близким • *робити кого-небудь близьким*
- inactive — бездеятельный, пассивный • *бездіяльний, пасивний*

to feel refreshed — чувствовать себя освеженным • *почувати себе  
освіженим*  
mind — дух • *дух*  
similar — подобный • *подібний*

## Supplementary Word List and Word Combinations on the Subject "Sport and Games"

### *Some Popular Sports*

archery [ˈɑːtʃəri] — стрельба из лука • *стрільба з лука*  
artistic gymnastics — художественная гимнастика • *художня  
гімнастика*  
boxing — бокс • *бокс*  
car (motorcycle) racing — автогонки (мотогонки) • *автогонки  
(мотогонки)*  
cycling — езда на велосипеде • *їзда на велосипеді*  
diving [ˈdaɪvɪŋ] — прыжки в воду • *стрибки у воду*  
fencing [ˈfensɪŋ] — фехтование • *фехтування*  
figure-skating — фигурное катание • *фігурне катання*  
gliding — планерный спорт • *планерний спорт*  
gymnastics — гимнастика • *гімнастика*  
mountaineering [ˌmaʊntiˈneɪɪŋ] — альпинизм • *альпінізм*  
rowing and canoeing — гребля • *веслування*  
skating — катание на коньках • *катання на ковзанах*  
ski-jumping — прыжки на лыжах • *стрибки на лижах*  
sky diving (parachuting [ˈpærəʃuːtɪŋ]) — прыжки с парашютом •  
*стрибки з парашутом*  
swimming — плавание • *плавання*  
weight-lifting — поднимание штанги • *піднімання штанги*  
wrestling [ˈreslɪŋ] — борьба • *боротьба*  
yachting [ˈjɑːtɪŋ] — парусный спорт • *вітрильний спорт*  
athletics (track-and-field) — атлетика (легкая атлетика) • *атле-  
тика (легка атлетика)*  
discus (hammer, javelin) throwing — метание диска (молота, ко-  
пья) • *метання диска (молота, списа)*  
high (long, triple) jump — прыжки в высоту (в длину, тройные) •  
*стрибки у висоту (у довжину, потрійні)*  
hurdle races [ˈhɑːdl̩ˈreɪsɪz] — скачки с препятствиями • *гони з пе-  
решкодами*  
marathon [ˈmæɾəθən] — марафонский бег • *марафонський біг*  
pole vault (vaulting) — прыжки с упором или шестом • *стрибки  
з упором або жординою*  
race (run) — бег • *біг*

**steeplechase** ['sti:plʃeis] — бег с препятствиями • *біз із перешкодами*

### *Open Air Games*

**open air games** — игры на свежем воздухе • *ігри на свіжому повітрі*

**badminton** — бадминтон • *бадмінтон*

**basket-ball** — баскетбол • *баскетбол*

**cricket** — крикет • *крикет*

**football (soccer)** — футбол • *футбол*

**hockey** — хоккей • *хокей*

**rugby (rugger)** — регби • *регбі*

**(lawn) tennis** — теннис • *теніс*

**water polo** — водное поло • *водне поло*

### *Indoor Games*

**indoor games** — игры в помещении • *ігри в приміщенні*

**chess** — шахматы • *шахи*

**draughts** — шашки • *шашки*

**squash** [skwɔʃ] — игра в мяч (наподобие тенниса) • *гра е м'яча (на зразок тенісу)*

**table-tennis** — настольный теннис • *настільний теніс*

### *Sport Events*

**amateur (professional) sport** — любительский (профессиональный) спорт • *аматорський (професійний) спорт*

**championship** — чемпионат • *чемпіонат*

**competition** — соревнования, состязание • *змагання*

**cup (final, semi-final) match** — матч на кубок (финальный, полуфинальный) • *матч на кубок (фінальний, півфінальний)*

**tournament** ['tuənmənt] — турнир, спортивное соревнование • *турнір, спортивне змагання*

### *Participants*

**team** — команда • *команда*

**national (Olympic, college) team** — национальная (олимпийская, колледжа) команда • *національна (олімпійська, коледжу) команда*

**sportsman** — спортсмен • *спортсмен*

**sportswoman** — спортсменка • *спортсменка*

**official (umpire, referee, judge)** — судья, арбитр • *суддя, арбітр*  
**participant** — участник • *учасник*  
**opponent (rival)** — противник (соперник) • *супротивник (суперник)*

### *Audience*

**audience** — публика • *публіка*  
**fan** — болельщик • *уболівальник*  
**spectator** — зритель • *глядач*  
**sport enthusiast** — любитель спорта • *шанувальник спорту*

### *Scoring System*

**best (record, fastest) time** — лучшее (рекордное) время • *кращий (рекордний) час*  
**defeat** — поражение • *поразка*  
**draw** — ничья • *нічия*  
**goal** — гол • *гол*  
**to lose** — проигрывать • *програвати*  
**point** — очко • *очко*  
**score** — счет • *рахунок*  
**victory** — победа • *перемога*

### *Sport Equipment*

**barbell** — штанга • *штанга*  
**beam** — перекладина • *перекладка*  
**chessboard** — шахматная доска • *шахівниця*  
**discus** — диск • *диск*  
**javelin** — копье • *спис*  
**net** — сетка • *сітка*  
**racket** — ракетка • *ракетка*  
**rings** — кольца • *кільця*  
**trampoline** — батут • *батут*

### **Additional Words and Expressions on the Subject “Sport and Games”**

**athletic training** — тренировка по атлетике • *тренування з атлетики*  
**to kick the ball** — ударить по мячу • *вдарити м'яча*  
**to score a goal** — забить гол • *забити гола*

- to keep the score** — держать счет • *утримувати рахунок*  
**to end a game in a draw** — закончить игру вничью • *закінчити гру внічию*
- to win a prize (a cup, a victory)** — выиграть приз (кубок), одержать победу • *виграти приз (кубок), здобути перемогу*
- to win the championship** — выиграть чемпионат • *виграти чемпіонат*
- to win by 2 (3, etc.) goals (points)** — выиграть на 2 (3 и т.д.) гола (очка) • *виграти на 2 (3 і т.д.) голи (очки)*
- to win with the score 3:0 in smb.'s favour** — выиграть со счетом 3:0 в ч.-л. пользу • *виграти з рахунком 3:0 на чю-небудь користь*
- to set up (break) a record** — установить (побить) рекорд • *встановити (побити) рекорд*
- the world (national, European) record** — мировой (национальный, европейский) рекорд • *світовий (національний, європейський) рекорд*
- Do you go in for sports?** — Ты занимаешься спортом? • *Чи ти займаєшся спортом?*
- What's your favourite sport?** — Какой Ваш любимый вид спорта? • *Який Ваш улюблений вид спорту?*
- I like heavy athletics (track-and-field athletics, figure-skating, tennis).** — Мне нравится тяжелая атлетика (легкая атлетика, фигурное катание, теннис). • *Мені подобається важка атлетика (легка атлетика, фігурне катання, теніс).*
- What kind of aquatics (water sports) do you like best of all?** — Какие виды водного спорта тебе больше всего нравятся? • *Які види водного спорту тобі найбільш подобаються?*
- I am fond of swimming (diving, yachting and water polo).** — Мне нравится плавание (прыжки в воду, парусный спорт; водное поло). • *Мені подобається плавання (стрибки у воду, вітрильний спорт; водне поло).*
- Which strokes of swimming do you prefer?** — Какие виды плавания Вы предпочитаете? • *Яким видам плавання Ви віддаєте перевагу?*
- Do you play football (tennis, cricket, basket-ball, volley-ball)?** — Вы играете в футбол (теннис, крикет, баскетбол, волейбол)? • *Чи граєте Ви у футбол (теніс, крикет, баскетбол, волейбол)?*
- Our football teams participate in international matches.** — Наши футбольные команды участвуют в международных соревнованиях. • *Наші футбольні команди беруть участь у міжнародних змаганнях.*

**They have gained remarkable achievements in sports.** — Они достигли выдающихся успехов в спорте. • *Вони досягли видатних успіхів у спорті.*

**What is the most popular sport game in your country (Britain, the USA)?** — Какая спортивная игра самая популярная в Вашей стране (Великобритании, США)? • *Яка спортивна гра найпопулярніша у Вашій країні (Великій Британії, США)?*

**What team do you fan for?** — За какую команду Вы болеете? • *За яку команду Ви вболіваєте?*

**The team won (lost) the game.** — Команда выиграла (проиграла) игру. • *Команда виграла (програла) гру.*

**The match ended in a draw.** — Матч закончился вничью. • *Матч закінчився вничю.*

**The competition (championship) will be held at the stadium.** — Соревнование (чемпионат) будет проходить на стадионе. • *Змагання (чемпіонат) відбуватиметься на стадіоні.*

**Who is the coach (captain) of your team?** — Кто тренер (капитан) Вашей команды? • *Хто тренер (капітан) Вашої команди?*

**Would you like to play a game of tennis?** — Хотите сыграть партию в теннис? • *Чи хочете зіграти партію в теніс?*

**Where's the tennis court?** — Где находится теннисный корт? • *Де знаходиться тенісний корт?*

**I'm a sports fan.** — Я заядлый болельщик. • *Я запеклий уболівальник.*

**Do you have tickets for today's game?** — Есть билеты на сегодняшний матч? • *Чи є квитки на сьогоднішній матч?*

**What was the final score?** — С каким счетом закончился матч? • *З яким рахунком закінчився матч?*

**Who's in first place?** — Кто занял первое место? • *Хто посів перше місце?*

## **TEXTS**

**Read, translate and render in brief.**

### **Text 13-1**

## **Sport in Britain**

Even if you are not interested in sport itself, it is useful to know something about that important part of British life. There are three major team sports in Britain.

1. Football, also known as "soccer".
2. Cricket, a strange game that few foreigners like or can even understand.

3. Rugby, also known sometimes as "football".

Of these, "football" or "soccer" is most popular. During the football season, one of the most important things on television is the football match shown on the BBC on Saturday evenings around ten o'clock. On Saturday afternoons, the big sports' day in Britain, some **football grounds** will have crowds of more than 40,000. Professional teams are organized into four **divisions** in England and Wales. Scotland has its own divisions. The **bottom three teams** or "clubs" of the First Division at the end of the season go into the Second Division. The top three teams of the Second Division go into the First. They are "promoted". The same thing happens between the Second and Third Divisions.

Recently football has been getting less popular. The crowds are not so big. Some clubs are always in **financial trouble**. It is said that one reason for this is "**violence on and off the field**". Players tackle each other very hard. They sometimes get into fights. Crowds of young spectators also get into fights. After some matches shop windows near the grounds are smashed up. So are some of the trains that carry football crowds.

The only game that **comes anywhere near to challenging the popularity of football** is *rugby*. It too is organized on a national scale and there are also numerous local leagues. Rugby is a game that is played rather than watched, however it **does not attract anything like the same number of spectators** as football.

*Cricket* seems to be more peaceful. A man with a small ball in his hand runs up to a spot and throws it. A few yards away a man with a bat, called a batsman, tries to hit it. The ball bounces in front of him. Sometimes it bounces up and hits him in the face. It is a very hard ball, and some batsmen have lost a few teeth this way or have had broken jaws. Cricket is played in the summer.

The story is told of an American arriving in Britain for the first time. At Victoria Station he saw newspapers with headlines like "Great Crisis for England" and "England's Position Hopeless". He thought that a war is about to begin or that there was another great economic crisis. In fact, the newspaper headlines were all about a test match being played between England and Australia.

(from "Viewpoints" by Rober Scott, Roy Kingsbury)

**major team sports** — главные виды командных спортивных состязаний • **головні види командних спортивних змагань**  
**football grounds** — стадион • **стадіон**



- division** — группа спортивных команд; лига • *група спортивних команд; ліга*
- bottom teams** — команды, находящиеся в конце списка • *команди, що знаходяться наприкінці списку*
- in financial trouble** — в тяжелом финансовом положении • *у важкому фінансовому стані*
- violence on and off the field** — хулиганские выходки на футбольном поле и на стадионе • *хуліганські витівки на футбольному полі і на стадіоні*
- comes anywhere near challenging the popularity of football** — по популярности почти равен футболу • *за популярністю майже дорівнює футболу*
- league** — лига • *ліга*
- it does not attract anything like the same number of spectators** — не может привлечь столько зрителей • *не може залучити стільки глядачів*

## Text 13-2

### The Football Match

Something very queer is happening in that narrow thoroughfare to the west of the town. A grey-green tide flows sluggishly down its length. It is a tide of cloth caps.

These caps have just left the ground of the Bruddersford United Association Football Club. To say that these men paid their shilling to watch twenty-two hirelings kick a ball is merely to say that a violin is wood and catgut, that "Hamlet" is so much paper and ink. For a shilling the Bruddersford United A.F.C. offered you Conflict and Art; it turned you into a critic, happy in your judgement of fine points, ready in a second to estimate the worth of a well-judged pass, a run down the touch line, a lightning shot, a clearance kick by back or goal-keeper; it turned you into a partisan, holding your breath when the ball came sailing into your own goalmouth, ecstatic when your forwards raced away towards the opposite goal, elated, downcast, bitter, triumphant by turns at the fortunes of your side, watching a ball shape Iliads and Odysseys for you; and what is more, it turned you into a member of a new community, all brothers together for an hour and a half, for not only had you escaped from the clanking machinery of this lesser life, from work, wages, rent, doles, sick pay, insurance cards, nagging wives, ailing children, bad bosses, idle workmen, but you had escaped with most of your mates and your neighbours, with half the town, and there you were, cheering together,

thumping one another on the shoulders, swapping judgements like lords of the earth, having pushed your way through a turnstile into another and altogether more splendid kind of life, hurting with Conflict and yet **passionate** and beautiful in its Art. Moreover, it offered you more than a shilling's worth of material for talk during the rest of the week.

(from "Good Companions" by J. B. Priestley)

**sluggishly** ['slʌɡɪʃli] — медленно • *повільно*

**catgut** ['kætgʌt] — струна • *струна*

**to estimate** ['estɪmeɪt] — оценивать, определять глазомером • *оцінювати, визначати на око*

**to escape** [ɪs'keɪp] — ускользать, избегать, убежать • *уникати, утікати*

**to swap** — обмениваться • *обмінюватися*

**turnstile** ['tɜːrnstɑɪl] — турникет • *турнікет*

**passionate** ['pæʃənɪt] — страстный, пылкий, влюбленный • *жаручий, палкий, закоханий*

### Text 13-3

## How Healthy Are You?

Check your knowledge.

What sort of **shape** are you in? Are you the sort of person who goes for a run each morning, or are you the other kind who gets out of **breath** when reaching for a cigarette?

Maybe you have a lot of energy. You go to work or school, you make decisions all day, you do extra work at home. Exercise? You don't have enough time — why **bother** anyway?

Well, the answer to that question is your **body design**. Human beings weren't built for sitting at a desk all day: your body is constructed for hunting, jumping, lifting, running, climbing and a variety of other activities. If you don't get the exercise that your body wants, then things can go badly wrong. Your mind works all day, and your body does nothing: the results can vary from depression to **severe illness** to early death.

Not a very cheerful thought, and of course the natural reaction is "It's not going to happen to me". Maybe, maybe not. Here are two ways of looking after yourself: firstly, by seeing if you are doing the right sort of exercise, and secondly by seeing if you have the right kind of diet.

(from "Modern English International" *Mozaika*)

**shape** — форма • *форма*

**to get out of breath** — задыхаться • *задыхатися*

**to bother** [ˈbɒðə] — беспокоиться, волноваться, суетиться • *тривожитися, хвилюватися, метушитися*

**body design** — строение тела • *будова тіла*

**severe illness** — серьезная болезнь • *серйозна хвороба*

## Text 13-4

### Game and Sport

*Mustapha*: Can you tell me something about the words “game” and “sport,” please? I’m never quite certain about how to use them.

*Mr. North*: What’s the difficulty, Mustapha?

*Mustapha*: Well, football and tennis are games, aren’t they? Swimming and rowing and mountain-climbing are not games, are they? What’s boxing? Is that a game or a sport?

*Ali*: They have running and jumping and all sorts of things at the Olympic Games. But running and jumping are not games. That’s the difficulty.

*Mr. North*: There are many things at the Olympic Games that are not games. They’re *athletic events*. Let’s take the word “game” first. Football and tennis are games. When we use the word “game” we generally think of some kind of sport in which there are two sides or teams, the eleven men in a football team, for example, or fifteen if it’s Rugby football.

*Mrs. North*: It’s right to say that most outdoor games are played with balls, isn’t it?

*Mr. North*: Yes, most of them. Ice hockey’s an *exception*.

*Mustapha*: Games are played. That’s a useful thing to remember. But what about boxing?

*Mr. North*: Boxing’s *a sport*, not a game. It’s true that we talk about boxing matches and football matches. You can say, “Do you play football?” But if you ask about boxing, you must say, “Do you box?” or “Are you a boxer?”

*Mustapha*: You said that running and jumping were athletic events, didn’t you?

*Mr. North*: Yes, athletic events. The High Jump, the Long Jump, the Hop, Step and Jump, these are called *field events*. So are all the events in which the athlete throws something — a heavy weight, or a discus, or a javelin. Running races are called *track events*. The track is the ground that has been made for running on. The Marathon race is run across country, so it’s not a track event.

*Ali:* Some Englishmen are fond of hunting, shooting and fishing, aren't they? Are these called sports?

*Mr. North:* Yes, but they're **expensive** sports.

*Ali:* Are you a hunter, Mr. North?

*Mr. North:* Good heavens, no! There's no hunting in England now except fox-hunting. Foxes are almost the only wild animals we have left in England today — animals that can be hunted, I mean.

*Mrs. North:* And if a man hunts foxes, you must not call him a hunter!

*Ali:* Why not?

*Mr. North:* We use the word hunter for men in Africa and India who shoot wild animals such as lions, or tigers, or elephants. And men who hunt animals for food are called hunters, too.

*Mustapha:* What do you call men who hunt foxes in England?

*Mr. North:* There's a good book by a writer called Siegfried Sassoon. "Memoirs of a Fox-Hunting Man" is the title.

*Ali:* And what do you call men who go out shooting birds or rabbits? The birds and rabbits are eaten, aren't they? Can't I call these men hunters?

*Mr. North:* No, not in England. We can say a person is fond of shooting, but we can't call him a hunter.

*Mustapha:* It's all very puzzling.

*Mrs. North:* I'm afraid it is. Don't use the word hunter if you ask a man whether he hunts foxes. Say, "Do you hunt?" Then you'll be all right.

(from A. S. Hornby)

**exception** — исключение • *виняток*

**expensive** — дорогой • *дорогий*

**memoirs** — мемуары • *мемуари*

## Text 13-5

### Sports People Play in America

To most Americans, work is a **necessary chore**. According to a recent poll, Americans work longer hours and have 36% less leisure time today than they had 15 years ago, so they value the time away from their jobs. The choice of leisure time activities is enormous, and everybody can find something to enjoy.

Among the most popular leisure time activities are sports of every kind. It is said that the American **pastime** is baseball, but football, basket-ball, hockey, and, in more recent times, soccer are also very

popular activities that Americans enjoy as spectators and/or participants.

Americans spend a lot of time and money on physical activities ranging from **bowling** to skiing. The object of these activities is not only enjoyment. Doctors have found that **vigorous** exercise keeps people feeling healthier and looking better. So Americans are working at maintaining or recapturing their youth and vigour.

In the spring and summer, neighbourhood teams organized into leagues to compete in softball or baseball games, imagining that they are in Yankee Stadium playing for 40,000 cheering fans. In the cooler weather, basket-ball is popular, indoors or outdoors. Boys and young men also play football, **just for fun**, without the formality of yard markers, goal posts, padding, and officials. (American football is not the same game as European football which, in the United States, is called soccer).

Golf, one of the most popular participation sports, is played all year except when the ground is covered with snow. Since it is a relatively mild form of athletics, it can be played by people of all ages. Doctors highly recommend it for exercise and often practice what they **preach**. Americans joke about not getting sick on Wednesday (the doctor's traditional day off) because all the doctors are out on the golf course. Although the only equipment needed for golf is a set of clubs, some balls, and tees, the **annual** expenditure for golf equipment is more than \$1 billion!

Another popular sport is bowling. It is **estimated** that 67 million people bowl in the United States. Many bowling leagues (groups of teams that compete against each other) are formed by members of organizations such as churches or charitable groups. Bowling is another game that is not too **strenuous** and can be played with a minimum **investment** in equipment.

Skiing attracts both individuals and families. It is especially popular among young, unmarried people who have the **stamina** and money and who expect to meet other attractive, successful singles on the slopes or in the lounges. Although it requires much more **physical exertion**, is not readily **accessible** to many Americans, and is more expensive than many other sports, about 15 million Americans participate. Those who do not live in mountainous areas can ski at local "mountains" artificially created and covered with **artificial snow**. Skiers with more time and money go to resorts with real mountains in places such as Aspen, Colorado. Many skiers go to Europe to the Alps — the ultimate challenge for serious skiers.

Tennis has become popular as a participation sport. It is played all year, either indoors or out, does not require much equipment, and

provides good vigorous exercise. It is also an individual sport which provides plenty of competition at all levels of ability.

Some people get their exercise at health clubs, which have exercise equipment and, in some cases, indoor tennis and racquetball courts. Others join country clubs with golf courses and swimming pools. Those who want **privacy** equip their homes with exercise bicycles, treadmills, and weights to work out in their bedroom or family room. Walking, running, and jogging are also popular ways of keeping the body fit. Many Americans jog a few miles before going to work in the morning, using jogging trails in parks or simply running around the block several times.

(from magazine "Time")

**necessary chore** — повседневное занятие • *повсякденне заняття*  
**pastime** [ˈpɑːstɑɪm] — приятное времяпровождение, развлечение, игра • *розвага, гра*

**to bowl** — играть в кегли • *грати в кеглі*

**vigorous** — сильный, мощный • *сильний, потужний*

**just for fun** — просто ради забавы • *просто заради забави*

**to preach** [pri:tʃ] — проповедовать • *проповідувати*

**annual** — годовой • *річний*

**to estimate** [ˈestɪmeɪt] — оценивать • *оцінювати*

**strenuous** [ˈstrenjuəs] — энергичный, напряженный • *енергійний, напружений*

**investment** — инвестирование, помещение денег • *інвестування, розміщення коштів*

**stamina** [ˈstæmɪnə] — запас жизненных сил • *запас життєвих сил*

**physical exertion** — физическая выдержка, выносливость • *фізична витримка, витривалість*

**accessible** [ækˈsesəbl] — доступный • *доступний*

**artificial snow** — искусственный снег • *штучний сніг*

**privacy** [ˈpraɪvəsi] — уединение, уединенность • *самота, са-мітність*

## Text 13-6

### Olympic Update

It's time now for our "Olympic Update". Our report is coming live by satellite from the Olympic Games. Here's our reporter, Pat Sweeney.

This is the Olympic swimming pool, at the centre of the Olympic complex. The most important event today was certainly the women's 200-meter freestyle competition. An American, Doris Kennedy, was first and won the gold medal. She swam the 200 meters in a new world's record of 1 minute 58 seconds. The United States won two gold medals yesterday and three the day before, so in the first three days of the Olympic Games the American team has won six gold medals.

### *Javelin*

Here you see Jack Lumber from Canada. This morning he won the men's javelin final. On his first try he threw the javelin over 100 meters. Nobody had even done that before — a new world's record. Unfortunately, there was nearly a **terrible accident** in the javelin event. **Harry Jones**, the American competitor, **slipped** when he was throwing his javelin, and it hit a judge in the foot. Luckily, the judge was fine.

### *Gymnastics*

Here we are in the Olympic Gymnasium. Olga Ivanova, the fifteen-year-old Russian gymnast, has just finished her routine. We're waiting for the results now.

And here they are! She has an average of 9.5 points. That's the best score today! Olga's won the gold medal.

### *High jump*

We're waiting for the last jumper. Ted Kelly from England is going to jump. The bar is at 2.30 meters.

Now he's beginning his last try.

And he's jumped!

Oooh! He's crashed into the bar!

He's landing. The bar's fallen. Is he hurt?

No, no, he's all right. He's getting up and walking away, but he's a very disappointed man.

*(from "American Streamline")*

**terrible accident** — ужасный несчастный случай • *жахливий нещасливий випадок*

**to slip** — поскользнуться • *посковзнутися*

**an average** ['ævərɪdʒ] — в среднем • *у середньому*

to crash [kræʃ] — падать, рушиться с треском • падати, валитися з тріском

to be disappointed — разочароваться • розчаруватися

## DIALOGUE

a) Read and act the dialogue.

b) Make up the dialogues based on the models using as many words as possible dealing with the topic "Sport and Games."

### The Football Match

*Pedro:* I say, what a crowd! There must be 20,000 people here. The ground's absolutely full.

*Mr. Priestley:* Yes, this is one of the most popular sporting events in England.

*Frieda:* It's lucky for us we have reserved seats.

*Mr. Priestley:* Yes, if you haven't tickets you've got to be here an hour before the match starts to get a good seat.

*Olaf:* Whereabouts are our seats?

*Mr. Priestley:* Row A, numbers 16 to 21. That's right in the front. We'll have to push through the crowd to get to them. ...Excuse me. ...Excuse me. ...Do you mind. ...Sorry. ...Excuse me. ...Well, here we are at last.

*Lucille:* What splendid seats! We'll be able to see everything from here.

*Pedro:* Yes, Jan has certainly looked after us well. We'll have to take him out to dinner after the match.

*The others:* Good idea, Pedro, we certainly must.

*Hob:* And we must shout for his team. I hope Jan is on form today.

*Mr. Priestley:* I hope he is. I hear they are to **choose the players** tomorrow for the international match, and if he plays well today Jan may be chosen.

*Pedro:* Yes, I heard that the Selection Committee would be at the match and I told Jan he was to play his best today because they were watching him.

*Hob:* I told him he must play his best because Frieda was watching him.

*Frieda:* You mustn't talk nonsense like that, Hob!

*Hob:* You needn't blush like that, Frieda!

*Olaf:* It must be exciting to play in an international match. You played for England, didn't you, Mr. Priestley?



*Mr. Priestley:* Oh, that was a long time ago — there's no need to talk about that now. It must be nearly time for the match to start.

*Pedro:* It is, and here are the teams coming out. Jan is leading the London team. He must be the captain.

*Frieda:* Yes, he is.

*Hob:* Jan must be a good player.

*Olaf:* He is; you have to be a good player to be captain of London team.

*Lucille:* If Jan is chosen for the international match will he have to give up his studies and go into training?

*Frieda:* He mustn't do that. He must go on with his studies. They are more important than football.

*Mr. Priestley:* He needn't give up his studies. He has been playing football regularly and is in good form.

*Olaf:* You needn't worry about Jan, Frieda. He knows he has to work to make his living — and he'll do it.

*Mr. Priestley:* I'm sure he will.

*Hob:* Jan's lost the toss and the Oxford captain has decided to play with the wind.

*Olaf:* Oh well, they'll have to play against the wind in the second half. I see Jan is playing centre-forward. He's just getting ready to kick off. There they go.

*Hob:* Come on, London!

\* \* \*

About an hour and a half later...

*Mr. Priestley:* This has been a grand game. I hardly remember ever seeing a better one. Jan has played the game of his life.

*Lucille:* I've nearly lost my voice with shouting "Come on, London". Oh, I wish London could win.

*Mr. Priestley:* I don't think they can. It must be nearly time now. It's one goal each and the Oxford defence is magnificent.

*Olaf:* Yes, if my watch is right, they have three minutes to go.

*Frieda:* Look! Jan has got the ball. He's going like lightning towards the Oxford goal. Oh, go on, Jan!

*Pedro:* That Oxford centre-half is trying to stop him.

*Lucille:* Go on, Jan. You mustn't let him stop you.

*Mr. Priestley:* Jan has passed the ball to the inside-right, a wonderful pass.

*Lucille:* Oh! The inside-right is down, he's had to part with the ball.

*Olaf:* Look, Jan's got it again, he's beaten the full-back and is racing towards the goal.

*Hob:* Shoot, Jan shoot! IT'S A GOAL!

*Pedro:* Oh, what a shot! The goalkeeper hadn't a chance.

*Mr. Priestley:* And there's the whistle for full time, and London has won. Well, they'll have to choose Jan for the international match now.

(from C. E. Eckersley)

crowd — толпа • *натовп*

to choose the players for the international match — выбирать игроков для международного матча • *вибирати гравців для міжнародного матчу*

to give up studies — бросить учебу • *кинути навчання*

to be in good form — быть в хорошей форме • *бути в непоганій формі*

to make one's living — зарабатывать на жизнь • *заробляти на життя*

to kick off — отбросить • *відкинути*

defence — защита • *захист*

magnificent [mæɡ'ɪfɪsnt] — великолепный, прекрасный, изумительный • *чудовий, прекрасний, дивний*

wonderful pass — прекрасный бросок • *чудовий кидок*

goal — ворота; гол • *ворота; гол*

goalkeeper — вратарь • *воротар*

whistle — свисток • *свисток*

## EXERCISES

### Exercise 13-1

Answer the following questions:

1. What sports do you go in for?
2. What football team do you support?
3. What is the most popular game in your country (in Britain, in the USA)?
4. What sport games can be played all the year round?
5. What summer (winter) sports do you prefer?
6. What is the difference between "sport" and "game"?
7. What sports and games do you know?

8. What games take the first place in public interest?
9. What is the great national sport in England?
10. What outstanding sportsmen of our country do you know?
11. Where were the first (last) Olympic games held?
12. What do spectators do at the stadium?
13. Who usually likes tobogganing?
14. Do you play draughts (chess)?
15. Do you attend hockey matches?
16. Do we have champions in all kinds of sport?
17. In what season is cricket played?
18. What is the reason for smaller popularity of football in Britain?
19. What kind of game is cricket as compared to football?

### ***Exercise 13-2***

***(based on the topic "Sport and Games").***

***Fill in the missing words:***

1. All kinds of \_\_\_\_\_ exercises are very useful to make our bodies \_\_\_\_\_ enough to keep ourselves \_\_\_\_\_ and healthy.
2. The most popular outdoor winter sports are shooting and hunting, \_\_\_\_\_; in the countries where the weather is frosty and there is much snow — skating, skiing and \_\_\_\_\_.
3. It's nice to go to the \_\_\_\_\_ on a frosty sunny day.
4. Summer affords excellent \_\_\_\_\_ for swimming, boating, yachting, \_\_\_\_\_, gliding and many other sports.
5. Among outdoor games \_\_\_\_\_ takes the first place in public interest; this game is played in all \_\_\_\_\_ of the world.
6. All the year round many people \_\_\_\_\_ in boxing, wrestling, athletics, gymnastics and \_\_\_\_\_ events.
7. Over the last few years \_\_\_\_\_ has become popular with young girls.
8. Being a great \_\_\_\_\_ of aerobics she has been trying to \_\_\_\_\_ many women from all over the world into this sport.
9. The results of chess \_\_\_\_\_ are studied and discussed by thousands of \_\_\_\_\_ in different countries.
10. If you do daily exercises, you feel \_\_\_\_\_, have a good \_\_\_\_\_, and that makes you feel good.
11. I can add that good \_\_\_\_\_ is better than the best medicine.

### ***Exercise 13-3***

***In the spaces provided, mark each true statement T and each false one F:***

1. The goalkeeper acts as a judge in football.
2. Women are good football players as a rule.
3. Track and field events are never included in Olympic Games.
4. There is no difference between "soccer" and "rugby".
5. Ice hockey is popular with women.
6. Hockey is one of the most popular winter games.
7. People who play draughts are called draughtsmen.
8. We use ball when playing badminton.
9. You can touch the ball with your hands when playing football.
10. The founder of aerobics was a well-known American actress Jane Fonda.
11. Summer affords excellent opportunities for skating and skiing.
12. In hockey a handball and rackets are used.
13. Boxers fight with bare hands.
14. Badminton can be played only indoors.
15. The most popular spectator sport is football.

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Use **Грэхна Т. Workbooks** which provide sufficient material for students' training on the topic "Sport & Games" consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humor.

## EDUCATION (MY SCHOOL)

As we become older we realize that there are some **essential** things and places we always **long to** come back to. They are certainly our **birthplace**, our home and the school we went to. We **will always be indebted to** our teachers **for the rest of our lives**.

I went to one and the same school for eleven years. I started schooling at the age of 6 and left it when I was 17. My school was a three-storeyed building in one of the **residential districts** of our city. All the children **from our neighbourhood** went there because it was a **walking distance from** their homes. It usually took me ten minutes to get there. As all pupils of our school I went there five times a week. Our classes started at 8:30 a.m. and lasted till 3 o'clock p.m. So we usually had six lessons a day.

The school was built 20 years ago, it was quite a modern building. There was a **sports ground** behind the school-building and a green lawn with **flower beds** in front of it. So I'll take you round the school.

The ground floor as in most schools is **for junior pupils**. Its classrooms are light and **spacious**. There are three large windows in each classroom with flower pots on the **window sills**. There are a lot of portraits, pictures and maps on the walls. All the windows face the school yard. There is always so much noise during the breaks on the **ground floor**. Besides, there is a **gymnasium** here where we have physical training lessons and all sorts of competitions, and the pupils are always welcomed here.

On the first and second floors there are many classrooms, **laboratories**, **specialized rooms**, **workshops**. They are equipped with modern teaching materials, necessary **devices** and **facilities**. The senior pupils study various subjects there: **mathematics**, **physics**, **chemistry**, **programming**, **biology**, **geography**, **computer science**, English and other educational subjects. Besides, there is a library and a reading room full of books and magazines. Opposite the library there is a school **canteen** where pupils can have a **bite** during the breaks. If you fur-

ther go to the third floor you can see an **assembly hall**, where parties and meetings are held. The pupils **decorate** it on special occasions to make it look more attractive. Besides, there are two rows of **ordinary** classrooms, where we have lessons on language, **literature**, **history** and other **humanities**.

My favourite subject at school was certainly English. I **did well** in this subject without any effort. Mathematics and physics were most difficult for me, but I tried to do my best to **cope with** doing my **home assignments** in these subjects. By the way, our English lessons were always interesting and **instructive**, and I think my favourite subject is really worth studying.

So hard as it was, school was a very good and **unforgettable** time of my life.

### Word List on the Subject "Education (My School)"

**essential** [i'senʃəl] — главный, основной • *головний, основний*

**to long to do** — страстно желать • *жагуче бажати*

**birthplace** — место рождения • *місце народження*

**to be indebted to smb.** — быть в долгу перед к.-л. • *бути в боргу перед ким-небудь*

**for the rest of one's life** — до конца жизни • *до кінця життя*

**residential district** — жилой район • *житловий район*

**from the neighbourhood** — из окрестностей • *з округи*

**to be a walking distance from** — можно дойти пешком • *можна дійти пішки*

**sports ground** — спортивная площадка • *спортивний майданчик*

**flower bed** — клумба • *клумба*

**junior pupils** — учащиеся младших классов • *учні молодших класів*

**spacious** [ˈspeɪʃəs] — просторный • *просторий*

**window sill** — подоконник • *підвіконня*

**to face** — выходит на • *виходити на*

**gymnasium** [dʒɪmˈneɪʒəm] — спортивный зал • *спортивна зала*

**laboratory** [ləˈbɒrətɹɪ] — лаборатория • *лабораторія*

**specialized room** [ˈspeʃəlaɪzdˈru:m] — учебный кабинет • *навчальний кабінет*

**workshop** [ˈwɜ:kʃɒp] — мастерская • *майстерня*

**device** — прибор • *прилад*

**facility** — оборудование • *устаткування, обладнання*

**senior** [ˈsi:njə] — старший • *старший*

**mathematics** [ˌmæθɪˈmæɪtiks] — математика • *математика*

**physics** [ˈfɪzɪks] — физика • *фізика*

**chemistry** [ˈkemɪstrɪ] — химия • *хімія*

**programming** [ˈprɑʊgræmɪŋ] — программирование • *програмування*  
**biology** [baɪˈɒlədʒi] — биология • *біологія*  
**geography** [dʒɪˈɒɡrəfi] — география • *географія*  
**computer science** [kəmˈpjʊ:təˈsaɪəns] — информатика • *інформатика*  
**canteen** [ˌkænˈti:n] — столовая • *їдальня*  
**to have a bite** — перекусить • *перекусити*  
**assembly hall** [əˈsembliˈhɔ:l] — актовый зал • *актова зала*  
**to decorate** — украшать • *прикрашати*  
**occasion** [əˈkeɪzən] — случай, возможность • *випадок, можливість*  
**ordinary** [ˈɔ:dnri] — обычный, привычный, простой • *звичайний, звичний, простий*  
**literature** [ˈlɪtrətʃə] — литература • *література*  
**history** [ˈhɪstəri] — история • *історія*  
**humanities** [hjuːˈmænɪtɪz] — гуманитарные науки • *гуманітарні науки*  
**to do well** — хорошо учиться • *добре навчатися*  
**to cope with** — справиться с • *справитися, впоратися з*  
**home assignments** — домашнее задание • *домашнє завдання*  
**instructive** [ɪnˈstrʌktɪv] — поучительный, инструктивный • *поучальний, інструктивний*  
**unforgettable** — незабываемый • *незабутній*

## Supplementary Word List and Word Combinations on the Subject “Education. (My School)”

### *School*

**secondary school** — средняя школа • *середня школа*  
**nursery (infant) school** — младшая школа (с 5 до 7 лет) • *молодша школа (від 5 до 7 років)*  
**primary school** — начальная школа (с 7 до 10 лет) • *початкова школа (від 7 до 10 років)*  
**school specializing in English** — школа с углубленным изучением английского языка • *школа з поглибленим вивченням англійської мови*  
**boarding school** — школа-интернат • *школа-інтернат*  
**vocational school** — профессионально-техническое училище, ПТУ • *професійно-технічне училище, ПТУ*  
**specialized technical school** — техникум • *технікум*  
**to go to school** — учиться в школе • *навчатися в школі*

**to be at school together** — учиться вместе в школе • *навчатися разом у школі*  
**to leave school** — заканчивать школу • *закінчувати школу*  
**school leaver** — выпускник • *випускник*  
**school-leaving certificate** — аттестат зрелости • *атестат зрілості*  
**graduation** — выпуск • *випуск*  
**school leaver, school graduate** — выпускник школы • *випускник школи*  
**subject** — школьный предмет • *шкільний предмет*  
**key (main) subject** — основной предмет • *основний предмет*  
**general subject** — общий предмет • *загальний предмет*  
**compulsory subject** — обязательный предмет • *обов'язковий предмет*  
**subsidiary subject** — необязательный предмет (факультатив) • *необов'язковий предмет (факультатив)*  
**term** — четверть, семестр • *чверть, семестр*  
**time-table** — расписание уроков • *розклад уроків*  
**school uniform** — школьная форма • *шкільна форма*  
**academic year** — учебный год • *навчальний рік*  
**to enrol (enroll) in school, to admit to school** — принимать в школу • *приймати до школи*  
**enrolment in school** — прием в школу • *прийом до школи*  
**to attend school** — посещать школу • *відвідувати школу*  
**attendance** — посещаемость • *відвідування*  
**staff (Br.), faculty (Am.)** — педагогический коллектив • *педагогічний колектив*  
**headmaster** — директор школы • *директор школи*  
**staff head** — завуч • *завуч*  
**staff meeting** — педагогический совет • *педагогічна рада*  
**regional teachers' conference** — районное совещание учителей • *районна нарада вчителів*  
**parent-teachers' association** — родительский комитет • *батьківський комітет*  
**teaching service; teaching experience** — педагогический стаж • *педагогічний стаж*  
**repeater** — второгодник • *другорічник*  
**to repeat the year** — остаться на второй год • *залишитися на другий рік*  
**transfer from one school to another** — переход из одной школы в другую • *перехід з однієї школи в іншу*  
**network of schools** — сеть школ • *мережа шкіл*  
**school activities** — работа в школе • *робота в школі*



**classroom activities** — работа в классе • *робота в класі*  
**social activities** — общественная деятельность • *громадська діяльність*  
**practical and aesthetic activity (studies)** — трудовое и эстетическое воспитание • *трудова й естетичне виховання*  
**extra-curricular activities** — внеклассная работа • *позакласна робота*  
**out-of-school activities** — внеклассная деятельность • *позакласна діяльність*  
**curriculum** — учебная программа • *навчальна програма*  
**instruction** — обучение • *навчання*  
**to give instruction in smth.** — обучать ч.-л. • *навчати чого-небудь*

### ***Further (Higher) Education***

**further (higher) education** — высшее образование • *вища освіта*  
**University** — университет • *університет*  
**Medical University** — медицинский университет • *медичний університет*  
**Pedagogical University** — педагогический университет • *педагогічний університет*  
**the humanities** — гуманитарные науки • *гуманітарні науки*  
**the natural sciences** — естественные науки • *природничі науки*  
**the technical sciences** — технические науки • *технічні науки*  
**faculty** — факультет • *факультет*  
**department** — кафедра, отделение • *кафедра, відділення*  
**year** — курс (год обучения) • *курс (рік навчання)*  
**first-year student / freshman (Am.)** — студент 1-го курса • *студент 1-го курсу*  
**second-year student / sophomore (Am.)** — студент 2-го курса • *студент 2-го курсу*  
**third-year student / junior (Am.)** — студент 3-го курса • *студент 3-го курсу*  
**fourth-year student / senior (Am.)** — студент 4-го курса • *студент 4-го курсу*  
**full-time department** — дневное отделение • *денне відділення*  
**part-time department** — вечернее отделение • *вечірнє відділення*  
**correspondence department** — заочное отделение • *заочне відділення*  
**philology** — филология • *філологія*  
**philosophy** — философия • *філософія*  
**ecology** — экология • *екологія*  
**economics** — экономика • *економіка*

**research** — исследование • *дослідження*  
**scientific supervisor (advisor)** — научный руководитель • *науковий керівник*  
**higher degree** — ученая степень • *науковий ступінь*  
**scientist** — ученый • *учений*  
**doctor** — доктор наук • *доктор наук*  
**candidate of sciences** — кандидат наук • *кандидат наук*  
**thesis** — диссертация • *дисертація*  
**term, semester** — семестр • *семестр*  
**sessional examinations (sessionals)** — экзаменационная сессия • *екзаменаційна сесія*  
**essay project** — курсовая работа • *курсозна робота*  
**test-credit** — зачет • *залік*  
**graduation project** — дипломная работа • *дипломна робота*  
**to enter the University** — поступать в университет • *поступати до університету*  
**rector** — ректор • *ректор*  
**vice-rector** — проректор • *проректор*  
**dean** — декан • *декан*  
**head of the department** — заведующий кафедрой • *завідувач кафедри*  
**professor** — профессор • *професор*  
**associate professor (Am.), principal lecturer (Br.)** — доцент • *доцент*  
**junior lecturer (assistant lecturer)** — ассистент • *асистент*  
**senior lecturer** — старший преподаватель • *старший викладач*  
**tutor** — преподаватель, наставник • *викладач, наставник*  
**student** — студент • *студент*  
**course member** — слушатель курсов • *слухач курсів*  
**University graduate** — выпускник университета • *випускник університету*  
**to graduate from the University** — закончить университет • *закінчити університет*  
**tuition** — обучение • *навчання*  
**tuition fee** — плата за обучение • *плата за навчання*  
**scholarship, grants** — стипендия • *стипендія*  
**vacation (Am.), holidays (Br.)** — студенческие каникулы • *студентські канікули, вакації*  
**on vacation (Am.), on holidays (Br.)** — на каникулах • *на канікулах, на вакаціях*

### *Examinations*

**entrance examination (exam)** — вступительный экзамен • *вступний іспит*

**final examination** — выпускной экзамен • *випускний іспит*  
**to sit for an exam / to take an exam** — сдавать экзамен • *скласти іспит*  
**to give (set) an exam** — принимать экзамен • *приймати іспит*  
**re-examination** — пересдача экзамена • *перескладання іспиту*  
**to fail in an exam** — не сдать экзамен, «провалиться» • *не скласти іспит, «завалитися»*  
**to pass an examination with distinction** — сдать экзамен с отличием • *скласти іспит з відзнакою*  
**to go through one's exam / to do well at an exam** — успешно сдать экзамен • *успішно скласти іспит*  
**to take an exam** — сдавать экзамен • *складати іспит*  
**to pass an exam** — сдать экзамен • *скласти іспит*  
**end-of-exam** — экзамен в конце семестра • *іспит наприкінці семестру*  
**ordinary leave examinations** — выпускные экзамены на обычном уровне • *випускні іспити на звичайному рівні*  
**selective examinations** — отборочные экзамены • *відбірні іспити*

## *Education*

**universal secondary compulsory education** — всеобщее обязательное среднее образование • *загальна обов'язкова середня освіта*  
**full-time education** — образование с отрывом от производства • *освіта з відривом від виробництва*  
**part-time education** — образование без отрыва от производства • *освіта без відриву від виробництва*  
**primary (elementary) education** — начальное образование • *початкова освіта*  
**vocational education** — профессионально-техническое образование • *професійно-технічна освіта*  
**all-round education** — всестороннее образование • *всєбічна освіта*  
**system of public education** — система народного образования • *система народної освіти*  
**free education** — бесплатное образование • *безоплатна освіта*  
**nursery education** — дошкольное образование • *дошкільна освіта*  
**educational opportunities** — возможность получить образование • *можливість одержати освіту*

## Additional Expressions on the Subject "Education. (My School)"

**Are you a pupil (student)?** — Вы ученик (студент)? • *Чи Ви учень (студент)?*

**What school (college, University) do you study at?** — В какой школе (колледже, университете) Вы учитесь? • *У якій школі (колледжі, університеті) Ви навчаєтеся?*

**Where is it situated?** — Где она находится? • *Де вона знаходиться?*

**It is in the centre of the town (in one of the residential districts).** — Она находится в центре города (в одном из жилых кварталов). • *Вона знаходиться в центрі міста (в одному із житлових кварталів).*

**What form are you in?** — В каком Вы классе? • *У якому Ви класі?*

**I am in the tenth form.** — Я в десятом классе. • *Я в десятому класі.*

**What year are you in?** — На каком Вы курсе? • *На якому Ви курсі?*

**I am in the first (second, etc.) year.** — Я на первом (втором и т.д.) курсе. • *Я на першому (другому і т.д.) курсі.*

**When do your classes begin?** — Когда у Вас начинаются занятия? • *Коли у Вас починаються заняття?*

**Our classes begin at nine a. m.** — Занятия начинаются в девять часов утра. • *Заняття починаються о дев'ятій годині ранку.*

**What is your favourite subject?** — Какой Ваш любимый предмет? • *Яким є Ваш улюблений предмет?*

**I like English best of all.** — Больше всего мне нравится английский язык. • *Найбільш за все мені подобається англійська мова.*

**What departments are there in this University?** — Какие факультеты в этом университете? • *Які факультети є в цьому університеті?*

**What subjects do you take the first year for?** — Какие предметы Вы изучаете на первом курсе? • *Які предмети Ви вивчаєте на першому курсі?*

**I major in English.** — Мой профилирующий предмет — английский язык. • *Мій профілюючий предмет — англійська мова.*

**I teach in Psychology Department.** — Я — преподаватель кафедры психологии. • *Я — викладач кафедри психології.*

**What majors does this University (college) offer?** — По каким специальностям готовит этот университет (колледж)? • *За якими спеціальностями готує цей університет (колледж)?*

- What's the tuition fee at this University (college)?** — Какова плата за обучение в этом университете (колледже)? • *Якою є плата за навчання в цьому університеті (коледжі)?*
- Is it a state supported University (college)?** — Это государственный университет (колледж)? • *Чи це державний університет (коледж)?*
- How long is the term (semester)?** — Сколько длится семестр? • *Скільки триває семестр?*
- When are the school holidays (vacations)?** — Когда школьные каникулы (студенческие каникулы)? • *Коли шкільні канікули (студентські канікули)?*
- When do exams begin?** — Когда начинаются экзамены? • *Коли починаються іспити?*
- What entrance examinations do I have to take?** — Какие вступительные экзамены мне нужно сдавать? • *Які вступні іспити мені потрібно скласти?*
- What institution of learning did you graduate from?** — Что Вы закончили? • *Що Ви закінчили?*
- I graduated from the University (I took my degree at the University).** — Я окончил университет. • *Я закінчив університет.*
- I left secondary school a year ago.** — Я окончил среднюю школу год назад. • *Я закінчив середню школу рік тому.*
- Do the students go to the University free of charge?** — Обучение в университете бесплатное? • *Чи навчання в університеті безоплатне?*
- Everyone must pay a tuition fee.** — Все должны платить за обучение. • *Всі повинні сплачувати за навчання.*
- A student's total expenses throughout the year are about 1,000 dollars.** — Общие расходы студента на образование составляют примерно 1000 долларов в год. • *Загальні витрати студента на освіту становлять приблизно 1000 доларів на рік.*
- I have a Bachelor's Degree (Master's Degree).** — Я — бакалавр (магистр). • *Я — бакалавр (магістр).*

## TEXTS

*Read, translate and render in brief.*

*Text 14-1*

### British Education Made Simple

Over the next few issues, Nick McIver will explain some of the major institutions of British society. The first of this series of articles

deals with education in Britain. The British education system is confusing to natives — to the outsider it looks almost impossible to understand! Read this and complete the exercise at the end, and hopefully all will become clearer...

What are the main types of schools in England and Wales?

There are many different types of schools in Britain. There are, however, only three main systems:

*The comprehensive system.* More than 90% of children who go to state schools in England and Wales go to schools in the comprehensive system — a system introduced in the 1960s. Children go to a primary (or first) school at the age of five. Depending on the policy of the Local Education Authority, they may go directly to the upper school — usually called the comprehensive school — at the age of 11. Alternatively, they may go to a middle school for three or four years before going to the upper school. The comprehensive system is non-selective. This means that all children go from one school to another without taking any exams, and without being selected according to their abilities.

*The selective system.* In some areas of Britain, you can still find a different, and older, system of education (introduced in 1944). This is a selective system — children are selected for certain schools according to their ability. All children go to a primary school until the age of 11. They then take an examination called the 11-plus. Those who are successful go to a grammar school, where they receive a more academic education. Those who fail the exam go to a secondary Modern school, where they receive an education which is less academic, and more **intended to** train them for a job when they leave at the age of 16.

*The private (independent) system.* About 7% of children go to private schools. There are three levels of private school — primary schools (age four to eight) and preparatory (prep) schools (eight to 13). At the age of 13, children take an examination. If they pass, they go on to public school, where they usually remain until they are 18. Many prep and most public schools are boarding schools — the children live at the school during the school terms. Be careful — although these schools are called “public,” they are, in fact, private, and it can be very expensive to send your child to such a school.

Within the three systems, there are several varieties of schools. For instance, you can find:

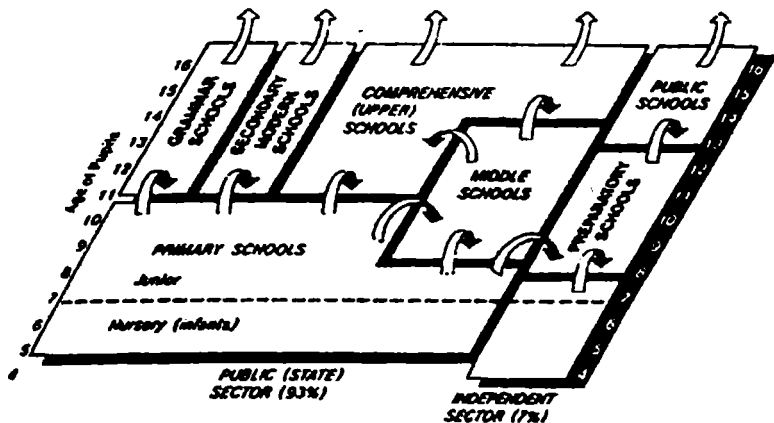
- schools for boys only;
- schools for girls only;
- **mixed schools** — for boys and girls:

— voluntary schools — often with a religious background — such as Roman Catholic schools.

You can see that the British education system is rather confusing. This chart will help you: follow the arrows to see the possibilities which are open to a British child up to the age of 16.

**Examinations.** The public examinations taken by British schoolchildren are GCSEs (the General Certificate of Secondary Education). Pupils usually take their GCSEs at the age of 16. Some children take three or four; others take as many as ten or eleven.

## EDUCATION IN ENGLAND & WALES (TO AGE 16)



Pupils who have passed their GCSEs may remain at school for another two years and take their "A" (Advanced) level exams. All grammar and most comprehensive schools have a sixth form, where pupils study for their "A" levels. Any student who wants to go to university needs to pass at least two or three "A" levels.

(from magazine "England")

**See how well you have understood the British education system.** Here are two young British people with different educational experiences. Fill in the missing words to complete the story of their lives at school. Use the information on the preceding pages to help you.

My name's Maggie Turnbull, and I'm seventeen. I first went to \_\_\_\_\_ (1) school when I was \_\_\_\_\_ (2) years old.

I left there at the age of nine, and went on to a \_\_\_\_\_ (3) school, and then to a comprehensive. I took ten \_\_\_\_\_ (4) and now I'm in the \_\_\_\_\_ (5) form studying maths, chemistry and physics for my \_\_\_\_\_ (6) exams.

I'm Philip Powell. I'm seventeen, and I work in a factory. After \_\_\_\_\_ (7) school I failed my \_\_\_\_\_ (8) exam, and went to a \_\_\_\_\_ (9) school. I passed four \_\_\_\_\_ (10) and left school when I was \_\_\_\_\_ (11).

**according to their abilities** — по их способностям • за їх здібностями

**to intend to do smth.** — намереваться сделать ч.-л. • мати намір зробити що-небудь

**level** — уровень • рівень

**mixed school** — смешанная школа (для мальчиков и девочек) • змішана школа (для хлопчиків і дівчинок)

## Text 14-2

### Education in the USA

Americans believe that every citizen has both the right and the obligation to become educated. The citizens of a democracy need to be educated so that they can take part in affairs of government, both local and national. They must also learn vocational **skills**.

In order to develop an educated population, all states have compulsory school attendance laws. These laws vary somewhat from one state to another, but generally they require that formal schooling begin by age 6 and continue until at least age 16. However, most Americans attend school at least until high school graduation, when they are 17 or 18 years old. About 75% of all American adults and about 85% of younger American adults are high school graduates.

The size of the nation's basic educational enterprise is astonishing. From **kindergarten** through high school, about 46 million students are enrolled in school. To educate this vast number of students, Americans employ about 2.7 million teachers, by far the largest professional group in the country.

### Public and Private Schools

About 88% of American children receive their elementary and high school education in the nation's public schools. These schools have the following important characteristics in common:



a) They are supported by taxes and, therefore, do not charge tuition.

b) In general, they are neighbourhood schools, open to all students who live within the district.

c) They are co-educational, which means that boys and girls attend the same schools and have nearly all of their classes together. By providing girls with equal educational opportunity, American public schools have helped to create today's self-sufficient American woman.

d) Public schools are required to follow some state guidelines regarding, for example, curriculum and teacher qualifications. But, in most matters, schools are locally controlled. Each school district is run by an elected Board of Education and the school administrators that Board hires. This system creates strong ties between the district's schools and its community.

e) Public schools are non-sectarian (secular), which means that they are free from the influence of any religion. As a result, children of many different religions feel comfortable attending the public schools, and the public school system has been able to help a diverse population build a common culture.

Private schools can be divided into two categories: parochial (supported by a particular religious group) and secular (non-religious). Private schools charge tuition and are not under direct public control, although many states set educational standards for them. In order to attend a private school, a student must apply and be accepted. Parochial schools make up the largest group of private schools, and most of these are operated by the Roman Catholic Church. Private secular schools are mainly high schools and colleges.

### *Course Content and Teaching Methods*

In educating students for adult work and adult life, American schools try, above all, to be practical. American education has been greatly influenced by the writings of a famous 20th-century philosopher named John Dewey. Dewey believed that the only worthwhile knowledge was knowledge that could be used. He convinced educators that it was pointless to make students memorize useless facts that they would quickly forget. Rather, schools should teach thinking processes and skills that affect how people live and work.

Dewey also influenced teaching techniques. Education must be meaningful, and children learn best by doing — these are the basic ideas of progressive education. Thus, science is taught largely through student experimentation; the study of music involves making music;

democratic principles are put into practice in the student council; group projects encourage creativity, individual initiative, leadership, and teamwork.

What do American schools see as their educational responsibility to students? The scope is very broad indeed. Today's schools teach skills and information once left for the parents to teach at home. For example, it is common for the public school curriculum to include a campaign against smoking and drug abuse, a course in driver's education, cooking and sewing classes, consumer education, and sex education. Most American Grammar schools have also added computer skills to their curriculum. As human knowledge has expanded and life has become increasingly complex, the schools have had to go far beyond the original three R's ("reading, writing, and arithmetic") that they were created to teach.

American high schools have a dual commitment: (a) to offer a general college preparatory programme for those who are interested in higher education; and (b) to provide opportunities for vocational training for students who plan to enter the work force immediately after high school graduation. For the college-bound, high schools offer advanced classes in maths, sciences, social sciences, English, and foreign languages. They also have Advanced Placement (AP) courses, which enable good students to earn college credit while still in high school. But in the same building, other students take vocational courses such as shorthand and mechanical drawing, and some participate in work/study programs which enable them to get high school credit for on-the-job training in various occupations.

Today, more than ever before, American schools are committed to helping foreign-born students adjust to life in an American classroom. The Bilingual Education is offered in about 70 languages including Chinese, Spanish, Vietnamese, and several American Indian languages. Of course, this type of instruction is available only where a number of students speak the same foreign language. In addition, immigrant students have benefited from the 1974 Supreme Court ruling requiring public schools to provide special programmes for students who speak little or no English. Today, English as a second language instruction is common in American elementary and high schools.

### ***Early Childhood Education***

By the age of five, about 87% of American children are attending school, most of them in pre-academic classes called *kindergarten*. However, many American youngsters are introduced to their first

school setting even before the age of five, through nursery school or day care attendance. In fact, about 29% of three-year-olds and 49% of four-year-olds are enrolled in one or the other.

The typical nursery school is equipped with toys, building blocks, book puzzles, art supplies, and an outdoor playground. These pre-school programmes usually charge tuition, although some are subsidized, and some offer scholarships. Day care programmes are similar facilities that off all-day care for the children of working parents.

### *Elementary School and High School*

In most areas, free public education begins with kindergarten classes for five-year-olds. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten programmes. The primary purpose of kindergarten is socialization but the young students also gain in formation and skills. For example, they learn to identify colours, count to ten, print their names, work with art supplies, listen to stories, and enjoy books. After kindergarten American children begin their academic studies. Their schooling is divided into 12 academic levels called *grades*. One school year (from late August or early September to mid-June) is required to complete each grade. Academic work — learning to read, write, and do arithmetic — begins when children enter 1st grade, at about age of six.

The first academic institution that a student attends is called "*elementary school*" or "*grammar school*". In some school systems, elementary school includes kindergarten through 8th grade, and the next years (taught in a different school building) are called "*high school*" in other school systems, there is a third division called "*junior high school*" (or "*middle school*") which usually includes grades 6 through 8, but in some communities it includes grades 4 or 5 through 8 and in others — grades 7 through 9.

The typical school day is about seven hours long and ends at 3 p.m. Classes are in session Monday through Friday. Traditional vacation periods include a two-week winter vacation (including the Christmas and New Year's holidays), a one-week spring vacation (often coinciding with Easter), and a two-month summer vacation. In addition, there are several one-day holidays giving students a day off to celebrate.

Children going to public elementary schools usually attend school in their neighbourhood. In big cities, many children live close enough to walk to and from school and come home for lunch. However most elementary schools provide a place where students can eat if it's in-

convenient for them to go home at lunchtime. American high schools are larger than elementary schools and serve a larger community. As a result, most high school students take public transportation or a school bus to and from school and eat lunch in the school cafeteria.

Grammar schools teach language arts (reading, writing, spelling, and penmanship), social studies (stressing history and geography), mathematics (up to and sometimes including algebra), science, physical education, and health. In addition, elementary school programs often include music, art, and home economics.

High school subjects are more specialized. English classes emphasize writing, grammar, and literature. Social studies are split into separate courses such as American history, European history, and psychology. Year-long courses in algebra and geometry are followed by more advanced math work in trigonometry and pre-calculus. There are also specialized science courses in biology, chemistry, and physics. Many high school students study a foreign language, usually Spanish, French, or German. Courses in music, art, home economics, and consumer education are also available, along with various vocational courses. As in elementary school, health and physical education classes are generally required.

During the elementary school years, students are grouped into classes, and each group stays together for the entire school day and the entire school year. Generally, the class has the same teacher for most subjects, although art, music, and physical education are usually taught by teachers who specialize in these areas. Also, in the upper elementary grades, students in some school systems have different teachers (but the same classmates) for their major academic subjects.

In high school, students move from one classroom to another and study each subject with a different teacher and a different group of classmates. Many high schools have what is commonly called a tracking system, which groups students according to academic ability and motivation. Thus, more capable and hard-working students take more difficult courses. Depending on the subject, classes may be offered at two, three, or even four different ability levels.

High school students have a very busy day. Many take five or six academic subjects as well as physical education. During other periods, students may be doing homework in a study hall, researching in the school library, or participating in activities such as the school orchestra, student government, school newspaper, or math club. Many extracurricular activities also meet after the school day ends. Students involved in time-consuming activities such as athletics, dramatics, or music may be at school from very early in the morning until dinner-

time. They help students find friends with similar interests, develop their talents, gain greater self-confidence, and sometimes even discover their career goals.

### ***Problems and Solutions***

When an immigrant family moves to the USA, one of the first questions that parents ask is, "Will my children get a good education here?" The answer depends on two major factors: where the children attend school and how hard they are willing to work.

In some schools where the community is stable, the funding is good, and the school environment is orderly, a hardworking student can get an excellent education. But in other schools — especially those in poor neighbourhoods in the nation's large cities — it is very difficult to become educated. The flight of middle-class families to the suburbs left big city public schools with mostly lower-income students. Many are deprived children from impoverished homes with only one parent. Many come to school ill-prepared and poorly motivated to learn. A large number need help in learning English. Many change residences and schools often, and a changing classroom population is difficult to teach. In some poor neighbourhoods, students do not attend school regularly because they are frightened by violent gangs. In some classrooms, teachers have difficulty keeping the students' attention because disrespectful, uncooperative students disturb the class. Because the quality of education varies so much from one school district to another, parents who are planning to move to a new neighbourhood often inquire about the schools — and even visit them — before deciding which community to move to.

Researchers are always studying the schools and evaluating the kind of education being provided. Experts ask: "Are today's students learning as much as their older siblings or their parents did? Are they learning as much as students in other countries?" In the 1980s, many studies revealed weaknesses in the American educational system. For example, of the 158 members of the United Nations, the USA ranked 49th in its level of literacy. It has been claimed that as many as 25 million American adults cannot read the front page of a newspaper. Another study focused on students' knowledge of history and literature. The results were published in a book entitled "What do Our 17-Year-Olds Know?," and the answer was "not much". For example, 75% of American high school seniors did not know when Abraham Lincoln was President, and 80% could not identify Dickens, Dostoyevsky, and Ibsen as famous authors. In a 1988 study comparing students' knowledge of geography, American young adults came

in last of nine countries. In fact, 18% of the American students couldn't even find the USA on a world map! Still other studies indicate that today's students are weak in mathematical problem-solving and writing skills.

What's wrong with American education? To find the answer and to fix the problem, one must look at all of the elements: the students themselves, their parents, their teachers, the school curriculum, the textbooks, and the community. Many students simply do not study enough. (Two-thirds of high school seniors do an hour or less of homework per night.) American teenagers are often distracted by part-time jobs, sports and other school activities, TV, and socializing. Some do not keep up with their schoolwork because of emotional problems, use of illegal drugs, or simply lack of motivation. Clearly, if Americans are to become better educated, students must spend more time studying, and parents must insist that they do so.

In the 1980s, criticism of American education stimulated a reform movement. As a result, 45 of the 50 states raised high-school graduation requirements. One government study recommended a longer school year. (Now, the average American student attends school about 180 days a year, compared to 210 for a Japanese student.) Efforts have also been underway to increase parental involvement in schools and to improve teaching. College programmes that educate teachers are trying to encourage more academically talented students to choose teaching as a career. Schools of education are also improving their curriculum so that American teachers of the future will be better prepared. School administrators are working on curriculum revisions. Publishers are being urged to create textbooks that are more challenging, interesting, and objective. Finally, concerned citizens are urging communities and the federal government to provide more tax dollars for education.

What can one say about basic education in the USA today? It has many strengths, but there's plenty of room for improvement. Since the school reform movement began, test scores have risen somewhat, and Americans are optimistic that reform and improvement will continue. Americans deeply believe in education as the best vehicle for individual and social advancement. Improving the basic school system is one of the nation's top priorities. But meanwhile, it is a consolation to remember that, for most young Americans, formal education does not end with high school graduation.

*(from Ethel Tiersay, Martin Tiersay  
"The USA Customs and Institutions")*

**skill** — умение, мастерство • *вміння, майстерність*  
**kindergarten** — детский сад • *дитячий сад*  
**to memorize** — запоминать • *запам'ятовувати*  
**requirement** — требование • *вимога*  
**to encourage** [ɪn'kʌrɪdʒ] — одобрять, поощрять, поддерживать •  
*схвалювати, заохочувати, підтримувати*  
**revision** [rɪ'vɪʒən] — пересмотр • *перегляд*  
**vehicle** — средство • *засіб*

### Text 14-3

## Differences in the Organization of Education in Britain and America

Difference in the organization of education in Britain and America lead to different terms. One crucial word, school, is used in overlapping but different ways. A place of education for young children is a school in both varieties. But a public school in Britain is in fact a "private" school; it is a fee-paying school not controlled by the local education authority. The free local authority school in America is a public school. The American **grade school** has a BE near-equivalent of elementary school. But whereas an American can say: "Stanford is a pretty good school," the word school in BE is never used to refer to a university or other college of higher education. An American high school student graduates; a British secondary school pupil (never student) leaves school. To graduate is possible only from a university, polytechnic or college of education in British usage; graduating entails **taking a degree**. British universities have 3 terms; American universities have 2 semesters (or in some recent cases, 4 quarters). A British university student takes 3 years, in the typical case, to get his degree; these are known as the first, second and final years. The American university student typically takes 4 years, known as **freshman, sophomore, junior and senior years**. While he is studying, the American **majors in a particular subject**, but also takes **electives**; the British student usually takes a main and **subsidiary subjects**. The British term honours degree signifies that the student specializes in one main subject, perhaps with one **subsidiary**. The American student earns credits for successfully completing a number of self-contained courses of study, the credits eventually reaching the total needed for him to receive a degree. There is no counterpart to the credit system in British high education at present.

The British student who has already taken a first degree (usually a B.A. or B.Sc. except in Scottish universities) is a post-graduate; the

teach are known as **the faculty**; in Britain they are the staff, possibly dignified as the academic staff.

BE has no equivalent to **AE co-ed** for a girl student, nor is there any BE equivalent of the American sorority or fraternity, i.e. nationwide university clubs or associations with restricted membership.

*(from "British and American English" by P. Stevens)*

**term** — четверть, семестр • *чверть, семестр*

**grade school** — начальная школа • *початкова школа*

**BE = British English**

**to take a degree** — получать ученую степень • *одержувати науковий ступінь*

**freshman** — первокурсник • *першокурсник*

**sophomore** — второкурсник • *студент другого курсу*

**junior** — студент третьего курса • *студент третього курсу*

**senior year** — выпускной курс • *выпускний курс*

**to major in a subject** — изучать основные предметы • *вивчати основні предмети*

**elective (Am.) / subsidiary subject (Br.)** — факультатив • *факультатив*

**faculty** — состав преподавателей • *склад викладачів*

**AE = American English**

**co-ed** — однокурсница • *однокурсниця*

## **Text 14-4**

### **Free School**

School Rules — OK? You mustn't smoke or wear make-up. You must do your homework on time. You mustn't fight in the playground. Even if you like school, it seems that someone is always telling you what to do.

That is why a lot of children don't like school. And now a few teachers believe that is why some kids don't learn. People learn better and faster when they have more choice in what they learn, and when and how they learn it.

At White Lion Street Free School, people believe that school should teach what children need and want to learn. School should help a child to think for himself or herself. After all, when you leave school, you have to make important decisions — by yourself.

There is no **punishment** for missing school. But many kids spend more time here than other children spend in ordinary schools. This



**school is open in the evenings and some weekends. The kids complain, if holidays last longer than two weeks.**

There are no **compulsory** lessons. Each child has one adult who follows his progress through school. Together they decide what he needs to learn next, and the child does this in his own time. Sometimes kids work on their own, sometimes with an adult, sometimes in a group.

A lot happens outside school. They believe you can't learn everything in one building. They visit local factories, markets, shops, fire and police stations. They talk to people about their jobs, visit exhibitions, go roller-skating and horse-riding, make trips to the country or the sea and go camping.

It's not a very big school — only 50 kids, between the ages of 3 and 17 — or a rich school. There are very few Free Schools in England.

Afternoons are for a great **variety** of things. Adults "advertise" what they're doing in their rooms on certain days. The kids choose which group to join. There are no special times when they must start a lesson. Each day there is a list of activities they can choose between.

*(from magazine "Mozaika")*

**punishment** — наказание • *покарання*

**to complain** — жаловаться • *скаржитися*

**compulsory** — обязательный • *обов'язковий*

**variety** — разнообразие • *розмаїтість*

## **Text 14-5**

### **Cambridge**

The story of the University begins, **so far as I know**, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford.

These students were all **churchmen** and had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford for there was **constant** trouble, even fighting, between the town-folk and the students. Then one day a student **accidentally** killed a man of the town. The Mayor arrested three other students who were innocent, and by order of King John (who was quarrelling with the Church and knew that the death of three student clergymen would displease it) they were put to death by hanging. In protest, many students moved elsewhere, some coming to Cambridge; and so the new University began.

Of course there were no Colleges in those early days and student life was very different from what it is now. Students were of all ages and came from anywhere and everywhere. Those from the same part of the country tended to group themselves together and these groups, called "Nations," often fought one another.

The students were armed; some even banded together to rob the people of the countryside. Gradually the idea of the College developed, and in 1284 Peterhouse, the oldest College in Cambridge, was founded.

Life in College was strict; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves.

In 1440 King Henry VI founded King's College, and other colleges followed. Erasmus, the great Dutch scholar, was at one of these, Queens' College, from 1511 to 1513, and though he writes that the College beer was "weak and badly made" he also mentions a pleasant custom that unfortunately seems to have ceased.

"The English girls are extremely pretty," Erasmus says, "soft, pleasant, gentle, and charming. When you go anywhere on a visit the girls all kiss you. They kiss you when you arrive. They kiss you when you go away and again when you return".

Many other great men studied at Cambridge, amongst them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

Practical jokes seem always to have been common, and there is an amusing tale of one played on the poet Gray by the students of Peterhouse College where he lived. Gray was a rather nervous man with a fear of fire, and every night he used to hang a rope-ladder from his window for use in case a fire broke out. One night there was a great noise and shouts of "Fire! Fire!" Dressed only in his night-gown Gray opened his window, climbed onto his ladder and slid down as fast as he could — into a barrel of cold water put there by a joking student!

(from C. E. Eckersley)

so far as I know — насколько мне известно • *наскільки мені відомо*

churchmen — церковнослужители • *церковнослужителі*

constant — постоянный • *постійний*

accidentally — случайно • *випадково*

strict — строгий • *суворий*

to be forbidden to play games — запрещать играть в игры • забраняти грати в ігри  
custom — обычай • звичай  
fear of fire — боязнь огня • страх вогню

## DIALOGUE

a) Read and act the dialogue.

b) Make up the dialogues based on the models using as many words as possible dealing with the topic "Education".

### Oral exams

*Jorge:* Hey, Marta! Have you finished the exam?

*Marta:* Yes, I have. Whew!

*Jorge:* Was it hard?

*Marta:* Well, yes. It was hard — pretty hard.

*Jorge:* Did you pass?

*Marta:* I don't know. Mrs. Nadler didn't tell me.

*Jorge:* What questions did she ask?

*Marta:* First she asked me what my name was.

*Jorge:* That was easy, wasn't it?

*Marta:* Yes, except I couldn't remember! Then she asked me where I came from and how long I'd been studying here at the institute.

*Jorge:* And what else did she ask?

*Marta:* She asked when I had begun taking English, and she asked how I would use English in the future.

*Jorge:* Yes, yes, go on.

*Marta:* Then she asked me if I liked the institute and if I lived with my parents.

*Jorge:* Anything else?

*Marta:* I'm trying to remember, Jorge. Oh, yes! She asked if I spoke any other languages.

*Jorge:* Is that all?

*Marta:* Oh, there were a lot of other questions. She asked me what my hobbies were, and she asked me to tell her about them. Then she gave me a picture and asked me to describe it. Then I was asked to read a passage.

*Jorge:* What did she say at the end?

*Marta:* Hm. Let's see... Oh, Yes! She asked me to tell you to go in — right away.

*This is the list of questions that the examiner used when she was asking the questions:*

1. What's your name?
2. Where are you from?
3. How long have you been studying at the Institute?
4. When did you begin taking English?
5. How will you use English in the future?
6. Do you like the Institute?
7. Do you live with your parents?
8. Do you speak any other languages? What are your hobbies? Tell me about them.
9. Look at this picture. Describe it.
10. Reading passage.

*(from "American Streamline")*

## **EXERCISES**

### **Exercise 14-1**

*Answer the following questions:*

1. What school did you study at?
2. What subjects did you do at school?
3. What was your favourite subject at school?
4. What subjects didn't you like? Why?
5. What specialized rooms and laboratories were there in your school?
6. Where can the pupils and students have their lunch or dinner?
7. What stages of education are there in England and Wales? Which of them are compulsory?
8. At what age is the transition from preparatory to secondary education made?
9. What types of secondary schools are there in Great Britain?
10. Is secondary education in Great Britain free of charge?
11. What kind of education do grammar schools offer?
12. Why do you think most children in grammar schools are from rich families?
13. What types of comprehensive schools do you know? Don't you find this variety confusing?
14. What educational opportunities are there in our country for young people who have left school?
15. Do students go to the University free of charge in our country?

16. Where do you study?
17. What institution of learning did you graduate from?

**Exercise 14-2**  
**(based on the topic "Education").**

**Fill in the missing words:**

1. I started \_\_\_\_\_ at the age of 6 and left it when I was 17.
2. All the children from our \_\_\_\_\_ went there because it was a walking \_\_\_\_\_ from their homes.
3. Our \_\_\_\_\_ started at 8:30 a.m. and \_\_\_\_\_ till 3 p. m.
4. There was a \_\_\_\_\_ behind the school-building and a green lawn with \_\_\_\_\_ in front of it.
5. The ground floor as in most schools is for \_\_\_\_\_ pupils. Its classrooms are light and \_\_\_\_\_.
6. There is always so much noise during the \_\_\_\_\_ on the ground floor.
7. Besides, there is a \_\_\_\_\_ here where we have physical training lessons and all sorts of \_\_\_\_\_.
8. They are \_\_\_\_\_ with modern teaching materials, necessary \_\_\_\_\_ and facilities.
9. Opposite the library there is a school \_\_\_\_\_ where pupils can have a bite during the \_\_\_\_\_.
10. If you further go to the third floor you can see an assembly hall, where \_\_\_\_\_ and meetings are held.
11. The pupils decorate it on special \_\_\_\_\_ to make it look more \_\_\_\_\_.
12. Besides, there are two rows of \_\_\_\_\_ classrooms, where we have lessons on literature, history, languages and other \_\_\_\_\_.
13. I did well in this subject without any \_\_\_\_\_.
14. By the way, our English lessons were always interesting and \_\_\_\_\_, and I think my \_\_\_\_\_ subject is really worth studying.

**Exercise 14-3**

**Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided:**

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

## AT THE DOCTOR (MEDICINE AND HEALTH)

“Medicines are not meant to live on,” an English proverb says. There is no denying the fact, we can only add that good health is better than the best medicine. And if your health is good, you are always in a good mood. You have “A sound mind in a sound body,” as the old Latin saying goes.

Taking medicines is an unpleasant thing, of course, and if you want to avoid it, you should keep yourself fit. There is no doubt, if a person doesn't take exercises, he can easily catch an illness. Certainly the progress of science is a wonderful thing, and I want to speak about the achievements of medical science. A hundred years ago there was no medicine for diphtheria, measles, scarlet fever, whooping-cough and other infectious diseases. A lot of people suffered from pain and nobody could help them. But nowadays the situation has changed and our medicine has succeeded in treating patients for contagious diseases. You can always go and see a doctor, and you are sure he will examine you and give an advice. And if you should have an operation he will send you to a hospital where they have all the necessary equipment.

If your teeth need attention, filling or extracting, or if you need false teeth, then you go to the dentist.

If your eyes need attention, you go to the oculist, who will examine them, test your sight to see whether you are suffering from short-sight or long-sight, and will write out a prescription, which you take to an optician, who will then make the necessary glasses for you.

Once my friend came to school (University) as usual, but in two hours his unusual paleness attracted attention of his fellows. It was obvious that something was wrong with him. We advised him not to risk his health and see a doctor at once.

The doctor asked my friend what was the matter with him. My friend complained of a headache and sore throat. He took his temperature, and it proved to be high. Having examined my friend, the

doctor found he **had** a bad cold, wrote out a prescription and told him to go home and **stay in bed** to avoid complications. My friend **followed** the doctor's instructions and in a week he felt **much better** and the doctor said he **had** fully recovered.

## Word List on the Subject "At the Doctor (Medicine and Health)"

- medicine** [ˈmedsɪn] — медицина, лекарство • *медицина, ліки*  
**to be in a good (bad) mood** — быть в хорошем (плохом) настроении • *бути у доброму (поганому) гуморі*  
**A sound mind in a sound body.** — В здоровом теле здоровый дух. • *В здоровому тілі здоровий дух.*  
**to avoid** [əˈvɔɪd] — избегать, уклоняться • *уникати, ухилитися*  
**to catch an illness** — заболеть • *занедужати*  
**diphtheria** [dɪfˈθɪəriə] — дифтерия • *дифтерія*  
**measles** [ˈmi:zlz] — корь • *кір*  
**scarlet fever** [ˈskɑ:lɪtˈfi:və] — скарлатина • *скарлатина*  
**whooping cough** [ˈhu:pɪŋkɔ:f] — коклюш • *коклюш*  
**infectious** [ɪnˈfektʃəs] — инфекционный • *інфекційний*  
**disease** [dɪˈzi:z] — болезнь • *хвороба*  
**to succeed in treating patients for contagious diseases** — преуспевать в лечении инфекционных болезней • *мати успіху в лікуванні інфекційних хвороб*  
**advice** — совет • *порада*  
**hospital** — больница • *лікарня*  
**equipment** [ɪˈkwɪpmənt] — оборудование, оснащение • *устаткування, оснащення, обладнання*  
**false teeth** — вставные зубы • *вставні зуби*  
**dentist** — стоматолог • *стоматолог*  
**oculist** — окулист • *окуліст*  
**short-sight** — близорукость • *короткозорість*  
**long-sight** — дальнозоркость • *далекозорість*  
**to write out a prescription** [prɪsˈkrɪpʃn] — прописать (выписать) рецепт • *прописати (виписати) рецепт*  
**optician** [ɒpˈtɪʃn] — оптик • *оптик*  
**glasses** — очки • *окуляри*  
**paleness** — бледность • *блідість*  
**to attract the attention of smb.** — привлекать ч.-л. внимание • *привертати чию-небудь увагу*  
**to advise** — советовать • *радити*



- to complain** — жаловаться • *скаржитися*  
**headache** [ˈhedeɪk] — головная боль • *головний біль*  
**sore throat** — больное горло • *хворе горло*  
**to take one's temperature** — измерить температуру • *зміряти температуру*  
**to have a cold** — простудиться • *застудитися*  
**to stay in bed** — лежать в постели • *лежати в ліжку*  
**complications** — осложнения • *ускладнення*  
**to follow smb.'s instructions** — следовать рекомендациям • *слідувати рекомендаціям*  
**to feel much better** — чувствовать себя значительно лучше • *почувати себе значно краще*  
**to recover** [rɪˈkʌvə] — выздоравливать, поправиться • *видужувати, поправлятися*

## Supplementary Word List and Word Combinations on the Subject “At the Doctor” (“Medicine and Health”) *Ailments and Illnesses*

- ailment / illness** — недомогание, болезнь • *нездужання, хвороба*  
**allergy** — аллергия • *алергія*  
**quinsy / tonsillitis** — ангина, тонзиллит • *ангіна, тонзиліт*  
**asthma** — астма • *астма*  
**pneumonia** [njuːˈmeɪnjə] — воспаление легких, пневмония • *запалення легень, пневмонія*  
**flu, influenza** [ˌɪnfluˈenzə] — грипп • *грип*  
**diabetes** [ˌdaɪəˈbiːtiːz] — диабет • *діабет*  
**diphtheria** [dɪfˈθɪəriə] — дифтерия • *дифтерія*  
**measles** [ˈmiːzlz] — корь • *кір*  
**mumps** [mʌmps] — свинка • *свинка, заушниця*  
**scarlet fever** [ˈskɑːlɪt ˈfiːvə] — скарлатина • *скарлатина*  
**whooping-cough** [ˈhuːpɪŋkɔːf] — коклюш • *коклюш*  
**typhoid fever** [ˈtaɪfɔɪd ˈfiːvə] — брюшной тиф • *черевний тиф*  
**smallpox** [ˈsmɔːlpɒks] — оспа • *віспа*  
**German measles** — краснуха • *краснуха, червона висипка*  
**tuberculosis** [tjuː.bəˈkjuːləʊsɪs] — туберкулез • *туберкульоз*  
**plague** [pleɪɡ] — чума • *чума*  
**cholera** [ˈkɒlərə] — холера • *холера*  
**rheumatism** [ˈruːmətɪzəm] — ревматизм • *ревматизм*  
**bronchitis** [brɒŋˈkaɪtɪs] — бронхит • *бронхіт*

**heart attack** — сердечный приступ • *серцевий напад*  
**giddiness** — головокружение • *запаморочення*  
**haemorrhage** ['hemərɪdʒ] — кровоизлияние • *крововилив*  
**bleeding** — кровотечение • *кровотеча*  
**abscess** ['æbsɪs], **boil** — нарыв • *нарив*  
**headache** — головная боль • *головний біль*  
**toothache** — зубная боль • *зубний біль*  
**earache** — боль в ухе • *біль у вусі*  
**stomach-ache** — боль в желудке • *біль у шлунку*  
**indigestion** [ˌɪndɪ'dʒesʃən] — несварение желудка • *нетравлен-  
ня шлунка*  
**cold** — простуда • *застуда*  
**cough** — кашель • *кашель*  
**sore throat** — больное горло • *хворе горло*  
**upset stomach** — расстройство желудка • *розлад шлунку*  
**burn** — ожог • *опік*  
**scald** — ожог (кипящей жидкостью или паром) • *опік (кипля-  
чою рідиною або паром)*  
**sun-stroke** — солнечный удар • *сонячний удар*  
**nausea** ['nɔ:sjə] — тошнота • *нудота*  
**injury** ['ɪndʒəri] — ушиб • *забите місце*  
**stomach ulcer** ['alsə] — язва желудка • *виразка шлунку*  
**to have a running nose** — иметь сильный насморк • *мати силь-  
ну нежить*  
**insomnia** [ɪn'sɒmniə] — бессонница • *безсоння*  
**complications** — осложнения • *ускладнення*  
**pain** — боль • *біль*  
**blood-poisoning** — заражение крови • *зараження крові*  
**poisoning** — отравление • *отруєння*

## *Hospital*

**medical aid** — медицинская помощь • *медична допомога*  
**ambulance** — карета скорой помощи • *карета швидкої допомоги*  
**policlinic** — поликлиника • *поліклініка*  
**maternity hospital** — родильный дом • *пологовий будинок*  
**doctor** — врач, доктор • *лікар, доктор*  
**nurse** — медсестра • *медсестра*  
**ward, room** — палата • *палата*  
**consulting-room** — кабинет врача • *кабінет лікаря*  
**patient** — пациент • *пацієнт*  
**thermometer** — градусник, термометр • *градусник, термометр*  
**temperature** — температура • *температура*

**high (low, normal) temperature** — высокая (низкая, нормальная) температура • *висока (низька, нормальна) температура*  
**treatment** — лечение • *лікування*  
**injection** — укол • *укол, заштрик*  
**medicine** — лекарство (общее понятие) • *ліки (загальне поняття)*  
**pills** — пилюли • *пігулки*  
**powders** — порошки • *порошки*  
**ointment** — мазь • *мазь*  
**sleeping-draughts** — снотворное • *снотворне*  
**bandage** — бинт • *бинт*  
**antiseptics** — антисептики • *антисептики*  
**tablets** — таблетки • *таблетки*  
**cotton** — вата • *вата*  
**aspirin** — аспирин • *аспірин*  
**vitamins** — витамины • *вітаміни*  
**mustard plasters** — горчичники • *гірчичники*  
**to take blood count (to do a blood test)** — делать анализ крови • *робити аналіз крові*  
**to check blood pressure** — измерить давление • *виміряти тиск*  
**high (low, normal) blood pressure** — высокое (низкое, нормальное) кровяное давление • *високий (низький, нормальний) кров'яний тиск*  
**X-ray** — рентгеновский снимок • *рентгенівський знімок*  
**operation** — операция • *операція*  
**to go through necessary tests** — делать необходимые анализы • *зробити необхідні аналізи*  
**to examine a patient** — осматривать пациента • *оглядати пацієнта*

## *Doctors*

**physician** — врач, исцелитель, терапевт • *лікар, зцілитель, терапевт*  
**therapist (medical doctor, therapist)** — терапевт • *терапевт*  
**surgeon** [ˈsɜːdʒən] — хирург • *хірург*  
**children's doctor (pediatrician)** — детский врач, педиатр • *дитячий лікар, педіатр*  
**dentist (stomatologist)** — стоматолог • *стоматолог*  
**oculist (eye doctor)** — окулист • *окуліст*  
**neuropathist** — невропатолог • *невропатолог*  
**ear, nose and throat specialist** — отоларинголог (врач уха, горла, носа) • *отоларинголог (лікар вуха, горла, носа)*  
**gynaecologist** — гинеколог • *гінеколог*

**obstetrician** — акушер • акушер  
**dermatologist** — дерматолог • дерматолог

## *Human Body*

**head** — голова • голова  
**face** — лицо • обличчя  
**eyes** — глаза • очі  
**nose** — нос • ніс  
**mouth** — рот • рот  
**tongue** — язык • язык  
**tooth** — зуб • зуб  
**jaw** — челюсть • щелепа  
**ear** — ухо • вухо  
**neck** — шея • шия  
**throat** — горло • горло  
**chest** — грудная клетка • грудна клітина  
**shoulder** — плечо • плече  
**lung** — легкое • легень  
**heart** — сердце • серце  
**stomach** — желудок, живот • шлунок, живіт  
**kidney** — почка • нирка  
**back** — спина • спина  
**loins, small of the back** — поясница • поперек  
**shoulder-blade** — лопатка • лопатка  
**arm** — рука • рука  
**hand** — рука (кисть) • рука (кисть)  
**elbow** — локоть • лікоть  
**finger** — палец (на руке) • палець (на руці)  
**nail** — ноготь • ніготь  
**toe** — палец (на ноге) • палець (на нозі)  
**leg** — нога • нога  
**foot** — ступня • ступня  
**knee** — колено • коліно

### **Additional Words and Expressions on the Subject “At the Doctor” (“Medicine and Health”)**

**to feel smb.'s (one's) pulse** — прощупувати пульс • прощупува-  
ти пульс  
**to write out a prescription (for pills, etc.)** — прописать рецепт •  
прописати рецепт

- to go to a chemist's (Br.) / drugstore (Am.)** — пойти в аптеку • *йти в аптеку*
- to follow the doctor's directions (instructions)** — следовать указаниям врача • *слідувати вказівкам лікаря*
- to catch a cold** — простудиться • *застудитися*
- to have (get into, meet with) an accident** — попасть в катастрофу, аварию • *потрапити в катастрофу, аварію*
- to consult (see) a doctor** — обратиться к врачу • *звернутися до лікаря*
- to have a nervous break-down** — иметь нервное расстройство • *мати нервовий розлад*
- to be on diet** — быть на диете • *бути на дієті*
- to feel sick and giddy** — испытывать недомогание и головокружение • *відчувати нездужання і запаморочення*
- to fill smb.'s tooth** — пломбировать зуб • *пломбувати зуб*
- to have one's tooth filled** — запломбировать зуб • *запломбувати зуб*
- to pull (to take out) a tooth** — удалять зуб • *видаляти зуб*
- to have one's tooth pulled out (taken out)** — удалить зуб • *видалити зуб*
- to be (to have one's tooth, chest, heart, etc.) X-rayed** — сделать рентген (зуба, грудной клетки, сердца) • *зробити рентген (зуба, грудної клітини, серця)*
- to have an injection** — сделать укол (инъекцию) • *зробити укол (ін'єкцію)*
- to have a heart attack** — иметь сердечный приступ • *мати серцевий напад*
- to be on sick leave** — быть на бюллетене • *бути на бюлетені*
- to make an appointment with a doctor** — записаться на прием к врачу, назначить встречу • *записатися на прийом до лікаря, призначити зустріч*
- to operate on smb.** — делать операцию к.-л. • *робити операцію кому-небудь*
- to be operated on appendicitis** [ə,pendi'saɪs] — сделать операцию и удалить аппендицит • *зробити операцію і видалити апендицит*
- Where is the polyclinic (hospital)?** — Где находится поликлиника (больница)? • *Де знаходиться поліклініка (лікарня)?*
- I am ill (Br.) / I am sick (Am.)** — Я болен. • *Я хворий.*
- Please, call a doctor.** — Вызовите, пожалуйста, врача (скорую помощь). • *Викличте, будь ласка, лікаря (швидку допомогу).*

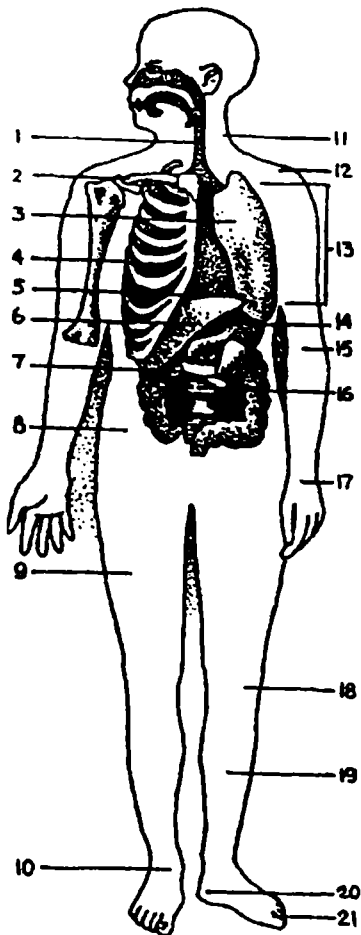
- Have you any tablets for a headache?** — У Вас есть какие-нибудь таблетки от головной боли? • *Чи є у Вас які-небудь пігулки від головного болю?*
- What's the matter (problem)?** — Что у Вас болит? • *Що у Вас болить?*
- What are your complaints? (What's troubling you?)** — Что у Вас болит? (На что жалуетесь?) • *Що у Вас болить? (На що скаржитесь?)*
- I think I have a temperature.** — Я думаю, у меня температура. • *Я гадаю, у мене температура.*
- I have a cough.** — У меня кашель. • *У мене кашель.*
- I sneeze.** — Я чихаю. • *Я чхаю.*
- I have a splitting headache.** — У меня сильная головная боль. • *У мене сильний головний біль.*
- My throat is sore.** — У меня болит горло. • *У мене болить горло.*
- I have a fever.** — Меня знобит. • *Мене тпає.*
- I'm vomiting.** — У меня тошнота. • *У мене нудота.*
- My stomach hurts (I have a stomach-ache).** — У меня болит желудок. • *У мене болить шлунок.*
- My stomach is upset (I have indigestion).** — У меня расстройство желудка. • *У мене розлад шлунка.*
- I have diarrhoea.** — Я страдаю поносом. • *Я страждаю на пронос.*
- I'm constipated.** — У меня запор. • *У мене запор.*
- I've lost my appetite.** — У меня нет аппетита. • *У мене немає апетиту.*
- I have a stiff neck.** — Я не могу повернуть шею. • *Я не можу повернути шию.*
- What diet should I follow?** — Какую диету нужно соблюдать? • *Якої дієти потрібно дотримуватися?*
- I feel a heaviness in my stomach after a meal.** — Я чувствую тяжесть в желудке после еды. • *Я почувую тяжкість у шлунку після їжі.*
- I'm having a heart attack.** — У меня сердечный приступ. • *У мене серцевий напад.*
- I have a heartache.** — У меня болит сердце. • *У мене болить серце.*
- I had a fainting spell.** — У меня был обморок. • *Я був знепритомнів.*
- My pulse is irregular.** — У меня неровный пульс. • *У мене нерівний пульс.*
- I have arrhythmia [ə'pθɪmiə].** — У меня аритмия. • *У мене аритмія.*

- I have a pain in the back of my head.** — У меня болит затылок. •  
*У мене болить потилиця.*
- I have a pain in the small of my back.** — У меня болит поясница. • *У мене болить поперек.*
- I can't move my arm.** — Я не могу двигать рукой. • *Я не можу рухати рукою.*
- I feel light-headed.** — У меня кружится голова. • *У мене запаморочення.*
- I'm bleeding.** — У меня кровотечение. • *У мене кровотеча.*
- I have (suffer from) insomnia** [in'sɒmniə]. — Я страдаю бессонницей. • *Я страждаю на безсоння.*
- My leg hurts.** — У меня болит нога. • *У мене болить нога.*
- I hurt my elbow.** — Я ушиб локоть. • *Я забив лікоть.*
- I cut my hand.** — Я порезал руку. • *Я порізав руку.*
- I have dislocated my arm.** — Я вывихнул руку. • *Я вивихнув руку.*
- I have an earache.** — У меня болит ухо. • *У мене болить вухо.*
- I have sore eyes (My eyes are irritated).** — У меня болят глаза. •  
*У мене болять очі.*
- I have a running nose.** — У меня насморк. • *У мене нежить.*
- I have shooting pains in my ear.** — У меня стреляет в ухо. • *У мене стріляє у вусі.*
- My hearing has become worse.** — Я стал хуже слышать. • *Я став гірше чути.*
- I have a buzzing in my ears.** — У меня все время шум в ушах. •  
*У мене весь час шум у вухах.*
- My eyes have become worse.** — Я стал хуже видеть. • *Я став гірше бачити.*
- I think I've hurt my eyes.** — Боюсь, я испортил себе зрение. •  
*Боюся, я зіпсував собі зір.*
- I have pains in my eyes and they are watering.** — У меня резь в глазах, и они слезятся. • *У мене різь в очах, і вони слюзяться.*
- I feel worse.** — Я чувствую себя хуже. • *Я почуваю себе гірше.*
- I've been taking this medicine, but I'm not getting better.** — Я принимаю это лекарство, но мне не становится лучше. • *Я приймаю ці ліки, але мені не кращає.*
- What is your diagnosis?** — Какой у Вас диагноз? • *Який у Вас діагноз?*
- Is it serious?** — Это опасно? • *Це небезпечно?*
- How long should I take this medicine?** — Как долго нужно принимать это лекарство? • *Як довго потрібно приймати ці ліки?*

- Are you allergic to any medicine (drugs — Am.)?** — У Вас нет аллергии к каким-нибудь лекарствам? • *У Вас немає алергії до яких-небудь ліків?*
- I'm allergic to antibiotics.** — У меня аллергия к антибиотикам. • *У мене алергія до антибіотиків.*
- Take one pill three times a day after meals.** — Принимайте по одной таблетке три раза в день после еды. • *Приймайте по одній таблетці тричі на день після їжі.*
- Take one tablespoonful of this medicine two times a day before meals.** — Принимайте это лекарство два раза в день по одной столовой ложке перед едой. • *Приймайте ці ліки двічі на день по одній столовій ложці перед їжею.*
- I'll make you an injection (I'll give you a shot).** — Я сделаю Вам укол. • *Я зроблю Вам заштрик.*
- Be sure to follow my directions.** — Обязательно следуйте моим назначениям. • *Обов'язково слідуйте моїм призначенням.*
- You'll recover soon.** — Вы скоро поправитесь. • *Ви незабаром одужаєте.*
- Can you recommend a good dentist to me?** — Вы мне можете порекомендовать хорошего зубного врача? • *Чи Ви можете порекомендувати мені доброго зубного лікаря?*
- I want an appointment with the dentist.** — Я хочу записаться на прием к зубному врачу. • *Я хочу записатися на прийом до зубного лікаря.*
- I have a broken tooth.** — У меня сломался зуб. • *У мене зламався зуб.*
- It hurts when I bite something.** — Мне больно, когда я что-то кусаю. • *Мені боляче, коли я щось кусаю.*
- My filling fell out.** — У меня выпала пломба. • *У мене випала пломба.*
- I don't want to have the tooth pulled. Can you save it?** — Мне не хочется удалять зуб. Его можно спасти? • *Мені не хочеться видаляти зуб. Чи можна його врятувати?*
- I think I need a crown on my tooth.** — Думаю, мне нужно поставить коронку на зуб. • *Гадаю, мені потрібно поставити коронку на зуб.*
- I have bleeding gums.** — У меня кровоточат десны. • *У мене кровить ясна.*
- I need false teeth (dentures).** — Мне необходимо поставить искусственные зубы. • *Мені необхідно поставити штучні зуби.*



- 1) throat
- 2) collar bone
- 3) lung
- 4) rib
- 5) heart
- 6) liver
- 7) kidney
- 8) hip
- 9) thigh
- 10) ankle
- 11) neck
- 12) shoulder
- 13) chest
- 14) stomach
- 15) elbow
- 16) spine
- 17) wrist
- 18) knee
- 19) shin
- 20) heel
- 21) toe



## TEXTS

*Read, translate and render in brief.*

### Text 15-1

#### Seeing the Doctor

Mary Healy fell off her bicycle. She's in the emergency room at the **local** hospital. Dr. Singh is examining her.

*Doctor:* Well, hello, young lady. It looks like you've had quite a fall. What were you doing? Going too fast?

*Mary:* Yes, doctor. I fell off going around a corner.

*Doctor:* I see. Well, let me take a look at you. Hm. That's a bad cut. I'll have to put a couple of stitches in that.

*Mary:* I have a cut here too, doctor.

*Doctor:* It looks worse than it is. Only the **skin** is broken. The nurse will clean it up for you. It'll sting, but that's all. Now does it hurt anywhere else?

*Mary:* I have a pain in my arm. It's very sore, and it feels stiff.

*Doctor:* Well, there's nothing broken, but you've bruised your shoulder. It'll be sore for a few days. Did you bump your head?

*Mary:* Yes, I did. I fell on the bike. But it doesn't hurt now.

*Doctor:* Did you feel **dizzy**?

*Mary:* No, not at all.

*Doctor:* Look up there. I'm going to shine this light in your eye. Uh huh. All right. That's fine. I'll sew this cut up, and the nurse will put a bandage on it. Then you can go home.

\* \* \*

Jean Weiner has gone to see Dr. Carlos Valencia, her family doctor.

*Jean:* Good morning, doctor.

*Doctor:* Oh, good morning, Mrs. Weiner. What seems to be the problem today?

*Jean:* It's those pills, doctor. They don't seem to be doing me any good.

*Doctor:* Really? What's wrong?

*Jean:* What isn't wrong with me, doctor! It's old age, I suppose.

*Doctor:* You're doing very well, Mrs. Wiener! You'll live to be a hundred!

*Jean:* I have this terrible cough, doctor, and I still have that **rash** on my hands. And the backache! I can **hardly** walk sometimes. You don't think it's **cancer**, do you? I've been reading so much about it in the paper.

*Doctor:* No, no. No chance of that. You are in good shape for your age.

*Jean:* You can't be serious. Anyway, I'm almost finished with the old pills, doctor. Can you give me a different colour next time?

(from "American Streamline")

local — местный • місцевий  
skin — кожа • шкіра

to feel dizzy — испытывать тошноту и головокружение • *відчувати нудоту і запаморочення*  
rash [ræʃ] — сыпь • *висипка*  
hardly — едва • *ледь*  
cancer ['kænsə] — рак • *рак*

## Text 15-2

### At the Doctor

*Mr. Priestley:* Now, Olaf, I think we will send you to the doctor's. I am sure no one here has less need of a doctor than you have, so this conversation will need some imagination. Pedro, you had better be the doctor. Olaf has just entered your consulting-room.

*Doctor:* Good evening, Mr. Peterson. What's the trouble? You certainly don't look as if there is anything wrong with you.

*Olaf:* I haven't been feeling very well for some time. I have lost my appetite and don't sleep very well. I have rather a bad cough that I can't get rid of, and a pain in my chest, sometimes, when I breathe.

*Doctor:* I see. Very well. You had better have a thorough examination. Let me see your tongue... Yes, your stomach is a little out of order... Now your pulse... Yes, that's all right. Now just unfasten your coat and waistcoat and shirt and I'll listen to your heart and chest. Say "Ninety-nine".

*Olaf:* Ninety-nine.

*Doctor:* Again.

*Olaf:* Ninety-nine, ninety-nine.

*Doctor:* Do you smoke a lot?

*Olaf:* Well, rather a lot, I'm afraid; twenty or thirty cigarettes a day.

*Doctor:* Hm! You ought to cut that down for a time. Let me see your throat. Open your mouth. Say "Ah!"

*Olaf:* Ah! Ah!

*Doctor:* Again.

*Olaf:* Ah! Ah! Ah!

*Doctor:* All right, that will do. You can put your coat on again now. What do you weigh?

*Olaf:* Twelve stone, two.

*Doctor:* Have you been losing weight at all?

*Olaf:* No, I don't lose or gain, at least never more than a pound or so one way or another.

*Doctor:* Well, there's nothing serious the matter with you, but you are rather run down. You have been working too hard. You know you

**can't burn the candle at both ends**, and you need a real rest. I'll give you a bottle of medicine that will help. Take a tablespoonful in water three times a day after meals. Eat plenty of good **plain food**, have no cigarettes and drink plenty of milk, at least a **pint** a day, and not much coffee; get plenty of fresh air and plenty of sleep, but, above all, don't try to do too much. A real change of air and **surroundings** will be very helpful if you could manage it.

*Olaf:* As a matter of fact, I have been invited to go and stay with some friends in their cottage in Cornwall.

*Doctor:* **That's just the thing.** But remember, **take it easy.** Not too much swimming or tennis, at least for a week or two, but a good walk by the sea or along the cliffs every day would do you a world of good. I will see you again when you come back, just to make sure you are all right. Don't worry about yourself. If that holiday in Cornwall **doesn't work wonders** I shall be very much surprised. Another month and you'll be as **fit as a fiddle.**

*Mr. Priestley:* Well, Olaf, you did that so well that I almost began to think you were ill. And if you were ill, I think a doctor like Pedro is just the man to cure you.

*Pedro & Olaf:* Thank you, sir.

*Mr. Priestley:* Well, Hob, you said you could tell a story for each of the "situations". I don't suppose you know one about a doctor.

*Hob:* Oh, yes, I do. It's about a very simple country-woman who went to the doctor to tell him that her husband had a very **severe headache.** The doctor said, "I have so many patients coming to see me that I can't see your husband today. But do this: put some ice in a bag, tie it round his head and let me know how he is tomorrow". The next day the woman came again and the doctor said, "Well, how is your husband?" "Oh," she said, "he is quite ali right now" the headache has completely gone; but the mice are all dead" (She has heard "some mice" instead of "some ice" **by mistake**).

*Mr. Priestley:* I don't think a doctor prescribes for a person without seeing him. However, it's a good story.

*Hob:* I've never been to a doctor in my life, but if the advice they give is to eat a lot, not work hard, and go away for a holiday, which is what the doctor seems to have told Olaf, I think I'll see one tomorrow. But I once went to the dentist. May I tell you about that?

*Mr. Priestley:* **By all means.** I think it is an excellent idea.

*Hob:* I had had toothache for several days, but just hadn't enough **courage** to go to the dentist. As a matter of fact I went twice, but just as I got on his doorstep and was going to ring the bell, the toothache

seemed to have gone away, so I went home again. But at last I had to go back, and this time I rang the bell and was shown into the waiting-room. There were a number of magazines there, and I had just got into the middle of an exciting story when the maid came in to say Mr. Puller was ready to see me. I'll have to wait for the next toothache to finish that story!

Well, I went into the surgery and he told me to sit in a chair that he could **move up and down, backwards and forwards**, and then he had a look at the inside of my mouth. He put a little mirror on a long handle inside my mouth and **poked** about for a while, then he looked serious and said: "Yes, I'm afraid we can't save that one, it will have to come out. It won't be necessary to give you gas for that". So he filled a **syringe** with a liquid. I felt a little prick on the **gum** and that was all. He did this in two or three places and waited for a minute or so. My mouth felt rather dead, but otherwise it was all right. Then he took an instrument, got hold my tooth, gave a twist. (I could see and hear what he did, but I couldn't feel anything), then a quick pull, and the tooth was out and he was saying, "Yes, it's all over. **Spit** in there and then wash your mouth out with this". And he handed me a glass. "There is the tooth, a very **nasty** one". He was just going to throw it away, but I said, "May I have that tooth, please?" "You can certainly have it if you want it," he said. "Well," I replied, "it has worried me a good deal for the last week, and so now I am going to put it on my **dressing-table** and watch it ache".

*Mr. Priestley:* Well done, Hob; you described that well.

*Hob:* But I must tell you about a friend of mine who went to a dentist — not a very good one — to have a tooth filled. The dentist got him in the chair and started drilling away at the tooth; it was one right at the back of his mouth. He went on and on for what seemed like hours. Then he stopped for a minute or two and said, "Haven't you had this tooth filled before?" "No," said my friend; and again the drilling went on. About another hour went by (at least it seemed like an hour) and again the dentist said, "Are you sure you haven't had this tooth filled? I've got a speck or two of gold on the drill". "No," said my friend, "that's not from my tooth; it must be from my back collar-stud".

### *Words and Expressions Connected with Doctors and Illnesses*

*Mr. Priestley:* The ordinary doctor (sometimes called G. P., i. e., general practitioner) is sometimes a physician or a surgeon (i. e. able to perform operations), and quite often he is both physician and sur-

geon. But if the illness is serious, or the operation a big one, he will advise you to get a specialist. You will go to the specialist — in London almost all of them have their consulting-rooms in or near Harley Street — or he will come to you, and if you have to have an operation he will advise you to go to a hospital or a nursing home where they will have all the necessary equipment. If your teeth need attention, stopping, filling, or extracting, or if you need false teeth (dentures), then you go to the dentist. The common illnesses are: a cough, a cold, influenza (“the flu”), sore throat. Children often get: measles (including “German” measles), mumps, scarlet fever and whooping-cough. You can generally know that a child is not well if it has a temperature (i.e., is above the normal 98,4° Fahrenheit). Older people suffer from indigestion, rheumatism, heart troubles and blood-pressure. Some diseases are infectious or **contagious**, and great care must be taken by people who have these illnesses, so that they don't pass them on to other people.

You may have toothache, earache, headache.

*Hob:* And when I was a boy and ate a lot of green apples I had a stomach-ache.

*Mr. Priestley:* All these give you pain. Then you may get a burn, a scald, or a wound; you may get blood poisoning, or **break a bone**. Some of the commonest things used to prevent or cure illnesses are: medicine, pills, powders, ointment, sleeping-draughts, injections, bandages, massage, disinfectants, antiseptics, tablets.

(from C. E. Eckersley)

to get rid of — избавляться • позбуватися

to breathe [bri:θ] — дышать • дихати

thorough [ˈθɹə] examination — полный осмотр • повний огляд

to be a little out of order — немного не в порядке, чуть выйти из строя • трохи не в порядку, трохи вийти з ладу

to unfasten [ˈʌnˈfɑ:sn] — расстегивать • розстібати

waistcoat — жилет • жилет

to weigh — весить • важити

to lose one's weight — терять вес • втрачати вагу

You can't burn the candle at both ends. — Нельзя жечь свечу с обоих концов (прожигать жизнь; безрассудно растрачивать силы) • Не можна палити свічку з обох боків (спалювати життя; нерозсудливо марнувати сили)

plain food — чистая пища • чиста їжа

pint [paɪnt] — пинта (мера емкости = 1/4 галлона) • пінта (міра місткості = 1/4 галона)

**surroundings** — среда, окрестности • *середовище, округи*  
**that's just the thing** — это то, что Вам нужно • *це те, що Вам потрібно*  
**take it easy** — не принимайте близко к сердцу, воспринимайте легко • *не беріть близько до серця, сприймайте легко*  
**to work wonders** — сотворить чудеса, волшебство • *створити чудеса, чарівництво*  
**to be as fit as a fiddle** — прекрасно себя чувствовать • *чудово себе почувати*  
**severe headache** — сильная головная боль • *сильний головний біль*  
**by mistake** — по ошибке, ошибочно • *помилково, хибно*  
**by all means** — во что бы то ни стало • *будь-що*  
**courage** [ˈkʌrɪdʒ] — мужество, смелость, отвага, храбрость • *мужність, сміливість, відвага, хоробрість*  
**to move up and down, backwards and forwards** — двигаться вверх и вниз, назад и вперед • *рухатися нагору й униз, назад і вперед*  
**to poke** [pəʊk] — совать, толкать, тыкать • *сунути, штовхати, тикати*  
**syringe** [ˈsɪrɪndʒ] — шприц • *шприц*  
**gum** — десна • *ясна*  
**to spit** — плевать • *плювати*  
**nasty** — отвратительный, неприятный • *огидний, неприємний*  
**dressing-table** — тумбочка • *тумбочка*  
**collar-stud** — запонка • *запонка*  
**contagious** — инфекционный, заразный • *інфекційний, заразний*  
**to break a bone** — сломать кость • *зламати кістку*

## DIALOGUES

a) *Read and act the dialogues.*

b) *Make up the dialogues based on the models using as many words as possible dealing with the topic "Medicine and Health".*

### Dialogue 15-1

#### Harry is ill.

*Harry:* Nora! Nora!

*Nora (coming into the room):* Yes, what is it now, Harry?

*Harry:* Oh, there you are. Look here, Nora, I'm tired of lying here on my back with nothing to do. I hate doing nothing.

*Nora:* Don't be silly, Harry. You've got a temperature, and staying in bed is the only sensible thing to do. Now just be quiet, and stop preventing me from doing my housework.

*Harry:* No, seriously, Nora. I can't bear it. Lying flat on my back!

*Nora:* Well then, try lying on your stomach for a change!

*Harry:* Stop being funny. I'm going to get up. There! Look, I'm standing up. I'm quite all right. What's the use of staying in bed?

*Nora:* I think you're being very silly. You'll only make your temperature go up again.

*Harry:* It's no use talking, Nora — being ill doesn't suit me.

*Nora:* No — and trying to nurse you doesn't suit me!

*Harry:* Now don't be bitter about it. You know I'm grateful to you for looking after me. But you mustn't try to keep me in bed like a naughty boy.

*Nora:* Well, you began it, by behaving like a naughty boy!

*Harry:* I'm all against this staying in bed for no reason.

*Nora:* Harry, being ill is a reason... Now don't stand by that window and catch another cold... Let me see, half past eleven.

*Harry:* Why do you keep looking at the clock?

*Nora:* I'm expecting mother — she's coming over for the day.

*Harry:* Good heavens, I didn't know that.

*Nora:* Yes, I think she has something she wants to talk to you about.

*Harry:* Oh heavens! Has she? (*groans*) Oh... You know, Nora, I do feel a bit ill; perhaps I'd better get back to bed.

*Nora:* (*disingenuously*) Oh, what a pity! I thought perhaps you might stay up to see her.

*Harry:* (*to himself*) That's the very reason I'm getting back into bed!

*Nora:* What did you say?

*Harry:* Oh, nothing.

**with nothing to do** — ничего не делая • нічого не роблячи  
**silly** — глупый • дурний

**for a change** — для разнообразия • для розмаїтості

**to suit smb.** — подходить, быть к лицу к.-л. • підходити, личи-  
ти кому-небудь

**to be grateful to smb.** — быть благодарным к.-л. • бути вдячним  
кому-небудь

**naughty boy** — непослушный мальчик • неслухняний хлопчик

**for no reason** — без причины • без причини



## Dialogue 15-2

### Consulting a Doctor

**Doctor:** Well, what's the matter with you, Mr. Walker?

**Patient:** You'd better ask me what is not the matter with me, doctor. I seem to be suffering from all the illnesses imaginable: insomnia, headache, backache, indigestion, constipation and pains in the stomach. **To make things still worse**, I've caught a cold, I've got a sore throat, and I'm constantly sneezing and coughing. **To crown it all**, I had an **accident** the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. If I take a long walk, I **get short of breath**. In fact, I **feel more dead than alive**.

**Doctor:** I'm sorry to hear that. Anyhow, I hope things aren't as bad as you **imagine**. Let me examine you. Your heart, chest and lungs seem to be all right. Now open your mouth and show me your tongue. Now **breathe in deeply through the nose**... There doesn't seem to be anything radically wrong with you, but it's quite clear that you're run-down, and if you don't take care of yourself, you may have a nervous break-down and have to go to hospital. I advise you, first of all, to stop worrying. Take a long rest, **have regular meals, keep to a diet** of salads and fruit, and very little meat. **Keep off alcohol**. If possible, give up smoking, at least for a time. Have this tonic made up and take two tablespoonfuls three times a day before meals. If you do this, I can promise you **full recovery** within two or three months.

**Patient:** And if I don't, doctor?

**Doctor:** Then you'd better make your will, if you haven't yet done so!

**Patient:** I see. Well, thank you, doctor. I shall have to think it over and decide which is the lesser evil — to follow your advice or prepare for a better world!

**to make things still worse** — хуже того, как назло • *гірше того, як на зло*

**constantly** — постоянно • *постійно*

**to crown it all** — в завершение всего • *на довершення всього*

**accident** — несчастный случай, катастрофа • *нещасливий випадок, катастрофа*

**to get short of breath** — иметь одышку • *мати задишку*

**to feel more dead than alive** — еле живой • *ледь живий*

**to imagine** — представлять, воображать • *уявляти*

**to breathe** [bri:θ] — дышать • *дихати*

- to have regular meals — регулярно питаться • *регулярно харчуватися*  
to keep to a diet — придерживаться диеты • *дотримуватися дієти*  
to keep off alcohol — не употреблять спиртного • *не вживати спиртного*  
full recovery — полное выздоровление • *повне одужання*

## ***EXERCISES***

### ***Exercise 15-1***

*Answer the following questions:*

1. What do you usually do when you fall ill?
2. When do you send for a doctor?
3. Who is treated at polyclinic, and who is treated at a hospital?
4. What does the doctor do when he comes to examine you?
5. Why must one follow the doctor's directions?
6. When do you receive injections?
7. What do you feel when you have the flu?
8. What are the symptoms of the flu (tonsillitis, measles, mumps, scarlet fever, etc.)?
9. Who do you consult when you have a toothache (broken leg, eye-ache)?
10. Who operates on people?
11. What does a sick person look like?
12. What catching diseases do you know?
13. When is one put on a sick leave?
14. What must one do if an accident happens?
15. What do you do to cure a cold (a headache, toothache, etc.)?
16. Why do doctors insist on patients following their directions until their recovery is complete?
17. How long does it take you to recover from a cold?
18. What must we do so as not to have complications after a cold?
19. Are all kinds of complications easily cured?
20. Have you ever been operated on? Was it serious?
21. Have you been on a sick leave this year?
22. Who usually makes out prescriptions? Can a nurse do it?

**(based on the topic "At the Doctor").**

**Fill in the missing words:**

1. If your \_\_\_\_\_ is good, you are always in a good mood.
2. Taking \_\_\_\_\_ is an unpleasant thing, of course, and if you want to \_\_\_\_\_ it, you should keep yourself fit.
3. A hundred years ago there was no medicine for diphtheria, measles, \_\_\_\_\_ fever, whooping-cough and other \_\_\_\_\_ diseases.
4. But nowadays the situation has changed and our \_\_\_\_\_ has succeeded in treating patients for \_\_\_\_\_ diseases.
5. And if you should have an operation he will send you to a \_\_\_\_\_ where they have all the necessary \_\_\_\_\_.
6. If your eyes need attention, you go to the \_\_\_\_\_, who will examine them, \_\_\_\_\_ your sight to see whether you are suffering from \_\_\_\_\_ or long-sight.
7. We advised him not to risk his \_\_\_\_\_ and see a \_\_\_\_\_ at once.
8. My friend \_\_\_\_\_ of a headache and \_\_\_\_\_ throat.
9. Having examined my friend, the doctor found he had a bad \_\_\_\_\_, wrote out a \_\_\_\_\_ and told him to go home and \_\_\_\_\_ in bed.
10. My friend followed the doctor's \_\_\_\_\_ and in a week he felt much better and the doctor said he had fully \_\_\_\_\_.

**Exercise 15-3**

**Match each sentence or word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided:**

- |  |   |
|--|---|
| <input type="checkbox"/> 1) bandage  | a) to be confined to bed or the house through illness.                    |
| <input type="checkbox"/> 2) hospital   | b) to examine a patient (thoroughly).                                     |
| <input type="checkbox"/> 3) to be laid up with the flu (cold, sore throat, etc.) | c) a common illness of the nose accompanied by sneezing and running nose. |
| <input type="checkbox"/> 4) a cold in the head                                   | d) a pain in a tooth or teeth.  |
| <input type="checkbox"/> 5) ointment   |   |
| <input type="checkbox"/> 6) medicine   |   |
| <input type="checkbox"/> 7) surgeon  |   |

- 8) cough
  - 9) toothache
  - 10) to give a patient a (thorough) check up
  - 11) headache
  - 12) health
- e) the art and science of the prevention and cure of disease.
  - f) sorts of medicinal paste made from oil or fat and used on the skin (to heal injuries or roughness, or as a cosmetic).
  - g) strip of material for binding round a wound or injury.
  - h) condition of the body or the mind.
  - i) continuous pain in the head.
  - j) act or sound of coughing.
  - k) a doctor who performs operations.
  - l) a place where people are treated for, nursed through their illness or injuries.

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Use Гужага Т. **Workbooks** which provide sufficient material for students' training on the topic "At the Doctor (Medicine & Health)" consisting of exercises based on each text, idioms, proverbs, additional texts and dialogues, discussions, culture notes and humor.

## CITIES (LONDON, WASHINGTON, KYIV, MOSCOW)

### London

London is the capital of Great Britain. It is an ancient city, it grew up around the first point where Roman invaders found the Thames narrow enough to build a bridge. They found a small Celtic settlement then known as Londinium and by A. D. 300 they turned it into a separate port and an important trading centre. Nowadays it is the cradle of British traditions and culture.

Over 8 million people live in London. It is the home of the nation's commerce and finance, the main centre of its legal system and press. It has the largest university and the greatest possibilities for entertainment and for sport in Great Britain. London is one of the most famous capital cities of the world, and every year it attracts crowds of visitors from home and abroad. They come to explore its historic buildings, to see its museums and galleries, its streets and parks, and its people.

It's a pity I haven't been to London yet, but I have read a lot about this famous city. So I have no doubt that London is worth sightseeing.

Sightseeing tours in London usually start in *Trafalgar Square*. It's the centre of London and the best starting point for anybody's tour of the English capital. Tourists are particularly impressed by the *Nelson Column* there in the centre of the square. From Trafalgar Square you can go along down *Whitehall* and see the *Houses of Parliament* which stretch along the Thames's North Bank. It is a long building of about 1,000 feet. *Big Ben*, the famous clock, is in one of the Towers. It chimes the hours to the tune of Handel's music. Near the Parliament there is *Westminster Abbey*, an old beautiful chapel. Many great Englishmen are buried here: Newton, Darwin and others. The south side of the Abbey is called the *Poet's Corner* where famous British writers and poets lie: Chaucer, Charles Dickens, Tennyson, Thomas Hardy. Here, too, are memorials to Shakespeare, Byron, Scott, Burns and Thackeray.

I must say that in London one meets the past and the present, the old and the modern. It is a city of contrasts.

London consists of three parts: the rich West End, the poor East End and the City — its financial centre. The biggest department stores, offices and banks can be found there. The City and the West End are the heart of the capital.

One of the best known museums is the *British museum* with its library, reading room and the collection of manuscripts both old and new. One of the greatest monuments is *St. Paul's Cathedral*, which is the Sir Christopher Wren's masterpiece. The well-known architect of that day, he took part in rebuilding the city after the Great Fire of London. Sir Christopher Wren lies buried under the roof of his own great work. These words are written on his grave: "If you want to see his monument, look around".

London is full of parks and green spaces. *Hyde Park* is the largest park in London, which is famous for its *Speaker's Corner*.

In London all kinds of vehicles ride up and down the streets: doubledecker buses, lorries, vans, taxis, private cars. Besides, the oldest underground railway system called "*tube*" is still one of the largest in the world.

### Word List on the Topic "London"

**ancient** — древний, старинный • *стародавній, старовинний*

**invader** — захватчик • *загарбник*

**Celtic settlement** — кельтское поселение • *кельтське поселення*

**A. D. = Anno Domini** ['æpəu 'dɒmɪnəɪ] (Lat.) — наша эра • *наша ера*

**trading centre** — центр торговли • *центр торгівлі*

**cradle** — колыбель • *колыска*

**commerce** — коммерция, торговля • *комерція, торгівля*

**it is the home of the nation's commerce and finance** — он является торговым и финансовым центром страны • *він є торговельним і фінансовим центром країни*

**entertainment** — развлечение, отдых • *розвага, відпочинок*

**to attract smb.** — привлекать к.-л. • *приваблювати кого-небудь*

**to explore smth.** — изучать, исследовать ч.-л. • *вивчати, досліджувати що-небудь*

**Trafalgar Square** — Трафальгарская площадь • *Трафальгарська площа*

**starting point** — отправной пункт • *відправний пункт*

**the Houses of Parliament** — здание Парламента • *будинок Парламенту*

**to stretch** — простираться • *простира́тися*  
**Westminster Abbey** [ˈwestmɪnstəˈæbi] — Вестминстерское аббатство • *Вестмінстерське абатство*  
**chapel** [tʃæpəl] — церковь, часовня • *церква, каплиця*  
**to be buried** [ˈberɪd] — быть похороненным • *бути похованим*  
**manuscript** [ˈmænjuskɪpt] — рукопись • *рукопис*  
**St. Paul's Cathedral** [ˈseɪnt ˈpɔːlz kəˈθiːdrəl] — Собор Св. Павла • *Собор Св. Павла*  
**Sir Christopher Wren** [səːˈkrɪstəfəˈren] — Кристофер Рен • *Христофор Рен*  
**masterpiece** — шедевр • *шедевр*  
**the Great Fire** — Великий пожар • *Велика пожежа*  
**Hyde Park** [ˈhaɪd ˈpɑːk] — Гайд-парк • *Гайд-парк*

## Washington

Washington, the capital of the United States of America, is situated on the Potomac River in the District of Columbia. The district is a piece of land ten miles square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America.

The capital owes much to the first President of the USA — George Washington. It was George Washington, who chose the place for the District and laid in 1790 the corner-stone of the *Capitol*, where Congress sits.

Washington is not the largest city in the USA. It has a population of 900,000 people.

Washington is a one-industry city. That industry is government. It does not produce anything except very much **scrap paper**. Every day 25 railway cars leave Washington **loaded** with scrap paper. The city's main output are laws and government decisions. Besides, Washington is the residence of the President and the Congress of the United States.

*The White House* is the President's residence. All American presidents except George Washington (the White House was not yet built in his time) lived in *the White Hall*. It is a two-storeyed building which was built in 1799.

Not far from *the Capitol* there is *Washington Monument*, which looks like a very big pencil. It rises 160 metres and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a beautiful view of the whole city.

*Jefferson Memorial* was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the

Declaration of Independence. The memorial is surrounded by cherry-trees.

*Lincoln Memorial* is devoted to the memory of the 16th President of the USA, the author of Emancipation Proclamation, which gave freedom to Negro slaves in America.

On the other bank of the Potomac lies the *Arlington National Cemetery* where President Kennedy was buried. American soldiers and officers, who died in World War I and II are buried there too.

Washington is a large scientific and cultural centre. There are five universities, a lot of research institutes, *the National Academy of Sciences* and *the Library of Congress*.

Among its well-known buildings is the Pentagon, the residence of the US Military department.

### Word List on the Topic "Washington"

- Washington ['wɒʃɪŋtɒn] — Вашингтон • *Вашингтон*  
to be situated — располагаться, находиться • *розташовуватися, знаходитися*  
the Potomac [pə'təʊmɪk] River — река Потомак • *ріка Потомок*  
the District of Columbia [kə'ɪlɪmbɪə] — округ Колумбия • *округ Колумбія*  
separate ['seprət] — отдельный • *окремий*  
to be named in honour of — быть названным в честь • *бути названим на честь*  
to owe much to — быть обязанным многим • *бути багатом в чому зобов'язаним*  
the Capitol — Капитолий • *Капітолій*  
scrap paper — макулатура • *макулатура*  
to load — загружать, нагружать • *завантажувати, навантажувати*  
the President's residence — резиденция президента • *резиденція президента*  
to rise (rose; risen) — вставать, подниматься • *підводитися, піднімається*  
hollow — полый, пустой • *порожній*  
to enjoy a beautiful view — наслаждаться красивым видом • *насолоджуватися красивим краєвидом*  
to be surrounded — быть окруженным • *бути оточеним*  
the Arlington National Cemetery ['sæmətɪ] — Арлингтонское национальное кладбище • *Арлінгтонський національний цвинтар*  
to be buried — быть похороненным • *бути похованим*



## Kyiv

Kyiv is the capital of Ukraine. It is one of the oldest cities of Europe and therefore there are many historical places in it. It was the capital of ancient Rus, cradle of three fraternal peoples — the Russian, the Ukrainian and the Byelorussian.

Nowadays it is a large political, industrial, scientific and cultural centre of Ukraine. Its population equals nearly 3 million people. It is the seat of the Verkhovna Rada and the Cabinet of Ministers.

Kyiv is famous not only for its history (it was called “the Mother of All Rus’ Cities”), but for its beauty, for the abundance of places of historic interest in it. It is situated on the picturesque banks of the Dnieper River.

Kyiv’s monuments of the past attract a lot of visitors. They are impressed by *Kyiv-Pechersky Monastery* which stands on the green hill above the Dnieper and its sparkling gold cupolas can be seen from outside the capital. The huge gateway from *Volodymyrska Street* opens on the territory of another ancient monument — *St. Sophia’s Cathedral* which is a state architectural and historical preserve. It was founded in 1037 during the reign of Yaroslav the Wise. On the other corner of *Volodymyrska Street* you can see the Golden Gate. *Shevchenko Memorial*, *Vydubetsky Monastery*, *Askold’s Grave*, *the Church of St. Andrew* are really worth sightseeing too. In the *Park of Immortal Glory* there is a *Tomb of Unknown Soldier*, over which an eternal fire burns.

There are a lot of museums in Kyiv: *the Historical Museum*, *the Museum of Ukrainian Art*, *the Museum of Russian Art*, *the Museum of Western and Oriental Art*, *Shevchenko Museum*, *Lesya Ukrainka Memorial Museum* and others.

Kyiv is the centre of Ukrainian culture. Many research institutes and higher educational establishments are to be found here. It is famous for its theatres and concert halls such as *Taras’ Shevchenko Opera and Ballet Theatre*, *the Musical Comedy Theatre*, *the Puppet Theatre*, *the Conservatoire and Philharmonics*, *the Concert Hall “Ukraine”*. The performances staged at these theatres are always of great demand.

The picturesque green banks and hills, plentiful flowerbeds with millions of different flowers, wonderful beaches of the Dnieper, *Kreshchatyc*, one of the widest and most beautiful streets in our country — all this adds up to the beauty of the Ukrainian capital.

### Word List on the Topic “Kyiv”

- cradle — колыбель • колиска  
abundance — изобилие • достаток  
picturesque [ˌpɪktʃəˈresk] — живописный • мальовничий

to attract [ə'trækt] — привлекать • *приваблювати*  
 Kyiv-Pechersky Monastery — Киево-Печерская Лавра (монастырь) • *Києво-Печерська Лавра (монастир)*  
 Askold's Grave — Аскольдова могила • *Аскольдова могила*  
 Church of St. Andrew — церковь св. Андрея • *церква св. Андрія*  
 the Park of Immortal Glory — парк Вечной Славы • *парк Вічної Слави*  
 tomb — могила • *могила*  
 Unknown soldier — Неизвестный солдат • *Невідомий солдат*  
 eternal fire — Вечный огонь • *Вічний вогонь*  
 research [ri'sə:tʃ] — научно-исследовательский • *науково-дослідний*  
 beach [bi:tʃ] — пляж • *пляж*

## Moscow

Moscow is the capital of Russia. The history of Moscow is the history of Russia itself. In ancient times the country was even called Muscovia and the people Muscovites. The city of Moscow was **found**ed in 1147 by Prince Yury Dolgoruky, who strengthened it with wooden walls and ditch.

Today Moscow is a huge city **spread** over a vast area of 878.7 square kilometres, but originally it was the modern *Kremlin*. According to the historians and chroniclers as far back as the 10-11th centuries there was a small Slav village in the place of the present Kremlin, where **craftsmen** lived and worked. At the beginning of the 12th century a small wooden fort, the Kremlin, was **put up** there and this was how Moscow started. The highest government bodies have their offices in the Kremlin which is always **seething with life**. The centre of the city **attracts** millions of tourists and businessmen from this country and abroad. On the south side of the central square there is *St. Basil's Cathedral*, a masterpiece of Russian architecture built in 1550—1560 by Ivan the Terrible to **commemorate the conquest of Kazan**. Not far from it there is *the History Museum*. It is the country's biggest exposition of the history of human society in what is now the territory of Russia.

People who come to Moscow **admire** its beautiful broad streets and avenues lined with trees, old and new districts, Moscow's museums, exhibitions and theatres. Theatre-goers who **are lucky** enough to get tickets may go to *the Bolshoi Theatre* to see an opera or a ballet there, or to *the Maly Theatre*, the second oldest theatre in Russia, which is the cradle of Russian realistic drama and the national school of acting.

Moscow is also a large scientific and industrial centre. There are a lot of educational establishments in the city, but the largest and the most famous one is *Moscow University* which is situated on the picturesque hills and from there one can enjoy the most beautiful view of the whole city. The size and beauty of Moscow greatly impress the visitors and guests of the capital and it is always dear to the hearts of Russian people.

### Word List on the Topic "Moscow"

- to found — основывать • *засновувати*  
to spread — простираться • *простирається*  
craftsman — ремесленник • *ремісник*  
to put up — воздвигать, строить • *споруджувати, будувати*  
to seethe with life — бурлить жизнью • *вирувати життям*  
to attract [ə'trækt] smb. — привлекать к.-л. • *приваблювати кого-небудь*  
to commemorate smth. — праздновать, отмечать • *святкувати, відзначати*  
the Cathedral built to commemorate the conquest of Kazan — собор построен в ознаменование взятия Казани • *собор збудований на честь взяття Казані*  
to admire smth. — восхищаться ч.-л. • *захоплюватися чим-небудь*  
to be lucky — посчастливиться • *пощастити*

### Supplementary Word List and Word Combinations on the Subject "Cities" *In the City (Town)*

- museum — музей • *музей*  
circus — цирк • *цирк*  
gallery — галерея • *галерея*  
theatre — театр • *театр*  
cinema (Br.), movies (Am.) — кинотеатр • *кінотеатр*  
hotel — гостиница • *готель*  
information desk — справочное бюро • *довідкове бюро*  
shop — магазин • *магазин*  
restaurant — ресторан • *ресторан*  
snack bar (cafeteria) — закусочная • *закусочна*  
cafeteria (coffee shop, café, luncheonette) — закусочная, кафе • *закусочна, кав'ярня*  
police station — полицейский участок • *полицейська дільниця*

**bridge** — мост • *міст*  
**city library** — городская библиотека • *міська бібліотека*  
**bank** — банк • *банк*  
**saving office** — сберегательная касса • *ощадна каса*  
**market** — рынок • *ринок*  
**car park** — автостоянка • *автостоянка*  
**taxi stand** — стоянка такси • *стоянка таксі*  
**road** — дорога • *дорога*  
**bus stop** — автобусная остановка • *автобусна зупинка*  
**hospital** — больница • *лікарня*  
**church** — церковь • *церква*  
**park** — парк • *парк*  
**post-office** — почта • *пошта*  
**traffic light** — светофор • *світлофор*  
**subway** [*'slbwei*] — подземный переход • *підземний перехід*  
**tube, underground (Br.), subway (Am.)** — метро • *метро*  
**roadway** — мостовая • *бруківка*  
**crossing** — переход • *перехід*  
**crossroad** — перекресток • *перехрестя*  
**pavement** [*'reɪvmənt*] — тротуар • *тротуар*  
**repair shop** — мастерская • *майстерня*  
**shoe repair** — ремонт обуви • *ремонт взуття*  
**hairdresser** — женская парикмахерская • *жіноча перукарня*  
**barber** — мужская парикмахерская • *чоловіча перукарня*  
**dry cleaning** — химчистка • *хімчистка*  
**laundry** — прачечная • *пральня*  
**chemist's (Br.), Drug Store (Am.)** — аптека • *аптека*  
**cemetery** [*'semitrɪ*] — кладбище • *цвинтар*

### *Sightseeing*

**attractions** [*ə'trækʃənz*] — достопримечательности • *визначні пам'ятки*  
**dome** — купол • *купол*  
**tower** — башня • *вежа*  
**palace** — дворец • *палац*  
**cathedral** — собор • *собор*  
**stadium** — стадион • *стадіон*  
**monument** — памятник • *пам'ятник*  
**obelisk** — обелиск • *обеліск*  
**column** — колонна • *колона*  
**memorial** — мемориал • *меморіал*  
**plaque** [*plɑ:k*] — мемориальная доска • *меморіальна дошка*  
**relic** [*'reɪlɪk*]; **monument** — памятник • *пам'ятник*

**architectural ensemble** — архітектурний ансамбль • *архітектурний ансамбль*  
**exhibition** — виставка • *виставка*  
**fountain** — фонтан • *фонтан*  
**pavilion** — павильон • *павільйон*  
**Exhibition Hall** — виставочний зал • *виставочний зал*  
**panorama** [ˌpænəˈɡɑ:mə] — панорама • *панорама*  
**schematic map** — карта-схема • *карта-схема*  
**structure, edifice** — сооружение • *спорудження*  
**armoury** [ˈɑ:məri] — оружейная палата • *оружейна палата*  
**picture gallery** — картинная галерея • *картинна галерея*  
**chapel** — часовня • *каплиця*  
**burial-vault** [vɔ:lt] — гробница, место захоронения • *гробниця, місце поховання*  
**icon** [ˈaɪkən] — икона • *ікона*  
**fresco (frescoes)** — фреска • *фреска*  
**bell-tower** — звонница, колокольня • *дзвіниця*  
**environs** [ˈenvɪrənz] — окрестности • *округи*  
**sightseer** — турист, осматривающий достопримечательности • *турист, що оглядає визначні пам'ятки*  
**to join a group of tourists** — присоединиться к к.-л. экскурсии • *приєднатися до якої-небудь екскурсії*  
**guide** [ɡaɪd] — экскурсовод • *екскурсовод*  
**to stretch along** — тянуться вдоль • *тягтися уздовж*  
**to encircle** [ɪnˈsə:kl] — окружать • *оточувати*  
**to go sightseeing** — осматривать город (его достопримечательности) • *оглядати місто (його визначні пам'ятки)*  
**to see the sights of** — осматривать достопримечательности к.-л. города • *оглядати визначні пам'ятки якого-небудь міста*  
**to take someone sightseeing; to show someone the sights of the city (town)** — показать достопримечательности города • *показати визначні пам'ятки міста*

### *Asking the Way*

**to get lost** — заблудиться • *заблукати*  
**at the end of the street** — в конце улицы • *наприкінці вулиці*  
**at the crossroad** — на перекрестке • *на перехресті*  
**round the corner** — за углом • *за рогом*  
**next to** — рядом с • *поруч із*  
**to the right (left)** — направо (налево) • *праворуч (ліворуч)*  
**at the corner of the street** — на углу улицы • *на розі вулиці*  
**at the bottom of** — в конце, внизу • *наприкінці, на споді*

**right here** — здесь рядом • *поруч*  
**down the street** — по улице (вдоль по нарастающим номерам домов улицы) • *по вулиці (уздовж по нарастаючих номерах будинків вулиці)*  
**up the street** — по улице (вдоль по убывающим номерам домов улицы) • *по вулиці (уздовж по убутних номерах будинків вулиці)*  
**to go straight along** — идти прямо по • *йти прямо по*  
**in the direction of** — в направлении • *у напрямку*  
**to turn to the right (left)** — повернуть направо (налево) • *повернути праворуч (ліворуч)*  
**to find one's way** — найти дорогу • *знайти дорогу*  
**to lose one's way** — заблудиться • *заблукати*  
**to ask one's way** — спросить дорогу • *запитати дорогу*  
**to show smb. the way** — показать, как пройти • *показати, як пройти*  
**Which way?** — В какую сторону? • *В який бік?*  
**this way** — сюда, в эту сторону • *сюди, у цей бік*  
**cross the street** — перейдите через дорогу • *перейдіть через дорогу*  
**walk past** — пройдите мимо • *пройдіть повз*  
**take the first turning on the right (left)** — на первом повороте сверните направо (налево) • *на першому повороті зверніть праворуч (ліворуч)*  
**go straight ahead** — идите все время прямо • *йдіть весь час прямо*  
**turn into... street** — поверните на улицу... • *поверніть на вулицю...*  
**Could you tell me the way to...?** — Скажите, как пройти к...? • *Скажіть, як пройти до...?*  
**the right way to...** — правильно идти к... • *правильно йти до...*  
**how to get to...** — как добраться до... • *як дістатися до...*  
**the nearest way to...** — самый короткий путь к... • *найкоротший шлях до...*  
**nearby** — неподалеку • *неподалік*  
**just round the corner** — прямо за углом • *прямо за рогом*  
**right on the corner** — прямо на углу • *прямо на розі*  
**across the street** — на противоположной стороне улицы • *на протилежному боці вулиці*

### Additional Expressions on the Subject "Cities"

**to arrive in** — приехать, прибыть в большой город, страну • *приїхати, побути у велике місто, країну*  
**to arrive at** — приехать, прибыть в аэропорт, на станцию и т. п. • *приїхати, побути в аеропорт, на станцію і т. ін.*

**I am afraid, I am lost. — Боюсь, я заблудился. • Боюся, я заблукав.**

**Can you show me the way to... on this map? — Вы можете показать мне дорогу в... на карте? • Ви можете показати мені дорогу в (до)... на карті?**

**In which direction must I go? — В каком направлении мне надо идти? • В якому напрямку мені треба йти?**

**Can you tell me how to get to...? — Скажите, как добраться до...? • Скажіть, як добратися до...?**

**What's the best way to get to...? — Как лучше всего добраться до...? • Як найкраще добратися до...?**

**Is this the right way to...? — Я правильно иду к...? • Чи я правильно йду до...?**

**How far is it? — Это далеко? • Чи це далеко?**

**How many blocks away is the cinema (movie theatre)? — В скольких кварталах отсюда находится кинотеатр? • У скількох кварталах звідси знаходиться кінотеатр?**

**It's a long walk. — Это далеко. • Це далеко.**

**It's quite a walk. — Это порядочная дистанция. • Це добряча дистанція.**

**You should go straight two blocks, then turn to the right, you will see there... — Идите прямо два квартала, затем поверните направо, там увидите... • Йдіть прямо два квартали, потім поверніть праворуч, там побачите...**

**Turn right at the next corner, and go straight all the way. — На следующем углу поверните направо, а потом идите все время прямо. • На наступному розі поверніть праворуч, а потім йдіть весь час прямо.**

**Walk along North Street to Queen Street. — Идите по улице Северной к улице Королевской. • Йдіть по вулиці Північній до вулиці Королівської**

**Take the second turning on the left. — Второй поворот налево. • Другий поворот ліворуч.**

**Cross the bridge to the post-office. — Перейдите мост к почте. • Перейдіть міст до пошти.**

**It's on the opposite side of the street. — Это на противоположной стороне улицы. • Це на протилежному боці вулиці.**

**It's two blocks up the street. — Это два квартала вверх по улице. • Це два квартали нагору по вулиці.**

**Does this bus go to Hyde Park? — Этот автобус едет до Гайд-парка? • Чи цей автобус іде до Гайд-парка?**

**Where is the nearest bus-stop, please?** — Где ближайшая остановка автобуса? • *Де найближча зупинка автобуса?*

**Where do I get off?** — Где мне нужно выйти? • *Де мені потрібно вийти?*

**I have missed the bus.** — Я не успел на автобус. • *Я не встиг на автобус.*

**You should get off at the next stop.** — Вам надо выйти на следующей остановке. • *Вам треба вийти на наступній зупинці.*

**You should get off at the next stop but one.** — Вам следует выйти через одну остановку. • *Вам належить вийти через одну зупинку.*

**bus** — автобус • *автобус*

**trolley-bus** — троллейбус • *тролейбус*

**tram** — трамвай • *трамвай*

**underground, tube, subway (Am.)** — метро • *метро*

**taxi** — такси • *таксі*

**to go by bus (trolley-bus, tram)** — ехать автобусом (троллейбусом, трамваем) • *їхати автобусом (тролейбусом, трамваем)*

**to take (get on) a bus (trolley-bus, tram)** — садиться на автобус (троллейбус, трамвай) • *сідати на автобус (тролейбус, трамвай)*

**to get off the bus (trolley-bus, tram)** — выходить из автобуса (троллейбуса, трамвая) • *виходити з автобуса (тролейбуса, трамвая)*

**to change for number 12** — пересесть на двенадцатый номер • *пересісти на дванадцятий номер*

**request stop** — остановка по требованию • *зупинка на вимогу*

**exit [door]** — выход • *вихід*

**entrance [door]** — вход • *вхід*

**double-decker** — двухэтажный автобус • *двоповерховий автобус*

**full up** — заполненный • *заповнений*

**hold tight** — держитесь крепче • *тримайтеся міцніше*

**traffic** — уличное движение • *вуличний рух*

**traffic jam** — «пробка» (автомобильная) • *«пробка» (автомобільна)*

**keep to the right (left)** — держитесь правой (левой) стороны • *тримайтеся правого (лівого) боку*

**to take (get, hire) a taxi** — взять такси • *взяти таксі*

**taxi is engaged** — такси занято • *таксі зайнято*

**escalator (moving stairs)** — эскалатор • *ескалатор*

**mind (watch for, be aware of) the doors** — осторожно, двери закрываются • *обережно, двері зачиняються*



How much is the fare? — Сколько стоит билет? • Скільки кош-  
тує квиток?

passer-by — прохожий • перехожий

route — маршрут • маршрут

to land a helpful hand — оказать помощь • надати допомогу

to be in difficulties — быть в затруднительном положении • бути  
в скрутному становищі

## TEXTS

Read, translate and render in brief.

### Text 16-1

## A Visit to London

On arrival in a large town you may want to leave your heavy luggage in the station until you have found a hotel or other place to stay in. In this case you will look for the "Cloak-room" or "Left Luggage Office". This may have two parts, one with a counter under the notice "deposits," and the other with a counter under the notice "Withdrawals". The first counter is that where things are left and the second counter is that from which luggage is claimed and taken away.

You will also see the notice "Booking Office". This is where you buy your tickets. In a large station there will be windows marked "First Class" and "Third Class". The windows may be marked with letters, for example A-K, L-R, and S-Z. If you want a ticket to Edinburgh, you will go to the window under A-K, if to Manchester, the window under L-R.

If you go to a theatre, however, you will buy your tickets not at the "Booking Office" but at the "Box Office".

London is so large that visitors must learn to use buses and the Underground to get about. Taxis are far too expensive for any but the very rich. You can get a map of the Underground railways and the bus routes at any ticket office.

"London Transport," which you will see on the sides of the buses, is the name of the largest system of passenger transport in the world. It covers an area of about 2,000 square miles, about 25 miles in all directions from Charing Cross, the centre of London. Passengers are carried by underground trains, surface trains, buses, and motor-coaches.

The word "Underground," across a large circle, shows you where the stations are. Tickets can be bought at the booking offices, but for

short journeys they cost a few pence, tickets can be obtained from automatic machines. Coins — pennies, a sixpence, or a shilling — are put into a slot. The machine will even give you change from a sixpence or a shilling. If, for example, you want a fourpenny ticket, you can put a sixpence or a shilling into the slot and get your ticket, with either two pennies, or a sixpence and two pennies change.

At most Underground stations in the busy parts of London there are moving staircases, or escalators, to take you down to the platforms. At some stations there are lifts, and you will see the notice *"To the lifts"*. Here you will see the notice *"Stand clear of the gates"*. This warns you not to stand near the gates as they are opened or closed.

The system of Underground railways is a complicated one, and you may have to change trains. At stations where this is necessary, you will see, if you are going to one of the main line stations from which long-distance trains run, a notice telling you to *"Follow the green (or red) light to Waterloo (or Euston or Charing Cross or Victoria)"*. If you follow the green (or red) lights in the subway, you will reach the right platform without difficulty.

Bus stops are marked clearly. In the suburbs buses do not stop at all of these unless there are passengers who wish to get on or off. These stops are marked *"Request stops"*. If you wish to board a bus at one of these, stand at the bus stop so that the driver will see you and stop.

Inside some buses you will see the notice: *"Please state your destination and have the exact fare ready"*. It is easy enough to tell the conductor where you want to go to, but not always possible to have the exact fare ready. During the **"rush hours"** — two hours in the morning and two hours in the late afternoon, when crowds of people are going to and from their work — the conductor has a busy time. He will not mind giving you change from a shilling or a half-crown, perhaps, but will be annoyed if you offer him a ten-shilling or a one-pound note.

At the post office, either on the outside wall or inside the building, you will see openings into which you drop your letters. You will also see red pillar-boxes for the same purpose. In London the openings are often marked *"London and abroad and country"*. Country here means all places in Great Britain except London; it includes large towns such as Glasgow and Manchester.

Inside a large post office you will see, over the long counters, notices telling you what kind of business is done below them: *"Postage stamps, parcels, telegrams, pensions, insurance stamps, wireless licences"*. The post office does a wide variety of business. You must have

a licence for you wireless set and for your car. You can pay for this at the post office. Old Age Pensions and Family Allowances, and various sorts of National Insurance benefits are paid out there. The post office is a busy place, and it would be convenient if we could buy stamps at the tobacconist's or in the newsagent's shop, as we can in some European countries. This is not possible in England.

In the public parks, and fastened to lamp-posts in the streets, you will see wire baskets. These are marked "For litter". The authorities spend a lot of money on keeping the streets and parks clean. It helps them, and improves the appearance of our streets, parks and open spaces, if people drop their old newspapers, their empty cigarette packets, and other unwanted articles, into these baskets. Londoners are not as tidy as they should be, however. Many of them pay little attention to the notice that is seen above the box on the platform of all buses: "Used tickets".

(from A. S. Hornby)

to obtain [əb'tein] — получать • одержувати

slot — шель • щілина

complicated ['kɒmplikeɪtɪd] — сложный, запутанный • складний, запутаний

to change trains — пересаживаться на другой поезд • пересіда-ти на інший потяг

"rush hours" — «часы пик» • «години пік»

licence — лицензия, разрешение на ч.-л. • ліцензія, дозвіл на що-небудь

to pay attention to smth. — обращать внимание на ч.-л. • звер-тати увагу на що-небудь

## Text 16-2

### London

When we think of Paris, Rome, Madrid, Lisbon, Athens and other European capitals, we think of them as "cities". When we think of the whole of *modern London*, that great area covering several hundred square miles, we do not think of it as "a city," not even as a city and its suburbs. Modern London is not one city that has steadily expanded through the centuries; it is a number of cities, towns and villages that have, during the past centuries, grown together to make one vast urban area.

London today stretches for nearly thirty miles from north to south and for nearly thirty miles from east to west. This is the area known

as "*Greater London*," with a population of nine millions. The "*City of London*" is a very small part of the whole; it is only one square mile in area, and the number of people who live and sleep in "*the City*" is only about ten thousand.

If you could fly low over London, in a helicopter, for example, you would see below you the winding course of *the River Thames*, flowing from west to east and dividing London into the two parts known as the north bank and the south bank. The **division** between "*the City*" and the "*West End*," much more important, would be less **obvious** from this bird's-eye view.

If, from the air, we can pick out a few **landmarks**, we shall find it easier to understand how London has grown. Two landmarks stand out clearly: *St. Paul's Cathedral* in *the City*, and, about two miles westwards, the group of buildings near *Westminster Bridge*, *the Palace of Westminster* (with *the Houses of Parliament*) and *Westminster Abbey*. Linking them we may see, if we are low enough, a main street called *the Strand*. It was so named because it followed the northern bank (or strand) of the Thames.

These two landmarks are a guide to the growth of London. Round *St. Paul's* is the original London, the oldest part, with a history of almost two thousand years. *Westminster*, with its *Palace* and *Abbey*, is six hundred years younger.

When the Romans came to Britain in the first century A.D., London was a small village. Many of the roads built by the Romans met at the point where *London Bridge* now stands. Parts of *the Roman Wall*, built in the second century, can still be seen. Today, when deep foundations are dug for new buildings, Roman **remains** are sometimes found.

The first Norman King, William the Conqueror, was crowned in 1067 in *Westminster Abbey*, which had been built by Edward the Confessor, one of the last of the Saxon Kings. William built *the Tower*, still one of the most famous sights of London. For hundreds of years *the Tower* was used as a prison, and visitors today may see the exact spot where many great nobles were executed. The most popular sight, however, is probably the strongly guarded room in which the Crown Jewels are kept and displayed.

Old *St. Paul's* was also built during Norman times. It was burnt down in the Great Fire that destroyed London in 1666. The cathedral that replaced it, the most striking building in *the City* today, was designed by Sir Christopher Wren, the architect who designed so many of the other City churches. Many of these were destroyed or **badly damaged** by bombing during the World War II. *St. Paul's*, though

it was hit, **escaped** the fires that destroyed many of the buildings all round it.

As, during the Middle Ages, London increased in size and wealth, the old City and the area round *the Royal Palace* at *Westminster* became the two chief centres. The nobles, bishops, judges, and others who were connected with the Court, lived in or near *Westminster*. This explains how the part of London that we now call the *West End* came into being. Tudor monarchs lived in *Whitehall*, and because Henry VIII was fond of hunting we have, today, three parks that form a continuous stretch of green; *St. James's Park*, *Green Park*, and *Hyde Park*.

The Court moved to St. James's in the eighteenth century, and to *Buckingham Palace* in the nineteenth century. Both of these are in the *City of Westminster*. Here, and farther west, are the finest theatres, cinemas and concert halls, the large museums, the most luxurious hotels, the largest department stores, and the most famous shops. The name "*West End*" came to be associated with wealth, luxury, and goods of high quality. Perhaps you have seen, in your own country or in other countries in Europe, cigarettes and other articles with the trade mark "*West End*," used because it suggests high quality.

Visitors with plenty of money to spend and who come chiefly for enjoyment are likely to pass most of their time in *the West End*. Those who come to learn about London's history will find much to interest them in *the City*. Here most of the streets are narrow, and traffic is often very slow. Many of these narrow streets run down to the Thames, and at the end of many of them warehouses can be seen. The City is concerned with finance, but it is also a market for goods of almost every kind, from all parts of the world.

*The Port of London* is to the east of *the City*. Here, today, are miles and miles of docks, and the great industrial areas that depend upon shipping. This is *the East End* of London, **unattractive in appearance**, but very important to the country's commerce. On the river there are ocean-going ships, and lines of barges pulled along by tugs. Ships up to 6,000 tons can come as far as *London Bridge*, below which is the part of the river called *the Pool*. They can pass under *Tower Bridge*. It takes only five minutes to raise the two halves of the roadway to allow a ship to pass.

If you walk westwards from *St. Paul's*, you reach *Fleet Street*, a name familiar to people in many parts of the world. Here, and in the side streets running from it, the most important newspapers and news-agencies have their offices. If you are told that someone works in *Fleet Street*, you know that he is a journalist, or is in some way or other

connected with journalism. At most hours of the day or night there are hundreds of motor vans leaving the newspaper offices with their heavy loads, some for the railway stations and others off to news-agents throughout London.

The ancient *City of London* has always governed itself and has not shared in the government of the rest of London. It has never been willing to **take responsibility** for the great metropolis that has grown up around it. *The City* has its own Lord Mayor and its own Corporation. Ever since 1215 the Lord Mayor has been chosen annually. He begins his duties on 8 November, and on the following day there is a **pageant** and procession which is known as the Lord Mayor's Show.

*The London County Council* is comparatively young, for it was established only in 1889. Within the **boundaries** of the County of London there are twenty-eight metropolitan **boroughs**, each with its own mayor and its own council. It is the London County Council, however, not the separate boroughs, that is responsible for many of the public services. The L. C. C. is responsible for housing, education, and town-planning. It used to be responsible for London's trams, but trams have now **disappeared** from the streets. The buses, trolleybuses, and coaches are now the responsibility of London Transport.

Some of the boroughs in *the County of London* are probably known to few people outside Great Britain. *Chelsea* is known to many because of the great writers (for example Steele, Smollett, Carlyle) and artists (for example Turner and Whistler) who have lived there. *The Royal Borough of Kensington*, too, is well known, partly because of the royal palace and *Kensington Gardens*, and partly because of the large museums within its boundaries. *Greenwich* is known because Greenwich time, the time for the meridian of *Greenwich*, is standard time in Britain and some other countries.

Many of these boroughs were, in the past, towns that stood in the country, surrounded by open fields. They still have their own market places and their own *High Streets*. The people who live in them like to think of themselves not as Londoners but as citizens of Southwark, Battersea, Lambeth or Woolwich.

*Greater London*, with its nine million population, includes not only the City and the County of London, but the outer suburbs and much land that still looks, here and there, more rural than urban. It has no definite boundaries, like *the County of London*, but covers an area of about twenty miles radius from *Oxford Circus*. Because London has grown so large, the Government has decided that it must spread no farther. It is now surrounded by a "**green belt**," a belt of agricultural

and wooded land on which new buildings may be put up only with the permission of the planning authorities.

(from A. S. Hornby)

**to expand** [iks'pænd] — увеличиваться, растягиваться • збільшуватися, розтягуватися

**urban** ['ə:bən] **area** — территория города • територія міста

**helicopter** — вертолет • вертоліт, гелікоптер

**division** — разделение • поділ, розподіл

**to be obvious** — быть явным, очевидным • бути явним, очевидним

**landmark** ['lændmɑ:k] — бросающийся в глаза объект местности; ориентир • об'єкт місцевості, що впадає в очі; орієнтир

**remains** [ri'meinz] — остаток, остатки, реликвии • залишки, рештки, реліквії

**to be badly damaged** — иметь сильные повреждения • мати сильні ушкодження

**to escape** — исчезать • зникати

**unattractive in appearance** — непривлекательной внешности • непривабливої зовнішності

**to take responsibility for** — брать на себя ответственность за • брати на себе відповідальність за

**pageant** ['pædʒənt] — пышное зрелище, карнавальное шествие • пишне видовище, карнавальний хід

**boundary** ['baundəri] — граница • межа

**borough** ['bʌrə] — небольшой город, имеющий самоуправление • невеличке місто, що має самоврядування

**to disappear** — исчезать • зникати

**rural** ['ruərəl] — сельский, деревенский • сільський

**green belt** — зеленый пояс • зелений пояс

**permission** — разрешение • дозвіл

## DIALOGUES

a) Read and act the dialogues.

b) Make up the dialogues based on the models using as many words as possible dealing with the topic "Cities".

### Dialogue 16-1

#### Asking for Directions

A: Excuse me.

B: Yes? Can I help you?

A: I'm looking for the men's shoe department.

B: It's on the third floor. The escalator is over there.

A: Thank you.

C: Good morning. Can I help you?

D: Yes. I have an **appointment** with Mrs. Bedoya, the sales manager.

C: What time is your appointment?

D: Eleven-thirty.

C: Right. You're Ms. O'Hare, aren't you?

D: Yes, that's right.

C: Take the **elevator** to the third floor. Go down the hall to the left. Mrs. Bedoya's office is the third door on the right. You can't miss it.

D: Thank you.

C: Don't bother to knock. Just go right in. She's expecting you.

E: Excuse me.

F: Yes?

E: I'm lost. Is this the way to Wakulla?

F: No, you're on the wrong road. This is US 19 going south to Tampa.

E: Oh, no. Well, can you tell me the way to Wakulla?

F: Go back about 20 miles and turn left on 319, then go about 4 miles and left again on 363.

E: 319 then 363?

F: That's right. 363 is the road to Wakulla. You'll see signs along the way.

G: Does this bus go to Fiftieth Street?

H: Yes, it does. Step in, please.

G: What's the fare?

H: Seventy-five cents.

G: Ok. Here's a dollar".

H: Can't you read? "**Exact change only**".

G: Oh, ok. I have three quarters here. Can you tell me when we get to Fiftieth Street?

H: Ok.

G: Thanks a lot.

(from "American Streamline")

**appointment** — встреча • зустріч

**elevator (Am.)** — лифт • ліфт

**"Exact change only"** — «без сдачи» • «без здачі»



## Dialogue 16-2

### Sightseeing

- Is it possible to see anything in London in one or two days?
- Well, I think it is.
- What do you think I ought to see first?
- Well, if you're interested in churches and historical places, you should go to Westminster Abbey, the Houses of Parliament, St. Paul's Cathedral and the Tower. Do you like Art Galleries?
- Rather.
- Then why not go to the National Gallery?
- I'm told one ought to see the British Museum. Do you think I shall have time for that?
- Well, you might, but if I were you, I should leave that for some other day. You could spend a whole day there. It's much too big to be seen in an hour or so.
- I suppose it is. What about going to the Zoo?
- That's not a bad idea. You could spend a couple of hours there comfortably, or even a whole afternoon, watching the wild animals, birds and reptiles. You could have tea there too.
- I'll do that then. How do I get there?
- Let me see. Where are we? Oh, here's the BBC. I think your best way from here is to walk across Regent Park.
- Is it much of a walk?
- Oh, no, a quarter of an hour or so, but if you're **in a hurry**, why not take a taxi.
- I think I will. Ah, there's one coming. Taxi! The Zoo, please.

(from *English Linguaphone Course*)

|| **reptile** [ˈreptail] — пресмыкающееся • *плазун*  
|| **to be in a hurry** — спешить • *поспешити*

## Dialogue 16-3

### Asking the Way

- Excuse me, can you tell me the way to *Trafalgar Square*?
- Certainly. Go down *Regent* to *Piccadilly Circus*, and then go down *the Haymarket*. Turn to the left at the bottom and in less than a minute you'll be in *Trafalgar Square*.
- Thank you very much. How far is it from here?
- If you walk, it'll take you ten minutes or a quarter of an hour.
- Is there a bus?

— There's sure to be. But you'd better ask the policeman over there. He'll give you all the information you want.

— Thank you.

— Excuse me, officer, is there a bus from here to Trafalgar Square?

— Yes, sir, any bus'll take you. There's a bus-stop just over there.

Ask the conductor to put you down at Trafalgar Square.

— Thank you.

— Does this bus go to Trafalgar Square?

— Yes, sir. Come along, **hurry up**... **No room** on top, inside only... no standing on the platform... pass down the bus, please... Sorry, full up... Sorry, sir, you can't smoke inside, you'll have to wait until there's room upstairs... Fares, please.

— Trafalgar Square, please... and will you tell me when we get there?

— Trafalgar Square! This is where you get off, sir.

— Thank you.

(from *London Linguaphone Course*)

**hurry up** — поторопитесь • покваптеся

**no room** — нет места • немає місця

## Dialogue 16-4

### The Metro

Travelling on *the Washington Metro* presents few difficulties for visitors because of the clear color-coded map. At the bottom of the map you will find fare and travel time information. You buy your farecard at one of the yellow vending machines. You can use **nickels, dimes, quarters, one-dollar** and five-dollar bills, and the machine will give you change. You have to use your farecard to enter the Metro system by inserting it into the slot at the gate. It will be returned to you at the other side of the gate. Do the same thing when exiting the system.

Listen to these people talking about the Metro map, and follow their routes on the map.

Piero and Margherita have just arrived at *National Airport*.

*Piero*: Ok. We have to get to Deanwood. Can you see it?

*Margherita*: Yes, it's up here. It looks so easy. We just take the Yellow Line to L'Enfant Plaza, then change to the Orange Line. It goes straight there. It's the seventh stop from L'Enfant Plaza. Betsy is at the **information booth** at *the Pentagon*.

**Betsy:** Excuse me. How do I get to *Connecticut Avenue* and *Q Street*? I mean, which is the nearest Metro station?

**Attendant:** You want *Dupont Circle*. Take a look at the map. You take the Yellow Line to *Gallery Place*. Then you'll have to **change** for the Red Line. It's the third stop.

**Betsy:** I see.

**Attendant:** Or you could take the Blue Line to *Metro Center* and change to the Red Line there.

**Betsy:** Which way is faster?

**Attendant:** It's about the same.

**Betsy:** Well, thank you.

Alice and Fred are at *Capital Heights*.

**Fred:** Where's a map?

**Alice:** There's one over here. They said we have to meet them at *Farragut North*. Can you find it?

**Fred:** Yes, here it is. I **guess** we take the Blue Line to *L'Enfant Plaza*, then change to the Yellow Line and go to *Gallery Place*. Then we go two stops to *Farragut North*.

**Alice:** I'm not sure that's the quickest way. We could take the Blue Line all the way to *Metro Center* and get the Red Line there. Then it's only one stop.

**Fred:** We might as well do it your way. It's only eleven stops. My way has twelve stops.

(from "American Streamline")

**nickel** — монета 5 центов • монета 5 центів

**dime** — монета 10 центов • монета 10 центів

**quarter** — монета 25 центов • монета 25 центів

**one-dollar bill** — купюра 1 доллар • купюра 1 доллар

**slot** — щель • щілина

**information booth** — справочное бюро • довідкове бюро

**to change for** — пересаживаться на • пересідати на

**to guess** — догадываться • здогадуватися

## EXERCISES

### Exercise 16-1

Answer the following questions:

1. What is your native town (city)? Do you like it? Give the reason.
2. When was London founded?

3. Who turned London into a sizeable port and important trading centre?
4. What is the population of London?
5. Why is London one of the most famous capital cities of the world?
6. What part of London is the richest one?
7. What district is inhabited by the poor?
8. What river flows through London?
9. What places of interest are there in London?
10. What Abbey is situated near the Houses of Parliament?
11. Have you ever been to London?
12. What is the capital of the United States?
13. What are the most famous things in Washington?
14. In whose honour is the District of Columbia named?
15. Who was the first president of the USA?
16. What is the population of Washington?
17. What industries are there in the city?
18. Where is the president's residence?
19. Who is the author of the Declaration of Independence?
20. Who was buried at the Arlington National Cemetery?
21. What is the capital of Ukraine?
22. When was Kyiv founded?
23. What historical places are there in Kyiv?
24. Is Kyiv the centre of Ukrainian culture?
25. Which theatre has one of the best opera and ballet companies?
26. Are the performances staged at the Ivan Franko Drama Theatre always a success?
27. What monuments are there in Kyiv?
28. Which street is one of the widest and most beautiful streets in Kyiv?
29. What theatres and museums are there in Kyiv?
30. What city is the capital of Russia?
31. What is the territory of Moscow?
32. When was Moscow founded?
33. What Moscow theatres are the oldest ones?
34. What is the largest and the most famous educational establishment in Moscow?
35. What impresses the visitors and guests in the capital of Russia?

### ***Exercise 16-2***

***(based on the topic "At the Doctor").***

***Fill in the missing words:***

1. London is the home of the nation's \_\_\_\_\_ and finance, the main centre of the \_\_\_\_\_ system and press.

2. Sightseeing tours in London usually start in \_\_\_\_\_.
3. Tourists are particularly impressed by the \_\_\_\_\_ there in the centre of the square.
4. From Trafalgar Square you can go along down Whitehall and see the \_\_\_\_\_ which stretch along the \_\_\_\_\_ North Bank,
5. \_\_\_\_\_, the famous clock, is in one of the Towers.
6. Near the Parliament there is \_\_\_\_\_, an old beautiful chapel.
7. The south side of Abbey is called \_\_\_\_\_, where famous British writers and poets lie.
8. The City and the West End are the \_\_\_\_\_ of the capital.
9. One of the greatest monuments is \_\_\_\_\_ which is the Sir Christopher Wren's \_\_\_\_\_.
10. \_\_\_\_\_ is the largest park in London, which is \_\_\_\_\_ for its Speaker's Corner.
11. Washington, the capital of the United States, is situated on the \_\_\_\_\_ River in the District of \_\_\_\_\_.
12. The capital owes much to the first President of the USA — \_\_\_\_\_.
13. The only industry in Washington is \_\_\_\_\_.
14. The city's main output are \_\_\_\_\_ and government \_\_\_\_\_.
15. The \_\_\_\_\_ is the President's residence.
16. Not far from the Capitol is the \_\_\_\_\_ Monument, which looks like a very big \_\_\_\_\_.
17. Jefferson Memorial was built in memory of the third President of the USA, \_\_\_\_\_, who was also the author of the \_\_\_\_\_.
18. Lincoln Memorial is devoted to the memory of the 16th president of the US, the author of \_\_\_\_\_, which gave freedom to the Negro slaves in America.
19. Among its well-known buildings is \_\_\_\_\_, the residence of the US Military department.
20. Kyiv is famous not only for its \_\_\_\_\_ (it was called "the Mother of All Rus' Cities"), but for its beauty, for the \_\_\_\_\_ of places of historic \_\_\_\_\_ in it.
21. The visitors are impressed by \_\_\_\_\_ Monastery which stands on the green hill above the Dnieper and its \_\_\_\_\_ gold cupolas can be seen from outside the country.

22. The huge gateway from \_\_\_\_\_ Street opens on the territory of another ancient monument — \_\_\_\_\_ which is a state architectural and historical preserve.
23. Many \_\_\_\_\_ institutes and higher educational \_\_\_\_\_ are to be found here.
24. The city of Moscow was founded in \_\_\_\_\_ by \_\_\_\_\_ who strengthened it with \_\_\_\_\_ walls and ditch.
25. Theatre-goers who are \_\_\_\_\_ enough to get tickets may go to the \_\_\_\_\_ to see an opera or a ballet there.
26. There are a lot of educational \_\_\_\_\_ in the city but the largest and the most famous one is \_\_\_\_\_ which is situated on a \_\_\_\_\_ hills and from there one can enjoy the most beautiful \_\_\_\_\_ of the whole city.

### ***Exercise 16-3***

***In the space provided, mark each true statement T and each false one F:***

1. Westminster Abbey is situated in London.
2. Trafalgar Square is one of New York's squares.
3. The largest and the tallest building in London is the Capitol.
4. The White House is the seat of British government.
5. Jefferson Memorial was built in memory of the first president of the United States — George Washington.
6. Lincoln Memorial is devoted to the memory of the 16th President of the USA.
7. The Statue of Liberty is situated in Washington.
8. New York is situated on the Potomac river.
9. London, the capital of Great Britain, lies in the valley of the Thames.
10. One of the oldest buildings in Washington is the Tower.
11. St. Paul's Cathedral is the most striking building in London, was designed by Sir Christopher Wren, an outstanding American architect.
12. One of London's attractions is its parks, Hyde Park the most famous of them.

## Exercise 16-4

Make up the dialogues using pictures from the next page:

**1B**

**CENTER CITY**

Ask your partner how to get from the bus station to:

the Town Hall	the Palace Theater
the drug store	the restaurant
the post office	the Park Hotel

**1A**

**CENTER CITY**

Ask your partner how to get from the bus station to:

the library	the supermarket
the school	the police station
the bank	the bookstore

## THE UNITED STATES OF AMERICA IN BRIEF

### Geography

The vast and varied expanse of the United States of America stretches from the heavily industrialized, metropolitan Atlantic seaboard, across the rich flat farms of the central plains, over the majestic Rocky Mountains to the fertile, densely populated west coast, then halfway across the Pacific to the semitropical island-state of Hawaii. Without Hawaii and Alaska the continental United States measures 4,505 kilometres from its Atlantic to Pacific coasts, 2,574 kilometres from Canada to Mexico; it covers 9,372,614 square kilometres. In area, it is the fourth largest nation in the world (behind the former Soviet Union, Canada and China).

The sparsely settled far-northern state of Alaska is the largest of America's 50 states with a land mass of 1,477,887 square kilometres. Alaska is nearly 400 times the size of Rhode Island, which is the smallest state; but Alaska, with 521,000 people, has half the population of Rhode Island.

Airlines service 817 cities throughout the country. A flight from New York to San Francisco takes five-and-a-half hours. Train service is also available. The most frequent service is between Washington, D.C., New York and Boston in the East; St. Louis, Chicago and Milwaukee in the Midwest; and San Diego, Los Angeles and San Francisco in the West. A coast-to-coast trip by train takes three days. The major means of intercity transportation is by automobile. Motorists can travel over an interstate highway system of 88,641 kilometres, which feeds into another 6,365,590 kilometres of roads and highways connecting virtually every city and town in the United States. A trip by automobile from coast to coast takes five to six days.

America is a land of physical contrasts, including the weather. The southern parts of Florida, Texas, California, and the entire state of Hawaii, have warm temperatures year round; most of the United



States is in the temperate zone, with four distinct seasons and varying numbers of hot and cold days each season, while the northern tier of states and Alaska have extremely cold winters. The land varies from heavy forests covering 2,104 million hectares, to barren deserts, from high-peaked mountains (McKinley in Alaska rises to 6193.5 metres), to deep canyons (Death Valley in California is 1,064 metres below sea level).

The United States is also a land of bountiful rivers and lakes. The northern state of Minnesota, for example, is known as the land of 10,000 lakes. The broad Mississippi River system, of great historic and economic importance to the United States, runs 5,969 kilometres from Canada into the Gulf of Mexico — the world's third longest river after the Nile and the Amazon. A canal south of Chicago joins one of the tributaries of the Mississippi to the five Great Lakes — making it the world's largest inland water transportation route and the biggest body of fresh water in the world. The St. Lawrence Seaway, which the United States shares with Canada, connects the Great Lakes with the Atlantic Ocean, allowing seagoing vessels to travel 3,861 kilometres inland, as far as Duluth, Minnesota, during the spring, summer and fall shipping season.

America's early settlers were attracted by the fertile land along the Atlantic coast in the south-east and inland beyond the eastern Appalachian mountains. As America expanded westward, so did its farmers and ranchers, cultivating the grasslands of the Great Plains, and finally the fertile valleys of the Pacific Coast. Today, with 1,214 million hectares under cultivation, American farmers plant spring wheat on the cold western plains; raise corn, wheat and fine beef cattle in the Midwest, and rice in the damp heat of Louisiana. Florida and California are famous for their vegetable and fruit production, and the cool, rainy north-western states are known for apples, pears, berries and vegetables.

Underground, a wealth of minerals provides a solid base for American industry. History has glamorized the gold rushes to California and Alaska and the silver finds in Nevada. Yet America's yearly production of gold (\$2,831,000,000) is far exceeded by the value of its petroleum, natural gas, clays, phosphates, lead and iron, even its output of sand, cement and stone for construction. Production value of crude oil alone is about 4.2 thousand million annually, pumped from petroleum reserves that range from the Gulf of Mexico to Alaska's North Slope.

## Population Trends

America has long been known as an ethnic "melting pot". Its current population is 252.5 million, made up of immigrants or their descendants from virtually every country in the world. It is believed that the first people to arrive — from Siberia, more than 10,000 years ago — were the Native Americans or the American Indians. Today, nearly 1.5 million American Indians and Eskimos live in the United States, many on tribal lands set aside for them in 31 states.

Europe, the major source of United States immigration, began sending colonists to America in the early 17th century, primarily from northern and western Europe. Immigration peaked in the period from 1880 to 1920, when tens of millions of immigrants entered the United States, with the largest percentage during that period coming from southern and eastern Europe.

Black Americans, who today number 30.79 million, constitute the largest single ethnic minority in the country. They were first brought to the New World as slaves in the 17th, 18th and early 19th centuries. In the 20th century large numbers of blacks, who historically lived in the South, migrated to the large industrial cities of the North in search of jobs and a better way of life. Hispanics, who number 20.5 million and live primarily in the Southwest, are the next largest ethnic minority group in the United States. Sixty percent are Mexican-Americans with the remainder from Central and South America. The Hispanic community is extremely varied, and includes large Puerto Rican populations in many eastern cities as well as a growing Cuban-American presence in Miami, Florida. The United States' population has also absorbed nearly 6.5 million Asians (from China, Hong Kong, Japan, Laos, the Philippines, Vietnam, South Korea, Cambodia and Thailand). Many Asian Americans live in Hawaii, where more than two-thirds of the population claim an Asian or Polynesian heritage.

Once a nation of farmers, the United States has become increasingly urban since the turn of the century. Today, 77 percent of the population lives in or near cities, and only 1.9 per cent of the population lives on farms. In 1988, the United States counted 10 metropolitan areas of over one million people, and 175 cities with 100,000 or more people.

Since 1930, suburbs have grown faster than the cities (as middle-class residents have left the crowded living conditions of most large cities). Suburbs are defined as residential areas within commuting distance to large cities. Most people who live in suburbs own their

own homes and commute to work in the city, or they work in nearby offices and factories that have relocated to the suburbs.

Americans as a nation tend to be quite mobile. Over a five year period, one family in 10 moves to a new state. In general, the population currently is shifting south and westward. California has passed New York as the most populous state, although the metropolitan area of New York City (population: 18.1 million) remains the nation's largest, with Los Angeles second (13.7 million), and Chicago third (8.181 million).

During the period from 1945 to 1964, the number of children born in the United States increased dramatically; a total of 76 million babies were born during this period. This sharp increase became known as the "baby boom". As this group, known as the baby boomers, has grown to adulthood, it has brought significant economic, cultural and social changes to the American population.

## Political System

The nation's capital, Washington, District of Columbia, has the 10th largest metropolitan population in the country, with a population of over 3.9 million. Laid out by the French architect Pierre L'Enfant in the late 18th century, it was the world's first city especially planned as a centre of government.

The city of Washington, in the District of Columbia along the Potomac River, is the capital of a federal union of 50 states. When the United States declared its independence from Great Britain on July 4, 1776 (now celebrated as a national holiday), there were 13 original states — each one sovereign, each wanting to control its own affairs. The states tried to keep their sovereignty and independence within a loose confederation, but their attempt proved ineffectual. Therefore, in 1789, they adopted a new Constitution establishing a federal union under a strong central government.

The original 13 states were grouped along the Atlantic Coast. As the frontier moved westward, large areas of what is now the continental United States were added by purchase, treaty and annexation. As each state was settled, governments were first organized as territories and later entered the Union as states when their territorial legislatures petitioned the Congress for admission. There are now 50 states. Alaska and Hawaii, the last states to enter the Union, did so in 1959.

Under the Constitution, the states delegated many of their sovereign powers to this central government in Washington. But they kept many important powers for themselves. Each of the 50 states, for example, retains the right to run its own public school system, to decide on the qualifications of its voters, to license its doctors and other professionals, to provide police protection for its citizens and to maintain its roads.

In actual practice, and in line with the American tradition of keeping government as close to the people as possible, the states delegate many of these powers to their political subdivisions — counties, cities, towns and villages. Thus, at the lowest political level, residents of small American communities elect village trustees to run their police and fire departments, and elect a board of education to run their schools. On the county level, voters elect executives who are responsible for roads, parks, libraries, sewage and other services, and elect or appoint judges for the courts. The citizens of each state also elect a governor and members of the state legislature.

In addition to the 50 states and the District of Columbia, citizens of the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands and American Samoa vote in federal elections. United States possessions include the Pacific Islands of Wake, Midway, Jarvis, Rowland, Baker, Johnston Atoll and Kingman Reef. The United States administers the Republic of Palau under United Nations auspices. Two entities, The Federated States of Micronesia and the Republic of the Marshall Islands, have become sovereign self-governing states in free association with the United States.

Under the Constitution, the federal government is divided into three branches, each chosen in a different manner, each able to check and balance the others.

The Executive Branch is headed by the President, who, together with the Vice President, is chosen in nation-wide elections every four years (in every year divisible by four). The elective process for a United States President is unique. Americans vote for slates of presidential electors equal to the number of Senators and Representatives each state has in Congress (a total of 535 persons). The candidate with the highest number of votes in each state wins all the electoral votes of that state. The presidential candidate needs 270 electoral votes to be elected; if no candidate has a majority, the House of Representatives makes the decision. (In all other state and local elections, voters cast their votes directly for the candidate or referendum on that particu-

lar ballot.) Any natural-born American who is 35 years old or older may be elected to this office. The President proposes bills to Congress, enforces federal laws, serves as Commander-in-Chief of the Armed Forces and, with the approval of the Senate makes treaties and appoints federal judges, ambassadors and other members of the Executive Departments (the Departments of State, Defense Commerce, Justice, etc.). Each Cabinet head holds the title of Secretary and together they form a council called the Cabinet.

The Vice President, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death or disability of the President, assumes the Presidency for the balance of his term.

The Legislative Branch is made up of two houses: the Senate and the House of Representatives. The 435 seats in the House of Representatives are allocated on the basis of population, although every state has at least one representative. Each state elects two members of the 100-member Senate; a Senator's term of office is six years.

Both houses must approve a bill for it to become law, but the President may veto or refuse to sign it. If so, Congress reconsiders the bill. If two-thirds of the members of both houses then approve it, the bill becomes law even without the President's signature.

The Judicial Branch is made up of Federal District Courts (at least one in every state), 11 Federal Courts of Appeals and, at the top, the Supreme Court. Federal judges are appointed by the President with the approval of the Senate; to minimize political influences, their appointments are for life. Federal courts decide cases involving federal law, conflicts between states or between citizens of different states. An American who feels he has been convicted under an unjust law may appeal his case all the way to the Supreme Court, which may rule that the law is unconstitutional. The law then becomes void.

In order to amend the Constitution, Congress must pass the proposed amendment by a two-third majority vote in each house, and three-fourths of the states must concur. In more than 195 years, the Constitution has been amended 26 times. The first 10 Amendments — the Bill of Rights — guarantee individual liberties: freedom of speech, religion and assembly, the right to a fair trial, the security of one's home. Later amendments chronicle America's struggle for equality and justice for all of its people. These amendments abolish slavery, prohibit any denial of rights because of race, grant the vote to women and to citizens of the District of Columbia and allow citizens to vote at age 18.

## Economy

The American economy is a free enterprise system that has emerged from the labors of millions of American workers; from the wants that tens of millions of consumers have expressed in the marketplace; from the efforts of thousands of private business people; and from the activities of government officials at all levels who have undertaken the tasks that individual Americans can not do.

The nation's income and productivity have risen enormously over the past 70 years. In this period, the money for personal consumption tripled in real purchasing power. The gross national product per capita quadrupled, reflecting growth in worker productivity.

Together, all sectors of the American economy produce almost \$4,000 million dollars worth of goods and services annually, and each year they turn out almost \$190,000 million more. The consumption of these goods and services is spread widely. Most Americans consider themselves members of the middle economic class, and relatively few are extremely wealthy or extremely poor. According to United States Census Bureau figures, 9.6 per cent of all American families make more than \$50,000 a year, and 7.7 per cent of all American families have incomes less than \$10,000; the median annual income for all American families is about \$28,906.

Americans live in a variety of housing that includes single detached homes (62 per cent) with a median cost of \$112,500. They also live in apartments, town-houses and mobile homes. Three-fourths of all married couples own their own homes. The size of all dwelling units has increased in living space. The median number of rooms occupied in each dwelling unit has increased from 4.9 rooms per unit in 1960 to 5.2 rooms today, despite the shrinking family size. About 3.6 per cent of all Americans live in public (government-supplied or subsidized) housing.

The government plays an important role in the economy, as is the case in all countries. From the founding of the Republic, the United States federal government has strongly supported the development of transportation. It financed the first major canal system and later subsidized the railroads and the airlines. It has developed river valleys and built dams and power stations. It has extended electricity and scientific advice to farmers, and assures them a minimum price for their basic crops. It checks the purity of food and drugs, insures bank deposits and guarantees loans.

America's individual 50 states have been most active in building roads and in the field of education. Each year the states spend some

\$33,31 million on schools and provide a free public education for 29.1 million primary-school pupils and 11.4 million youth in secondary schools. (In addition, 8.3 million youths attend private primary and secondary schools.) Approximately 60 per cent of the students who graduate from secondary schools attend colleges and universities, 77.2 per cent of which are supported by public funds. The United States leads the world in the percentage of the population that receives a higher education. Total enrollment in schools of higher learning is 13.4 million.

Despite the fact the United States government supports many segments of the nation's economy, economists estimate that the public sector accounts for only one-fifth of American economic activity, with the remainder in private hands. In agriculture, for example, farmers benefit from public education, roads, rural electrification and support prices, but their land is private property to work pretty much as they desire. More than 86.7 per cent of America's farms are owned by the people who operate them; the rest are owned by business corporations. With increasingly improved farm machinery, seed and fertilizers, more food is produced each year, although the number of farmers decrease annually. There were 15,669,000 people living on farms in 1960; by 1989 that total had decreased to 4,801,000. Farm output has increased dramatically: just 50 years ago a farmer fed 10 persons; today the average farmer feeds 75. America exports some 440,9 thousand million worth of farm products each year. The United States produces as much as half the world's soybeans and corn for grain, and from 10 to 25 percent of its cotton wheat, tobacco and vegetable oil.

The bulk of America's wealth is produced by private industries and businesses — ranging from giants like General Motors, which sells \$96,371 million worth of cars and trucks each year — to thousands of small, independent entrepreneurs. In 1987, nearly 233,710 small businesses were started in the United States. Yet by one count, some 75 percent of American products currently face foreign competition within markets in the United States. America has traditionally supported free trade. In 1989, the United States exported \$360,465 thousand million in goods and imported \$475,329 thousand million.

In 1990, 119.55 million Americans were in the labor force, representing 63.0 percent of the population over the age of 16. The labor force has grown especially rapidly since 1955 as a result of the increased number of working women. Women now constitute more than half of America's total work force. The entry of the "baby boom" generation into the job market has also increased the work force. Part-time employment has increased as well — only about 55 percent of

all workers have full-time, full-year jobs — the rest either work part-time, part-year or both. The average American work week was 41 hours in 1989.

American industries have become increasingly more service-oriented. Of 12.6 million new jobs created since 1982, almost 85 percent have been in service industries. Careers in technical, business and health-related fields have particularly experienced employee growth in recent years. Approximately 27 million Americans are employed in selling. Another 19.2 million work in manufacturing and 17.5 million work for federal, state and local governments.

Recently, unemployment in the United States was calculated at about seven percent. The government provides short-term unemployment compensation (from 20 to 39 weeks depending upon economic conditions) to replace wages lost between jobs. About 80 percent of all wage and salary earners are covered by unemployment insurance. In addition, both the government and private industry provide job training to help unemployed and disadvantaged Americans.

*(from "The United States Information Agency, 1992")*

## **GREAT BRITAIN IN BRIEF**

### **Geographical Position**

The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and a great number of small islands. Their total area is over 244,000 sq. km.

The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south.

The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the west) and Scotland (the northern part of the island).

There are no high mountains in Great Britain. In the north the Cheviots (the Cheviot Hills) separate England from Scotland, the Pennines stretch down North England almost along its middle, the Cambrian mountains occupy the greater part of Wales and the Highlands of Scotland are the tallest of the British mountains. Ben Nevis, the tallest peak of the Highlands, is only 1,343 m high.



There is very little flat country except in the region known as East Anglia.

Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers, it is over 300 km long. Some of the British greatest ports are situated in the estuaries of the Thames, Mersey, Tyne, Clyde and Bristol Avon.

Great Britain is not very rich in mineral resources, it has some deposits of coal, and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

The warm currents in the Atlantic Ocean influence the climate of Great Britain.

Britain forms the greater part of the British Isles, which lie off the northwest coast of mainland Europe. Its weather is changeable, but there are few extremes of temperature. Britain is a major world producer of oil, natural gas and coal. Since 1980 it has been self-sufficient in energy in net terms.

With 57 million people Britain ranks sixteenth in the world in terms of population. England, Wales, Scotland and Northern Ireland, its four component lands, have separate traditions and cultures. Over the centuries immigrants and political refugees from Europe have added their own customs to these. More recently people from the Caribbean and the South Asian subcontinent, Cypriots, Chinese and others have contributed to the multiracial nature of British society.

Britain has for centuries lived by its people's enterprise and the advancement of its overseas trade. It was the world's first industrialised country. While manufacturing continues to play a vital role, recent decades have generally seen a faster growth in the services sector. Government policies seek to stimulate enterprise and encourage wealth creation and competition.

The national infrastructure benefits from a network of motorways, fast intercity rail services and the recent expansion of airports. Revitalisation of inner cities and housing estates includes initiatives to encourage enterprise, employment and education. Reforms are in train to shape Britain's wide-ranging social welfare system for the 1990s.

On an index based on life span, literacy and basic purchasing power a United Nations report on quality of life ranked Britain's among the Highest in the world.

Britain's democratic system of government is long established and well tried, and has provided remarkable political stability. Britain's overseas relations, including membership of the European Community and its links with Commonwealth countries, enable it to play a central role in promoting international co-operation. It supports such co-operation on environmental protection and is active in the scien-

tific assessment of climate change. Its law on pollution control is being developed with other Community members and with the United Nations and its agencies.

## **Government and Administration**

### *System of Government*

Britain is a parliamentary democracy with a constitutional monarch — Queen Elizabeth II — as head of State.

Political stability owes much to the monarchy. Its continuity has been interrupted only once (the republic of 1649—1660) in over a thousand years. The Queen is impartial and acts on the advice of her ministers.

### *Parliament*

Parliament comprises the House of Commons, the House of Lords and the Queen in her constitutional role. The Commons has 650 elected Members of Parliament (MPs), each representing a local constituency. The Lords is made up of hereditary and life peers and peeresses, and the two archbishops and 24 most senior bishops of the established Church of England. The centre of parliamentary power is the House of Commons. Limitations on the power of the Lords — it rarely uses its power to delay passage of a law — are based on the principle that the House as a revising chamber should complement the Commons and not rival it. The proceedings of both houses of Parliament are broadcast on television and radio, sometimes live or more usually in recorded and edited form. Once passed through both Houses, legislation receives the Royal Assent.

General elections to choose MPs must be held at least every five years. Voting, which is not compulsory, is by secret ballot and is from the age of 18. The candidate polling the largest number of votes in a constituency is elected. In the election of June 1987, when 75 per cent of the electorate voted, the Conservative Party gained an overall majority of 101 (Conservative 375 seats, Labour 229, Liberal 17, Social Democratic 5 and others 24). In 1988 the Liberal and Social Democratic parties merged and are now Liberal Democrats.

### *Government*

The Government is formed by the party with majority support in the Commons. The Queen appoints its leader as Prime Minister. As

head of the Government the Prime Minister appoints ministers, of whom about 20 are in the Cabinet — the senior group which takes major policy decisions. Ministers are collectively responsible for government decisions and individually responsible for their own departments. The second largest party forms the official Opposition, with its own leader and “shadow cabinet”. The Opposition has a duty to criticise government policies and to present an alternative programme.

Policies are carried out by government departments staffed by politically neutral civil servants. They serve the government of the day regardless of its political complexion.

### ***Local Government***

Elected local authorities provide housing, education, personal social services, police and fire brigades. Their expenditure is met partly by central government grants and partly by a community charge, generally payable by everyone in Great Britain over 18. This is to be replaced by a local tax, assessed on the number of adults in, and the value of, a property. Capital expenditure is financed mainly by borrowing.

### **Justice and the Law**

Much legislation applies throughout Britain. England and Wales, Scotland, and Northern Ireland, however, have their own legal systems, with differences in law and practice. The proceeds from serious crime such as drug trafficking, robbery and fraud may be confiscated by the courts.

Law enforcement is carried out by 52 locally based police forces. Police officers are normally unarmed and there are strict limits to police powers.

In British criminal trials the accused is presumed innocent until proved guilty. The accused is legally represented. Most cases are tried before lay justices sitting without a jury. The more serious cases are tried in the higher courts before a jury of 12 (15 in Scotland). Cases involving children (ten to 17 years) are held in juvenile courts or, in Scotland, at informal children’s hearings.

The sentence passed on a guilty offender is subject to certain limits laid down by Parliament for various offences. There is a mandatory sentence of life imprisonment for murder.

Judges are independent and, except for lay justices, are appointed from practising lawyers. Barristers or advocates advise on legal

problems and present cases in the lay justices' and jury courts. Solicitors undertake legal business for clients and appear in the lay justices' courts.

## **External Affairs and Defence**

### ***Overseas Relations***

Britain has diplomatic relations with 166 states, retains responsibility for 14 dependent territories, provides development assistance to over 120 countries, and is a member of some 120 international organisations. Britain is one of the five permanent members of the UN Security Council.

### ***The European Community***

Britain is a committed member of the European Community, an association of 12 democratic states. The Community defines its aims as the harmonious development of economic activities; a continuous, balanced economic expansion; and an accelerated rise in standards of living. These objectives should be met by the creation of a common internal market, the gradual approximation of member states' economic policies, and a framework of common law.

The Community has abolished internal tariffs, established a common customs tariff and set a goal of the creation, by the end of 1992, of an internal market in which free movement of goods, services, persons and capital is ensured in accordance with the Treaty of Rome. Britain regards completion of the internal market as essential if Europe is to improve its competitiveness in world markets. By mid-1990 Britain had implemented more internal market measures than any other Community member.

The Community now accounts for a fifth of world trade. Half Britain's trade is with its 11 Community partners.

### ***The Commonwealth***

The Commonwealth is a voluntary association of 50 independent states with a combined population of 1,300 million (nearly a quarter of the world total). It originates in the progressive, largely peaceful, dismantling of the British Empire since 1945. Members share a language and are a cross-section of countries at all stages of social and economic development. The Queen is recognised as head of the Commonwealth, and is head of State in 17 member countries.

## *Aid and Development*

Britain's aid programme aims to promote sustainable economic and social progress, and the alleviation of poverty, in developing countries. Its budget in 1989 was about £1,790 million. Over 80 per cent of gross bilateral aid went to the poorest countries. Some 75 per cent went to commonwealth countries. Almost £65 million was spent on disaster relief, help for refugees, and emergency food aid.

Multilateral agencies, including the World Bank and the United Nations, are major channels for British aid (21 per cent in 1989). European Community programmes account for a further 17 per cent.

## *Defence*

Britain's defence policy is based on its membership of NATO, which is committed to defend the territories of all member states. Britain spent 4 per cent of gross domestic product on defence in 1989.

Britain gives military aid and training to friendly countries, and has permanent garrisons in some of its dependent territories. It also provides the largest contingent of the UN peace-keeping force in Cyprus.

## **Economic and Scientific Affairs**

### *The Economy*

Britain has an open economy, in which international trade plays a vital part. About one-quarter of its gross domestic product comes from the export of goods and services, a high share among major economies. Private enterprise accounts for three-quarters of gross domestic product and over two-thirds of total employment. The rate of inflation fell sharply in the early 1980s. It rose again after early 1988, then fell to 9.3 per cent at an annual rate by December 1990. Services now account for 60 per cent of gross domestic product and manufacturing for 25 per cent.

Shedding surplus labour and renewed growth have led to gains in productivity. In 1980—1989 output per head rose by 23 per cent in the economy as a whole, and by 57 per cent in manufacturing alone.

In December 1989 Britain's total workforce in employment was a record 27 million. It had increased by 3.5 million since March 1983. Of people working for an employer in 1989, 69 per cent were in manufacturing, 4.7 per cent in construction and 3.4 per cent in the primary sector (agriculture, forestry, fishing, energy and water sup-

ply). Self-employment (11.3 per cent of the workforce) increased to 3.3 million in 1989, a rise of 70 per cent since June 1979.

As in other industrialised countries, unemployment has been a major problem, but had fallen from its peak of 3.2 million in 1986 to about 1.7 million in August 1990.

## *Industry*

### *The Government and Industry*

The keynote of government industrial policy is to encourage enterprise. Its two foundations are open markets and individual initiative. Competition policy seeks to promote market efficiency where this is not achieved solely by market forces. A substantial privatisation programme has encouraged share ownership. It has also involved the privatisation of 29 major businesses, including British Airways, British Gas, British Telecom, and the water supply industry in England and Wales.

## *Manufacturing*

There has been notable growth in chemicals and in electrical and instrument engineering. Productivity has also grown sharply in long-established, extensively modernised, industries like metal manufacturing and vehicle building. About 81 per cent of visible exports consist of manufactures or semimanufactures.

In 1988 the largest net output of manufacturing was in electrical and instrument engineering (£12,800 million); food, drink and tobacco (£10,900 million); mechanical engineering (£10,200 million); chemicals and man-made fibres (£9,900 million); and paper, printing and publishing (£9,700 million).

The average manufacturing firm is fairly small. Four-fifths of establishments employ fewer than 20 people. These account for nearly 11 per cent of the manufacturing workforce. Businesses employing more than 500,000 people, just under 1 per cent of all businesses, account for 46 per cent of the workforce.

## *Steel and Mineral Processing*

Britain is the world's tenth largest steel producer (by volume). Of deliveries of finished steel in 1989, 35 per cent was exported. Substantial gains in productivity have been recorded, to levels higher than those of Britain's major competitors. In addition to its large output of non-ferrous metals, Britain is also a major producer of specialised

alloys used by the aerospace, electronic, petrochemical and other industries.

### *Chemicals*

Britain's chemicals industry is the third largest in Europe and the fifth largest in the Western world. Nearly half its production is exported. In 1989 it contributed over £13,000 million to the balance of payments. Pharmaceuticals are responsible for nearly half the sector's overseas trade surplus.

### *Engineering*

Major products include process plant for large-scale industries such as oil refining and nuclear power generation. Britain is the Western world's largest producer of agricultural tractors, many of which are exported. It is also an important manufacturer of railway and motor vehicles.

The British aerospace industry is the third largest in the world. Its products include civil and military aircraft and satellites. Exports account for nearly 70 per cent of the industry's turnover. Rolls-Royce is one of the world's three largest aeroengine manufacturers. British Aerospace has developed its own range of civil aircraft. It is also the largest European producer of communications satellites.

Output in the electrical and instrument engineering sector has risen steadily since 1982. British firms and research organisations continue to pioneer advances in microelectronics.

### *Textiles*

Textiles and clothing, with just over 10 per cent of manufacturing employment, make a substantial contribution to the British economy. The clothing industry, one of the largest in Europe, meets about two-thirds of domestic demand, and the woollen industry is one of the world's largest.

### *Other Manufactures*

Other major manufacturing industries include food and drink, timber and furniture, printing and publishing, paper (British newsprint producers supply 35 per cent of home demand) and board, and rubber. Some 85 per cent of the Scotch whisky production of 114 distilleries is exported. In 1989 the industry's exports were valued at £1,470 million.

## *Construction*

The construction industry, excluding materials, accounts for 65 per cent of gross domestic product, 90 per cent of work being done by private firms. In 1989 the total value of output grew to £46,120 million, of which new work came to £27,330 million. British engineers won contracts in new overseas commissions for projects worth nearly £7,800 million.

## *Services*

Financial and business services, franchising, health and leisure, and computing services (with a turnover in 1989 of more than £3,000 million) have been major growth sectors.

Tourism employs some 1.4 million people, with employment and investment growing and spreading more evenly around Britain's regions. In 1989, 17.2 million visits from overseas to Britain were recorded.

### *Gross Domestic Product by Industry and Service in 1989 (%)*

Manufacturing . . . . .	22.2
Banking, finance, insurance, business services, leasing . . . . .	19.8
Distribution, hotels and catering, repairs . . . . .	14.2
Education and health services . . . . .	9.7
Construction . . . . .	6.9
Transport and communications . . . . .	6.9
Public administration, defence and social security . . . . .	6.8
Ownership of dwellings . . . . .	5.8
Energy and water supply . . . . .	5.2
Agriculture, forestry and fishing . . . . .	1.5
Other services . . . . .	6.8
TOTAL . . . . .	105.8
Adjustment for financial services . . . . .	-5.8

## *Trade*

Britain is the fifth largest trading nation in the world. Exports of goods and services in 1989 were equivalent to over one-quarter of gross domestic product. Over 80 per cent of visible exports are manufactured goods. Machinery accounts for over 28 per cent of the total. Finished manufactures comprise 52 per cent of imports and semi-manufactures 27 per cent. The total value of exports in 1989 was some £94,000 million. Imports were valued at some £121,000 million.



About half Britain's trade is with its European Community partners.

Exports of services and other invisible items amounted to £109,000 million in 1989, the surplus being £4,700 million. Britain's invisible surplus is the second largest in the world.

Britain has international obligations under the General Agreement on Tariffs and Trade and European Community agreements. These have led to the progressive removal of almost all quantitative import restrictions imposed on economic grounds. Britain maintains few restrictions on its international trade.

Britain's identified net external assets (second only to those of Japan) came to about £113,000 million at the end of 1989. Direct investment assets held overseas by British residents came to £140,000 million and portfolio investment assets to £221,000 million.

### *Financial Services*

Banking, finance, insurance, business services and leasing account for 14 per cent of the British economy's total output. London has the world's largest insurance market, and its banks are responsible for about a fifth of the international bank lending. London is the world's principal trading centre for commodities, as well as an increasingly important centre for financial futures markets.

The Bank of England oversees the soundness of the financial system as a whole, executes monetary policy, acts as banker to the Government, and provides banking facilities for the banking system. Retail banks provide financial services to individuals and companies, particularly account and loan facilities. They also offer home loans.

Some 126 building societies take deposits from individuals (on which they pay interest) and arrange mortgages for house purchase. They also offer a wide range of banking and insurance services.

The International Stock Exchange is one of the world's largest markets for government and company securities. Its turnover of equities in 1989 accounted for some 10 per cent of equity trading worldwide. Also in London are various commodity markets, the bullion market, the Baltic Exchange for shipping and agricultural futures, and Lloyd's for insurance.

### *Public Finance*

For 1990—1991 planned general government receipts amount to £219,000 million. Income tax accounts contributions for 17 per cent, value added tax for 15 per cent, local authority rates and communi-

ty charge for 11 per cent, corporation tax for 10 per cent and duties on petrol, alcoholic drinks and tobacco for 9 per cent. Among the other sources are National Insurance contributions, capital taxes, oil taxes and royalties, and receipts from interest and dividends.

The main items of general government expenditure in 1990—1991 are social security (26 per cent), health (10 per cent), defence (10 per cent), local government (10 per cent), the environment and transport (6 per cent), and education and science (3 per cent).

The basic rate of income tax — 25 per cent — applies to the first £20,700 of taxable income. A rate of 40 per cent applies above this level. All taxpayers benefit from a system of tax allowances under which part of their income is tax-free. In addition, there are tax reliefs on such items as mortgage interest paid by house buyers. Corporation tax is payable on company profits.

The main expenditure tax is a value added tax levied on various goods and services. Special duties are also placed on such items as petrol and diesel road fuel, tobacco and alcoholic drinks.

### *Energy*

Britain has the largest energy resources in the European Community.

It is the world's eighth largest oil producer. In 1989 the amount of crude oil extracted from 44 offshore North Sea, and various small onshore, fields was about 1.18 million barrels (252,050 tonnes) a day.

Natural gas from 28 offshore fields accounts for nearly 80 per cent of British Gas's total supplies.

The coal industry is one of the largest in Western Europe and one of the world's most technologically advanced. Output was nearly 97 million tonnes in 1989—1990.

Certain parts of the electricity supply industry in Great Britain were being privatised in 1990—1991. Independent generators are to compete on equal terms with the major generators — National Power and PowerGen in England and Wales, and Scottish Power and Scottish Hydro-Electric in Scotland. Nuclear power remains in the public sector.

The Government seeks to reduce pollution caused by the burning of fossil fuels and to contain global warming. It sees nuclear power, which supplies 23 per cent of generated electricity, as still having a strategic role. Sixteen nuclear power stations operate in Great Britain.

The Government also promotes diversity of energy sources. It supports full exploitation of renewable energy technologies and development of their internal and export markets.

## ***Transport and Communications***

Most passenger and freight transport goes by road. Private cars and taxis account for some 84 per cent of passenger mileage, buses and coaches for 7 per cent, and rail for 7 per cent. The road network totals 380,400 km (236,400 miles), of which 3,000 km (1,860 miles) are trunk motorways. Despite one of the world's highest road traffic densities, casualty rates are lower than in most European countries.

British Rail runs over 700 Intercity expresses each weekday. Construction work on the Channel Tunnel, with twin single-track rail tunnels (about 50 km long), linking the English and French coasts is in progress. It is one of the largest civil engineering projects in Europe and is being financed by the private sector.

There are about 80 significant ports in Great Britain. Traffic through all ports in 1989 totalled 465 million tonnes.

The civil airline industry is entirely within the private sector. British Airways, one of the world's latest airlines, carried over 25 million passengers in 1989—1990. Britain's civil airports handled over 100 million passengers in 1989 and 1.1 million tonnes of freight. Eight airports (handling 70 per cent of passengers and 85 per cent of air cargo traffic) are owned and managed by BAA pie, privatised in 1987.

British Telecom serves some 19.3 million residential and 5.7 million business telephone lines. It includes 110,000 telex connections, 90,000 public payphones, and the highest proportion of optical fibre (1 million km) in its network of any world operator. Mercury Communications is Britain's competing telecommunications carrier.

The Post Office, pioneer of postal services, handles 58 million letters and parcels each working day. Eighty sorting offices with mechanical handling equipment are in operation.

## ***Science and Technology***

Nobel prizes for science have been awarded to 70 British citizens, a greater number than for any other country apart from the United States.

Spending on scientific research and development in 1988 was about £10,300 million, 2.2 per cent of gross domestic product. The Government takes responsibility for funding research in basic science.

The Science and Engineering Research Council supports fundamental research in pure and applied science, including engineering. With the other research councils, it is setting up interdisciplinary research centres.

The Medical Research Council supports major projects in all types of disease, including Alzheimer's disease and AIDS. The earth's resources, the oceans and the atmosphere are the concern of the Natural Environment Research Council. The Agricultural and Food Research Council supports work on crops and livestock.

The Government supports university research through the Universities Funding Council. Research on nuclear power is the responsibility of the United Kingdom Atomic Energy Authority, which also offers a contract research service to industry. The Ministry of Defence's share of government research expenditure has fallen to some 45 per cent. Increasing emphasis is placed on its research funded jointly with industry. "Spin-off" from defence technology to the civil market is encouraged. British firms and academic institutions participate in European Community and other international programmes.

Industry is the second major source of funds for research and development. There have been major advances in the development of optical fibre communications systems. The pharmaceutical industry accounted for 10 per cent of manufacturing industry's research and development expenditure in Britain in 1989. British firms make 11 of the world's 50 best-selling medicines. In aerospace British companies play a major role.

### *Agriculture, Forestry and Fisheries*

Over three-quarters of Britain's varied landscape is used for agriculture. Although only 2.2 per cent of the working population are engaged in it, agriculture produced nearly two-thirds of Britain's food requirements. Its contribution to gross domestic product is 1.4 per cent.

The European Community provides price support (linked to pre-determined levels of production) for farmers. Its Common Agricultural Policy accounts for about two-thirds of its budget. Production under the Common Agricultural Policy has increased in recent years, and as a result surpluses have emerged for Common Agricultural Policy reform, to bring supply and demand into better balance. Considerable progress has been made.

The Food Safety Directorate focuses resources on maintaining the safety and quality of Britain's food supplies.

There are 19 environmentally sensitive areas in Britain. Here farmers receive payments for farming along beneficial lines, intended to preserve the special character of the area.

Woodland covers nearly 2.4 million hectares in Britain: about 13 per cent of Scotland, 12 per cent of Wales, 7.3 per cent of Eng-

land, and 5.2 per cent of Northern Ireland. British woodlands meet 12 per cent of the country's consumption of wood and wood products.

The fishing industry, with an inshore fleet of some 7,900 vessels, provides about 61 per cent of the country's supplies. In 1989 landings of fish (excluding salmon and trout) by British vessels totalled 624,400 tonnes. Fish farming continues to grow: in 1989 it had an estimated turnover of £150 million.

## **Environmental, Social and Cultural Affairs**

### ***Planning and Housing***

Britain's land-use planning system seeks to protect and enhance the environment. It seeks also to reconcile the demands for land from industry, commerce, housing, transport, agriculture and recreation.

Plans are prepared by local government authorities. Most development in their areas must conform to these plans and receive planning permission. Central government approves local authorities' broad policies.

As part of the "Action for Cities" initiative, the Government is spending more £4,000 million on revitalising the inner cities in 1990—1991. Local government, business and voluntary organisations also contribute. The Urban Programme provides grant to about 10,000 projects at any one time.

Some 65 per cent of dwellings in Great Britain are owner-occupied. Mortgage loans to home-buyers are available from a number of sources. Tax concessions on interest payments are granted to borrowers. Most public housing in Great Britain is supplied by 460 local housing authorities. The role of non-profit-making housing associations is increasing. Between 1980 and 1988 about 1.6 million home improvement grants were paid in respect of privately owned dwellings. Emphasis is placed on the modernisation and conversion of existing homes, and the retention of existing communities.

### ***Environmental Protection***

Responsibility for pollution control rests with local and central government. Integrated pollution control restricts emissions to air, land and water from the most harmful processes. Recycling of waste will be a duty of local government.

The National Rivers Authority protects inland waters in England and Wales. In Scotland the river purification authorities are responsible for water pollution control.

Total emissions of smoke in the air have fallen by over 85 per cent since 1960. Sulphur dioxide emissions have fallen by about 40 per cent since 1970. Britain has adopted a phased programme of reductions in sulphur dioxide emissions from existing large combustion plants of up to 60 per cent by 2003. It has also agreed to reduce nitrogen oxide emissions by up to 30 per cent by 1998. Over 95 per cent of petrol stations in Britain stock unleaded petrol. Strict controls have reduced carbon monoxide, hydrocarbon and nitrogen oxide emissions.

The Government is committed to the elimination of chlorofluorocarbons, which damage the ozone layer. They also contribute to the greenhouse effect, which leads to global warming and a rise in sea levels. Britain stresses the need for improvement in understanding the science of climate change.

There are nearly 500,000 protected buildings, and 7,000 conservation areas of architectural or historical interest in Britain. The Government supports the work of the voluntary sector in preserving the national heritage. Green belts are areas where land should be left open and free from urban sprawl. The Government attaches great importance to their protection. National parks cover 9 per cent of the total land area of England and Wales. Some 38 areas of outstanding natural beauty have been designated — 13 per cent of the same land area. Three regional parks and 40 national scenic areas cover 13 per cent of Scotland. Care is taken to control development on parts of the coastline.

### *Education*

All children and young people between the ages of 4 or 5 and 16 must receive full-time education. Just under half of 3- and 4-year-old children receive nursery education. Some 9 million pupils attend Britain's 35,000 schools. About 93 per cent receive free education from public funds; the rest attend private fee-paying schools. The average pupil-teacher ratio for all schools is about 17 to 1.

Boys and girls are taught together in most schools. In England and Wales non-selective ("comprehensive") education caters for children of all abilities. Nearly all pupils in Scotland attend non-selective schools. The secondary education system in Northern Ireland is largely selective.

Recent government measures aim to raise standards, extend parental choice and improve value for money. They provide, among other things, for a compulsory National Curriculum in English and Welsh schools, and for greater responsibilities to be given to schools,

polytechnics and colleges. Parallel reforms are being introduced in Scotland and Northern Ireland. Links between business and education are encouraged at all levels.

The principal examination, at about the age of 16, in England, Wales and Northern Ireland is the General Certificate of Secondary Education. A mixture of the Advanced level of the General Certificate of Education and Advanced Supplementary level (giving opportunities for study in a wider range of subjects than hitherto) may be taken at 18. It is the standard for entrance to higher education courses as well as many forms of professional training. There are separate examinations in Scotland.

About two-fifths of all young people get some form of post-school education. About one-sixth enter full-time higher education courses at the 47 universities, 31 polytechnics, 15 Scottish central institutions and other publicly funded colleges. Over 90 per cent of students on full-time higher-education courses receive tuition and maintenance grants from public funds. All undergraduates are eligible, from late 1990, for an interest-free loan.

The Open University, using television and radio broadcasts, correspondence courses and summer schools, provides part-time fee-paid courses for students.

## ***Social Welfare***

### ***Health***

The National Health Service provides largely free medical treatment for everyone normally resident in Britain. Nearly 80 per cent of the cost of the service is met from taxation. Expenditure on the health service (£28,000 million in 1990—1991) has increased substantially in real terms since 1980. The National Health Service and Community Care Act 1990 provides for wide-ranging reform in management and patient care. The Government stresses the need for partnership between the public and private health sectors.

People are encouraged to look after their health. Publicity campaigns underline the dangers of drug, alcohol and solvent misuse; smoking; and AIDS.

Free family planning advice is available to all adults.

A full range of services is provided by the National Health Service hospitals. In England in 1989—1990 the number of in-patient cases treated reached a record 6.6 million. In 1986 the Government launched a drive to reduce hospital waiting lists. By 1990 it had invested £109 million in projects, such as mobile operating theatres, to

improve waiting times. The national blood transfusion service collects over 2 million donations a year from voluntary unpaid donors.

There are 78,500 beds in the independent health care sector.

### *Personal Social Services*

Local authority assistance for elderly and disabled people includes domestic help, night attendance, day centres, delivery of cooked meals and subsidised travel. Residential care is provided for those unable to look after themselves.

Local authorities promote child welfare and can help families in difficulty. The Children Act 1989 focuses on better care for children in distress and strengthens the powers of the courts to protect them.

### *Social Security*

The social security system aims to provide efficient financial help for people in need. It accounts for over a quarter (£55,300 million) of all public expenditure. There is a basic state pension, with an additional earnings-related pension. Personal and occupational pension schemes are encouraged.

Income-related benefits are targeted at areas of greatest need. Family credit, for example, is for working families on modest incomes. Income support is for those without work and with low financial resources.

Many benefits are payable in return for contributions paid by employees, the self-employed, employers and the Government to the National Insurance scheme. This covers retirement, sickness, invalidity, unemployment and other circumstances. The Government finances a number of non-contributory benefits, including child benefit and benefits for disabled people.

### *The Arts*

The Government sets the arts budget for a three-year period so that arts bodies can plan ahead and diversify their sources of funding. It is spending £494 million in 1990—1991. Over a third is channelled through the Arts Council of Great Britain for the performing and visual arts. The Government encourages arts bodies to seek funds from the private sector.

The British Council furthers knowledge of British culture and the English language overseas. It initiates or supports tours by British companies and artists.



London is a major international centre for theatre, opera and dance. There are many important companies and theatres outside the capital. The Royal National Theatre stages classical and modern plays. The Royal Shakespeare Company performs both at Stratford-upon-Avon, Shakespeare's birthplace, and in London. The Royal Opera, Covent Garden, and the English National Opera are the main London opera companies. Scotland, Wales and Northern Ireland have their own.

British pop musicians and groups — some of the most popular being George Michael, Phil Collins, "Wet Wet Wet" and the "Pet Shop Boys" — have world-wide appeal and have set new trends.

Some 650 professional arts festivals take place each year. The Edinburgh International Festival is the largest of its kind in the world.

British films, actors and the creative and technical services which support them are acclaimed at international film festivals. The industry also produces films for television.

About 2,500 museums and art galleries include the major national museums, with world-famous artistic, archaeological, scientific and historical collections. The Queen's Gallery in Buckingham Palace shows pictures from the royal collection. Many of Britain's great private houses (some open to the public), of prime architectural interest, also contain art treasures.

A network of free public, and other institutional and private, libraries helps to maintain the vast wealth of English literature and culture. The British Library, Britain's national library, is one of the world's three largest.

## ***Press and Broadcasting***

### ***The Press***

More daily newspapers, national and regional, are sold per person in Britain than in most other developed countries. National newspapers have a total circulation of 15.8 million on Sundays. There are about 135 daily and Sunday newspapers, 2,000 weekly papers and some 7,000 periodical publications.

The press is free to comment on matters of public interest, subject to law (including that of libel). There is no state control or censorship. A government-appointed committee has recommended measures for more effective press self-regulation and prevention of intrusion into privacy. Newspapers are almost always financially independent of any political party.

## *Broadcasting*

Television and radio, a public service accountable to the people through Parliament, are the responsibility of the BBC, the Independent Television Commission (ITC) and the Radio Authority. Programmes must display a proper balance and wide range of subject matter, and accuracy. They must not offend against good taste.

Under the Broadcasting Act of 1990 a new independent national television service and up to three new national commercial radio stations are to be established. There are opportunities to launch hundreds of private local and community radio stations. Local operators may provide national and local television channels by cable or microwave.

The BBC operates two national television channels and five national and 37 local radio stations. Its overseas service — BBC World Service — transmits radio broadcasts in English and 35 other languages. Its domestic services are financed mainly from the sale of annual television licences, and the World Service from a government grant. They have complete editorial independence.

Channel 3 television programmes are produced and broadcast by 15 independent regional companies. Channel 4 is a complementary independent television channel. Both services draw their income from advertising.

British-based satellite television channels provide programmes to cable operators in Britain and, in most cases, throughout Europe. Direct broadcasting by satellite (DBS) is available all over Britain. British Sky Broadcasting controls nine DBS channels. Cable services have expanded in recent years.

## *Sport and Recreation*

Interest in sports and recreations, such as basketball, darts, skiing, athletics and snooker, has increased, thanks partly to extensive coverage on television. More people participate in sport, mainly because of the increase in leisure time and facilities, greater mobility and improvements in living standards. It is estimated that 25 million people over the age of 13 regularly take part in sport or exercise. Walking, including rambling and hiking, is followed in popularity by swimming, football, golf, keep fit and yoga, athletics, angling, squash and badminton.

Britain has pioneered facilities for sports for disabled people. Disabled athletes are encouraged to participate either in direct competition with able-bodied athletes or in parallel events.

Wimbledon, one of the four grand slam tennis tournaments, is the world's premier grass court tournament. The British Open Golf championship attracts enormous interest. In horse-racing there are five classic flat races — the Derby, the Oaks, the Two Thousand Guineas, the One Thousand Guineas and the St. Leger. One of the world's principal sailing events is the regatta at Cowes in the Isle of Wight. Rowing events include the Oxford and Cambridge University boat race and Henley regatta, both on the Thames.

In 1990 England were World Cup soccer semi-finalists. The Government has worked closely with the football authorities and the government of other European countries to combat spectator violence. Legislation severely restricts access to alcohol at matches. The National Football Intelligence Unit, set up in 1989, co-ordinates police information about football hooligans and strengthens liaison with overseas police forces. The use of closed-circuit television on all Football League grounds has helped the police to identify law-breakers.

*(from "Britain in Brief," prepared for the Foreign and Commonwealth Office by Reference Services, Central Office of Information, January 1991)*

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