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Upper Intermediate

Practical English Course

Книга для викладача

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ІМ. ТАРАСА ШЕВЧЕНКА

# **ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ**

**ЧАСТИНА ТРЕТЯ**

## **КНИГА ДЛЯ ВИКЛАДАЧА**

*Рекомендовано Міністерством освіти і науки України  
як навчальний посібник для студентів третього курсу,  
що навчаються за філологічними спеціальностями  
та за фахом "Переклад"*

*За редакцією  
Л. М. Черноватого та В. І. Карабана*

НБ ПНУС



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**НОВА КНИГА**  
Вінниця, 2007

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Ч 49

До підручника рекомендованого  
Міністерством освіти і науки України

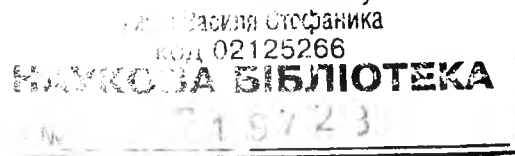
Черноватий Л. М., Ковальчук Н. М.

Ч 49 Книга для викладача до практичного курсу англійської мови (частина третя): Підручник для студентів третього курсу вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад») (серія *Dictum Factum*, автори Черноватий Л. М., Карабан В. І., Ковальчук Н. М., Набокова І. Ю., Пчеліна С. Л., Рябих М. В.) – Вінниця: Нова книга, 2007. – 144 с.

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Книга для викладача до практичного курсу англійської мови для студентів третього курсу вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад») має на меті допомогти викладачам у роботі зі згаданим підручником. До її змісту ввійшли «Вступ», який повторює інформацію, що міститься у передмові до підручника, робочий план на увесь навчальний рік із приблизним розподілом матеріалу за семестрами, тижнями та годинами, ключі до найбільш складних вправ, а також транскрипт текстів для навчання аудіювання, які записані на аудіокасету.

Для викладачів вищих навчальних закладів, що працюють із підручником для студентів третього курсу вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад») (серія *Dictum Factum*, автори Черноватий Л. М., Карабан В. І., Ковальчук Н. М., Набокова І. Ю., Пчеліна С. Л., Рябих М. В.) – Вінниця: Нова книга, 2007. – 144 с.



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## ВСТУП

Дана робота є продовженням «Книг для викладача» для першого та другого курсів (*Dictum Factum Preintermediate English Course* та *Dictum Factum Intermediate English Course*) і призначена для викладачів третього курсу перекладацьких факультетів або перекладацьких відділень факультетів іноземної філології університетів, які використовують підручник *Dictum Factum Upper Intermediate English Course*.

**Вихідний рівень.** Відповідно до рекомендацій Комітету з питань освіти при Раді Європи щодо навчання іноземних мов (*A Common European Framework of Reference 2001*) та Програми з англійської мови для університетів (Ніколаєва та ін., 2001), по закінченні другого курсу студенти факультетів іноземної філології мають відповідати рівню *B2* в письмі, *B2.2* в аудіюванні та діалогічному мовленні, а також рівню *C1.1* у монологічному мовленні та читанні. Коротко характеристики згаданих рівнів (див. Ніколаєва та ін., 2001, с. 116) за видами мовленнєвої діяльності зводяться до такого: аудіювання – у межах знайомих тем розуміти зміст поширених повідомлень, що включають складні типи аргументації; розуміти короткі тексти наукового характеру, а також більшість теле- та радіо новин і програм, пов'язаних із поточними подіями; діалогічне мовлення – підтримувати спілкування зі швидкістю та спонтанністю, ступінь яких є достатньою, аби не спричинювати незручності співрозмовнику; монологічне мовлення – виступати з широкого кола питань, пов'язаних з колом власних інтересів; пояснювати власну точку зору на конкретну проблему, аналізуючи переваги та недоліки різних варіантів її вирішення; письмо – писати стислі повідомлення або твори для передачі інформації або викладення аргументів на користь або проти конкретної точки зору; читання – читати сучасну художню прозу; розуміти фактичну інформацію, передану як експліцитно, так й імпліцитно. (більш детально див.: *A Common European Framework of Reference 2001*; Ніколаєва та ін., 2001). Саме на такий рівень розрахований матеріал цього підручника. Протягом третього року навчання студенти мають вийти на рівень *C1.1 – C1.2*. Цим рівням відповідає тест *CAE (Certificate in Advanced English)* у Кембріджській (*UCLES*) класифікації тестів (див. *First Certificate in English 1997*), відповідно і матеріал підручника та структура його завдань готують студентів до тестів такого типу.

**Цілі навчання** в підручнику формулюються, виходячи із загальної мети усього п'ятирічного курсу (див. Ніколаєва та ін., 2001), і зводяться до практичних (формування мовленнєвих навичок і умінь та засвоєння лінгвістичних і соціокультурних знань), когнітивних (розвиток когнітивних здібностей), афективних (формування впевненості щодо використання мови як засобу комуні-

кації та для перекладу, а також розвиток позитивного відношення до вивчення англійської мови та засвоєння відповідної культури), освітніх (розвиток здатності до самостійного пошуку та засвоєння нового матеріалу), фахових (розвиток перекладацької компетенції з першого ж дня навчання в університеті) та соціальних (розвиток загальних умінь спілкування).

Наприкінці третього курсу студенти мають досягти рівнів *C1.1* в аудіюванні, письмі та діалогічному мовленні, а також рівня *C1.2* у монологічному мовленні та читанні. Зміст вказаних рівнів (див. Ніколаєва та ін., 2001, с. 116) викладений далі: аудіювання – у межах знайомих і незнайомих тем розуміти зміст поширених повідомлень, що включають складні типи аргументації; розуміти лекції та документальні програми, де коментар ведеться освіченою англійською мовою; діалогічне мовлення – вести мовлення невимушено, чітко формулюючи власні думки і своєчасно коригуючи власне мовлення у відповідності до висловлювань співрозмовників; монологічне мовлення – виступати з детальним викладом складних тем, одночасно інтегруючи кілька підтем; письмо – писати чітко за змістом і добре структуровані за формою тексти, детально викладаючи інформацію; писати резюме, фактичні повідомлення та ділові листи; читання – розуміти довгі та складні тексти, як фактичного характеру, так і художні твори, усвідомлюючи стилістичні засоби, що містяться у тексті.

Досягнення таких цілей на третьому курсі здійснюється завдяки вирішенню низки завдань, а саме: а) засвоєнню близько 5 000 лексичних одиниць (слів та зворотів) у межах пройдених тем; б) інтеграції навичкових параметрів (фонетики, лексики та граматики) у мовленнєвих уміннях; в) аудіювання текстів, що відносяться до тем, які студенти вивчають; г) упевненого спілкування в межах згаданих тем; д) уміння долати чинники, що перешкоджають розумінню під час спілкування; е) розвитку гнучких стратегій читання як мовленнєвого уміння за рахунок формування усіх його видів; є) розвитку письма як мовленнєвого уміння на матеріалі написання різножанрової продукції (рекламна листівка туристичного характеру, рецензія на фільм, спектакль тощо, лист-скарга, аналіз позитивних та негативних аспектів ситуації тощо, аналіз переваг та недоліків ряду об'єктів тощо, звіт про результати аналізу, виконаного за одержаним завданням), а також написання невеликих творів; ж) засвоєнню певного обсягу соціокультурних знань за рахунок читання відповідних текстів, застосування ілюстративного матеріалу тощо; з) формуванню перекладацьких навичок завдяки розвитку умінь компресії тексту, застосуванню перекладацького скоропису, розвитку навичок передачі власних назв при перекладі, застосуванню транскриптування при передачі топонімів і власних імен та виконанню перекладних вправ. До вправ, що готують майбутнього перекладача до можливої роботи у туристичній індустрії слід також віднести форму-

вання умінь вести усні перемови та листування з готелями та авіакомпаніями, підготовки рекламних листівок для туристів, написання звітів за результатами аналізу наявних готелів, авіарейсів тощо.

**Зміст навчання.** Тематика, як і передбачено Програмою (Ніколаєва та ін., 2001), на цьому рівні навчання відноситься переважно до блоків “Англомовний світ і Україна” та “Гуманітарна сфера”, які на всіх етапах тісно переплітаються із соціокультурним компонентом: 1) Великобританія – США – Україна: географічне положення, поділ на регіони, особливості регіонів, характер народів, що населяють відповідну країну, національні стереотипи, національні свята; 2) Театр та кіно у Великобританії, США та Україні: історія виникнення та розвитку, провідні кіно- та театральні актори, режисери, продюсери, найбільш відомі фільми, вистави тощо, жанри кінофільмів та спектаклів, кіно- та театральні рецензії, технологія підготовки спектаклів та зйомок кінофільмів, прем'єри; 3) Індустрія повітряних перевезень у США та Україні: структура аеропорту, призначення його частин та служб, авіаквитки та посадочні талони, резервування квитків, правила перевозу багажу та проблеми з ним, реєстрація на рейс, митний та імміграційний контроль, заповнення митних декларацій в Україні та США, види обмежень на ввіз та вивіз певних товарів, конкуренція авіаперевізників, економічні аспекти діяльності авіакомпаній; 4) Індустрія готельного господарства у Великобританії та Україні: типи готелів, їхня класифікація, вимоги до різних категорій готелів (зірки, корони), персонал готелю та його функції, типи кімнат, обслуговування у номерах, устаткування готелів та додаткові послуги (проведення конференцій, прийомів тощо), резервування номерів електронною поштою, телефоном, листом, культурні програми вихідного дня у британських готелях; 5) Медицина: органи людського тіла, протезування, галузі медицини, лікарі та інший медичний персонал, лікарня та поліклініка – відділення, служби, їхні функції, хвороби, симптоми, травми та перша медична допомога, огляд лікаря, скарги пацієнта, медичне устаткування, прилади та інструменти, імунна система та механізм її дії, СНІД, пташиний грип, серцево-судинна система та її захворювання, захворювання вуха, горла та носа, дерматологічні та офтальмологічні захворювання, захворювання очеревини, органів черевної порожнини, грудної клітки і грудної порожнини; 6) Мова і мозок, виникнення та розвиток мови, особливості засвоєння мови, роль успадкованих механізмів у засвоєнні мови, виникнення та розвиток англійської мови, джерела впливу на англійську мову, роль запозичень у розширенні лексичного складу, роль англійської мови у сучасному світі.

**Розвиток мовленнєвих умінь.** Досягнення мети навчання аудіювання (див. вище) здійснюється як за рахунок спеціальних вправ у класі, включаючи спілкування з викладачем та іншими студентами, так і завдяки домашній та

самостійній роботі (прослуховування аудіокасети, що входить до комплексу з підручником, радіопередач, перегляд телевізійних передач та кінофільмів). Вправи на аудіювання зазвичай забирають надто багато часу при роботі у класі. До того ж різні студенти потребують різної кількості прослуховувань, аби виконати завдання, пов'язані з аудіюванням. Враховуючи це, доцільно перенести основну частку роботи з аудіюванням на домашню роботу, ретельно перевіряючи проте її самостійність.

Навчання говоріння ставить за мету розвиток умінь спонтанного непередбаченого спілкування, а не відтворення завчених текстів. З цією метою застосовуються мовленнєві вправи проблемного характеру, пов'язані з необхідністю опису, порівняння, протиставлення, аналізу, оцінки та формулювання висновків, відстоюванням власної точки зору, аргументуванням тощо. Протягом третього року навчання студенти, на додачу до 50 мовленнєвих функцій, засвоєних протягом першого та другого курсів, мають оволодіти ще 24-ма (див. розподіл функцій на початку підручника). Для забезпечення мовленнєвих вправ, на додачу до вправ, пов'язаних із текстами та особистим досвідом студентів, підручник має окремий розділ (*Speaking Tasks*) з фотографіями. Такі вправи, що виконуються у парному та груповому режимах, забезпечують активність студентів та інтенсивність їхньої праці.

Змістом навчання читання є розвиток контекстуальної догадки для розуміння незнайомих слів у тексті, розпізнавання його головної ідеї, складових, їхньої структури, елементів та засобів зв'язку між ними. Передбачається також формування навичок відновлення деформованих текстів, розвиток умінь розпізнавання аргументації автора, прогнозування змісту тексту, виходячи з наявної інформації. На відміну від підручників попередніх рівнів, цілеспрямований розвиток зазначених навичок та умінь не обмежується лише останніми уроками кожного розділу (*Unit*), а поширюється і на інші уроки. У підручнику збережено принцип застосування виключно автентичних текстів, які практично не адаптувалися (за винятком незначних скорочень), і запозичені з британських та американських засобів масової інформації.

Мета навчання письма як мовленнєвого уміння досягається за рахунок розширення типів вправ для його розвитку. У цьому підручнику студенти засвоюють принципи написання низки типів писемної продукції, про які вже згадувалося вище (рекламна листівка туристичного характеру, рецензія на фільм, спектакль тощо, лист-скарга, аналіз позитивних та негативних аспектів ситуації тощо, аналіз переваг та недоліків ряду об'єктів тощо, звіт про результати аналізу, виконаного за одержаним завданням), значно розширюючи діапазон власних умінь породжувати писемні тексти, що відповідають вимогам

носіїв англійської мови. Разом з тим студенти продовжують традицію написання фабульних міні-творів з використанням засвоєного матеріалу.

Засвоєння лексики та її відпрацювання і включення до структури мовленнєвих умінь є важливим завданням підручника. Лексика вводиться семантичними кластерами і семантизується без застосування перекладу за допомогою малюнків, контексту, використання синонімів або антонімів та пояснень англійською мовою. Наявність двомовних (англо-українського та українсько-англійського) словників наприкінці підручника знімає будь-які лексичні проблеми студентів. Враховуючи орієнтацію на міжнародні тести типу *CAE (Certificate in Advanced English)*, у підручнику передбачена систематична робота по засвоєнню фразових дієслів. Суттєвою відмінністю даної роботи є використання новітніх досягнень лексикологічних досліджень, зокрема, даних сучасних комбінаторних словників (див. *Oxford Collocations Dictionary of English 2002*) та застосування комбінаторних таблиць із відповідними вправами.

Вдосконалення граматичних навичок, формування яких на першому та другому курсі проходило на основі окремого від підручника посібника (*Dictum Factum Practical Grammar of English 2005*), на третьому курсі здійснюється в рамках підручника. З цією метою до змісту майже кожного модуля (*Part*) уроку входять вправи по підтриманню різних елементів граматичної системи, яка вже сформована у свідомості студента. Ці вправи мають форму редагування недосконалих текстів, утворення слів від заданої основи, множинного вибору тощо. Крім того, у більшості уроків передбачена спеціальна частина (переважно *Part 3*), метою якої є подальше вдосконалення навичок вживання системи англійських прийменників, яка, за даними досліджень, є найважчим сегментом англійської мови взагалі. Ця частина підручника базується на результатах спеціального дисертаційного дослідження (Ковальчук, 2004).

Вправи цієї частини об'єднані в комплекс, що реалізується поетапно (кожен з етапів відповідає певній категорії прийменників: просторові – стаціонарне положення та напрям руху; темпоральні; відносні; прийменники, що вживаються з деякими дієсловами і в найбільш поширених усталених виразах), та циклічно (один цикл – 90 хвилин занять). Крім того, ця частина підручника включає чотири тести, зміст яких наведено в «Книзі для викладача». Там же наведено приблизний розподіл усього матеріалу підручника по заняттях. Рекомендовані критерії оцінки (1 бал за кожне правильно виконане завдання): 85–100 % правильних відповідей – «відмінно», 70–84 % – «добре», 55–69 % – «задовільно», менше 55 % – «незадовільно».

Виконання вправ по засвоєнню системи англійських прийменників організовано за третім типом орієнтування (П. Я. Гальперін), відповідно до якого система орієнтирів не дається студентам у готовому вигляді, а будується ними

самими у процесі розв'язання системи проблемних завдань. Така процедура вважається найбільш ефективною для формування навичок, умінь та узагальнень. На практиці це виглядає так: викладач вводить мовленнєві зразки у вигляді фабульного тексту, що містить певні прийоми. Далі студентам пропонується самостійно встановити значення, у яких вживаються ці прийоми, заповнити таблиці, вивести правила тощо. Виконання цього завдання дозволяє досягти двох мети: по-перше, студенти будують (без актуального усвідомлення) та засвоюють орієнтувальну основу дій по вживанню відповідних прийомів, а по-друге, – розвивають навички їхнього вживання, бо вправи є лише англомовними.

До складу комплексу цієї частини підручника входять репродуктивні умовно-комунікативні вправи, які виконуються після побудови системи орієнтирів: заповнення пропусків або вибір прийому із запропонованих. Матеріал для вирішення одних завдань можна знайти безпосередньо в текстах епізодів, інші – розширюють контекст, створюючи ситуації, що відсутні у епізодах, але є їхніми можливими наслідками. Контекст доповнюється за рахунок малюнків, що ілюструють вживання певних категорій та підкатегорій прийомів.

Інші репродуктивні умовно-комунікативні вправи включають опис малюнків, що є ілюстраціями до змісту конкретних епізодів, переказ епізоду від імені певного персонажа, відповіді на запитання, різні види перефразування та вибір еквівалентів на основі контексту.

Репродуктивні комунікативні вправи мають форму переказу невідомого іншим тексту, який студенти складають вдома. Таким чином, переважна більшість вправ є умовно-комунікативними. Близько 25 % вправ, пов'язаних із заповненням таблиць та формулюванням правил, формально класифікуються як некомунікативні. З іншого боку, метою виконання таких вправ є вирішення певних проблемних ситуацій, що пов'язано з активними діями студента, коли він/вона вживає лише засоби англійської мови, має реальне завдання, мотив та усі інші атрибути комунікативності. А тому такі вправи доцільніше класифікувати як рецептивно-репродуктивні комунікативні.

Фахова перекладацька підготовка студентів вже на цьому ранньому етапі забезпечується, крім традиційних для вітчизняних підручників вправ на переклад (яких порівняно небагато, і які виконують швидше узагальнюючу функцію, перевіряючи міцність перекладацьких лексично-граматичних навичок при роботі з текстом, що відзначається високим ступенем концентрації активної лексики), спеціальними вправами для розвитку навичок роботи зі словниками (де студенти мають знайти різницю між синонімічними словами), на компресію текстів, транскрибування власних імен, вдосконалення навичок

перекладацького скоропису (див. Ребрій, 2006). Як уже згадувалося вище, до перекладацьких також можна віднести вправи на формування умінь вести усні перемови та листування з готелями та авіакомпаніями, підготовки рекламних листівок для туристів, написання звітів за результатами аналізу наявних готелів, авіарейсів тощо, бо ця робота зазвичай входить до сфери відповідальності перекладача.

**Структура підручника.** Підручник включає такі компоненти: 1) карта розподілу матеріалу підручника (MAP OF THE DICTUM FACTUM UPPER INTERMEDIATE PRACTICAL ENGLISH COURSE), яка показує розподіл матеріалу за розділами (*Units*), уроками (*Lessons*), темами (*Topics*), функціями (*Functions*), а також вказує, на які частини тесту типу *CAE* переважно орієнтовані вправи відповідного уроку (*CAE Exam Focus*); 2) Вступ; 3) основна частина підручника, розділена на п'ять розділів (*Units*), в одному з яких (другому) – 4 уроки, а в інших – по 3; 4) секція наочності (*Speaking Tasks*) містить фото для стимулювання говоріння студентів у мовленнєвих вправах та пояснення структури завдання (і тесту) для розвитку усного мовлення, призначення кожної з його чотирьох частин, а також загальних принципів його оцінювання; 5) англо-українські та українсько-англійські словники до кожного уроку.

Контроль засвоєння змісту підручника здійснюється переважно у форматі тесту *CAE (Certificate in Advanced English)*, тобто за допомогою комплексного тесту, який включає чотири частини: I – аудіювання (40 хвилин, 4 тексти: I – розуміння загального змісту, II – розуміння деталей, III – пошук конкретної інформації, IV – розпізнавання смислу та факторів відношення) має форму підтвердження або спростування, множинного вибору, заповнення пропусків або таблиць тощо, знаходження відповідника, дописування незакінчених речень; 2) говоріння – студентів тестують парами (14 хвилин на кожну пару, чотири завдання: I – бесіда на особисті теми без візуальної опори; II – порівняння, протиставлення та розмірковування з візуальною опорою на два або більше малюнків; III – обговорення та оцінювання з візуальною опорою на серію малюнків; IV – розвиток теми, яка обговорювалася в частині III, з перенесенням обговорення на особистий досвід студентів); 3) читання (75 хвилин, 4 тексти: призначення текстів та варіанти форми виконання – такі ж, як і при контролі аудіювання), структура вправ для навчання читання у підручнику відповідає тій, яка використовується при тестуванні; 4) письмо (90 хвилин, 2 завдання: диктант (1 500 знаків), написання листа за завданням (120–180 слів) або міні-твору за завданням (120–180 слів). Лексичний та граматичний компоненти контролюються за допомогою окремих письмових перекладів англійською мовою з української (обсяг кожного перекладу – 1 000 знаків, час на виконання кожного перекладу – 45 хвилин). Комплексний тест у повному обсязі вико-

ристовується тільки раз у семестрі, на останньому тижні навчання. На усний іспит виносяться тільки тест для перевірки говоріння. Оцінки з усіх частин комплексного тесту складаються і виводиться середня, яка округлюється за арифметичними правилами. Контроль протягом семестру здійснюється за допомогою перекладів та диктантів (приблизно раз на місяць, по закінченні певної дози матеріалу). Підготовка до здачі інших компонентів тесту відбувається у процесі навчання, бо більшість вправ мають структуру, ідентичну структурі завдань відповідної секції тесту.

Експериментальне навчання, проведене на протязі двох років у групах третього курсу англійського перекладацького відділення факультету іноземних мов Харківського національного університету ім. В. Н. Каразіна показало, що застосування даного підручника дозволяє формувати повноцінні мовленнєві навички та уміння і засвоїти релевантну соціокультурну інформацію.

Йдучи назустріч побажанням викладачів, які вже працюють з підручниками серії *Dictum Factum* до змісту “Книги для викладача” включені не тільки ключі до найбільш складних вправ та транскрипт текстів, записаних на аудіокасету, але й тестові завдання для контролю засвоєння матеріалу секції *Adventures in Pencader Hollow* та приблизний план розподілу матеріалу підручника на увесь навчальний рік по тижнях та заняттях. Розподіл проведено з розрахунку 6 годин на тиждень та за умови відповідності студентів згаданим рівням навчання. У випадку відхилень будь-яких з цих чинників, викладачі самі можуть провести відповідне коригування. “Книгу для викладача” можна замовити у видавництві “Нова книга”, контактні телефони та електронна адреса якого наводяться наприкінці підручника.

Автори будуть вдячні за пропозиції чи зауваження щодо будь-яких питань, пов’язаних із застосуванням підручника. Вони також готові надати консультативну та іншу допомогу у справі запровадження навчальних матеріалів серії *Dictum Factum* в освітніх закладах. Ви можете підтримувати зв’язок з нами через видавництво “Нова книга”.

При підготовці підручника були використані ресурси Інтернету і такі джерела.

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**Робочий план (приблизний розподіл  
матеріалу з розрахунку 6 годин на тиждень)  
Dictum Factum Upper Intermediate English Course.  
Distribution by hours (HT – home task)**

## Semester 1.

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
1	1	1		US Geography	Ex. 1–4 (HT Ex. 5–8)	1	1	2	
		2		US People and Character	Ex. 5–8 (P1), Ex. 1–6 (HT Ex. 7–1(1))		2	2	
		3		Holidays in US, UK and UA	Ex. 8–10 (P2), Ex. 1–7 (HT Ex. 8–10)		3	2	
					Ex. 8–10 (P3), Ex. 11–12 (HT Ex. 11)	2	4	2	
					Test on Lesson 1 (dictation and translation)		5	2	
		4	Stationary Prep – 1, Episode 1		Ex. 1–13 (HT Ex. 14), Speaking Tasks – 1		6	2	
	2	1		UK Geography	Test Results Analysis. Ex. 1–3 (HT Ex. 4–6)	3	7	2	
					Ex. 4–6, Ex. 7–11 (HT Ex. 11)		8	2	
		2		UK People and Character	Ex. 11(P1), Ex. 1–6 (HT Ex. 7–10)		9	2	
		3	Stationary Preps – 2, Episode 2 (Parts 1–2)		Ex. 8–10 (P2), Ex. 1–6 (HT Ex. 7–10) Speaking Tasks – 2	4	10	2	
		3	Stationary Prepositions – 2 Episode 2 (Parts 2–3)		Ex. 7–10 (P2), Ex. 11–16 (P3), (HT Ex. 17 (P3), Speaking Tasks – 2		11	2	



Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
					Test on Lesson 2 (listening and translation)		12	2	
	3	1		UA Geography	Test Results Analysis. Ex. 1-4 (HT Ex. 5-6)	5	13	2	
					Ex. 5-6, Ex. 7-9 (HT Ex. 9)		14	2	
		2		UA People and Character	Ex. 9 (PI), Ex.1-8 (HT Ex. 9-10)		15	2	
		3	Stationary Preps - 3, Directional Prepositions, Episode 3		Ex. 9-10 (P2 US People), Ex.1-6 (PI), (HT Ex. 7) Speaking Tasks - 3	6	16	2	
		3	Stationary Prepositions - 3, Directional Prepositions, Episode 3		Ex. 7 (PI), Ex. 1-7 (P2), (HT Ex. 8) Module Test on Speaking, Students' Reports		17	2	
					Module Test on Unit 1 (Reading Comprehension)		18	2	
2	1	1		Theatre - 1	Test Results Analysis. Ex. 1-6 (HT Ex. 7-8, 11)	7	19	2	
					Ex. 7-8, 11. Ex. 9, 10, 12 (HT Ex. 12)		20	2	
		2		Theatre - 2	Ex. 12 (PI), Ex. 1-8 (P2), (HT Ex. 9-11)		21	2	
		3		Theatre - 3	Ex. 9-11 (Theatre - 2), Ex. 1-4 (HT Ex. 5-6)	8	22	2	

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
					Ex. 5-6, Ex. 7, 8, 10 (HT Ex. 9-10)		23	2	
		4	Stop and Check: Stationary Prepositions		Ex. 9-10 (Theatre - 3), Test on Stationary Prepositions*		24	2	
					Test on Lesson 1 (dictation and translation)	9	25	2	
	2	1		Theatre - 4	Test Results Analysis. Ex. 1-8 (HT Ex. 9-12)		26	2	
					Ex. 9-12, Ex. 13-16, 18, (HT)		27	2	
		2		Theatre - 5	Ex. 17-18 (PI), Ex. 1-6 (P2), (HT Ex. 7-9)	10	28	2	
					Ex. 7-9, Ex. 10-16 (HT Ex. 15-16)		29	2	
		3	Prepositions of Time. Episode-4 (Parts 1-2)		Test Results Analysis (Stationary Prepositions). Ex. 15-16 (Theatre - 6), Ex. 1-9 (HT Ex.10), Speaking Tasks - 4A		30	2	
			Prepositions of Time. Episode-4 (Parts 1-2)		Ex.10, Ex. 11-20 (HT Ex. 21) Speaking Tasks - 4 B	11	31	2	
					Test on Lesson 2 (listening and translation)		32	2	

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
	3	1		Cinema – 1	Test Results Analysis. Ex. 1–5 (HT Ex. 6–7)		33	2	
					Ex. 6–7, Ex. 8–10, 12 (HT Ex. 11–12)	12	34	2	
		2		Cinema – 2	Ex. 11–12 (P1), Ex. 1–5 (P2), (HT Ex. 4–5)		35	2	
					Ex. 4–5, Ex. 6–9, 11 (HT Ex. 10–11)		36		
		3	Prepositions to Express Other Meanings – 1, Episode 5		Ex. 10–11 (Cinema – 2), Ex. 1–8 (HT Ex. 9) Speaking Tasks – 5A	13	37	2	
			Prepositions to Express Other Meanings – 1, Episode 5		Ex. 9, Ex. 10–17 (HT Ex. 18) Speaking Tasks – 5B, Students' Reports		38	2	
					Test on Lesson 3 (use of English and translation)		39	2	
	4	1		Cinema – 3	Test Results Analysis. Ex. 1–6 (HT Ex. 7–8)	14	40	2	
					Ex. 7–8, Ex. 9–11 (HT Ex. 10–11)		41	2	
		2		Cinema – 4	Ex. 10–11 (Cinema – 3), Ex. 1–4 (HT Ex. 5–6)		42	2	

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
					Ex. 5–6, Ex. 7–10 (HT Ex. 9, 10)	15	43	2	
		3	Prepositions to Express Other Meanings – 2, Episode – 6 (Parts 1–2)		Ex. 9, 10 (Cinema – 4), Ex. 1–7 (HT Ex. 8) Speaking Tasks – 6A		44	2	
			Prepositions to Express Other Meanings – 2, Episode – 6 (Part 3)		Ex. 8, Ex. 9–16 (HT Ex. 17) Speaking Tasks – 6B, Students' Reports		45	2	
					Test on Prepositions of Time and Relative Preps*	16	46	2	
					Module Test on Unit 2 (Reading Comprehension)		47	2	
					Module Test on Unit 2 (dictation and translation)		48	2	
					Module Test on Unit 2 (listening and writing)	17	49	2	
					Test Results Analysis. Revision		50	2	
					Test Results Analysis. Revision		51	2	
					Test Results Analysis. Revision	18	52	2	
					Test Results Analysis. Revision		53	2	
					Test Results Analysis. Revision		54	2	

\* Tests on the use of prepositions and the keys to them are available in this book

## Semester 2.

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
3	1	1		Travelling by Air: Airport, Baggage,	Ex. 1-8 (HT Ex. 9-10)	1	1	2	
		2		Tickets and Boarding Passes, Airport Services	Ex. 9-10 (PI), Ex. 1-8 (HT Ex. 5)		2	2	
					Ex. 5, Ex. 9-10, 12 (HT Ex. 11-12)		3	2	*
		3	Verbs Followed by Prepositions and Common Fixed Expressions - 1, Episode 7, Parts 1-2		Ex. 11-12 (Airport-2), Ex. 1-8 (Part 1) (HT Ex. 9), Ex. 1-8 (Part 2) (HT Ex. 9), Speaking Tasks - 7	2	4	2	
					Test on Lesson 1 (dictation and translation)		5	2	
	2	1		Immigration and Customs (UA and US)	Test Results Analysis. Ex. 1-4 (HT Ex. 4-6)		6	2	
					Ex. 4-6, Ex. 7-11 (HT Ex. 7, 11)	3	7	2	
		2		Competition in the air-	Ex. 7, 11, 12, 13 (P 1), Ex. 1-2 (P 2), (HT Ex. 3-5)		8	2	
					Ex. 3-5, Ex. 6-11, (HT Ex. 7,12)		9	2	
		3	Verbs Followed by Prepositions and Common Fixed Expressions - 2, Episode 8		Ex. 1-8 (Part 1) (HT Ex. 9), Ex. 1-8 (Part 2) (HT Ex. 9), Speaking Tasks - 8	4	10	2	

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
					Test on Lesson 2 (listening and translation)		11	2	
	3	1		Competition in the air	Test Results Analysis. Ex. 1-6 (HT Ex. 6)		12	2	
					Ex. 6-12 (HT Ex. 12)	5	13	2	
		2			Ex. 12 (PI), Ex. 1-8 (P2) (HT Ex. 8)		14	2	
		3	Verbs Followed by Prepositions and Common Fixed Expressions - 3, Episode 9		Ex. 8 (P2), Ex. 1-8 (Part 1) (HT Ex. 9), Ex. 1-8 (Part 2) (HT Ex. 9), Speaking Tasks - 9		15	2	
					Test on Lesson 3 (use of English and translation)	6	16	2	
					Module Test on Unit 3 (Reading Comprehension)		17	2	
4	1	1		Hotel: Types and rooms	Test Results Analysis. Ex. 1-17 (HT Ex. 9, 17)		18	2	
		2		Hotel: Services and Facilities, Staff	Ex. 9, 17 (PI), Ex. 1-9 (HT Ex. 9)	7	19	2	
					Ex. 9, 10-19 (HT Ex. 19)		20	2	
		3	Verbs Followed by Prepositions and Common Fixed Expressions		Ex. 19 (Hotel - 1, P2), Test on Episodes 7-9* Speaking Tasks - 10		21	2	
					Test on Lesson 1 (dictation and translation)	8	22	2	

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
	2	1		Reservations, Checking In and Out	Test Results Analysis. Ex. 1-12 (HT Ex. 8, 12)		23	2	
		2		Weetabix or Krispies?	Ex. 8, 12 (PI), Ex. 1-7 (HT Ex. 6, 7)		24	2	
		3	Prepositions: Mixed Exercises		Ex. 1-12 (P3), (HT Ex. 13- 17), Speaking Tasks – 11	9	25	2	
					Test on Lesson 2 (listening and translation)		26	2	
	3	1		Have a Break	Test Results Analysis. Ex. 1-8 (HT Ex. 15A,15B)		27	2	
					Ex. 15A,15B, Ex. 9-15B, 15F (HT Ex. 15B, 15F)	10	28	2	
		2		Break for Murder	Ex. 15B, 15FOP1), Ex. 1-4 (HT Ex. 6, 8A)		29	2	
					Ex. 6, 8 % Ex. 5, 7, 8B, 8B (HT Ex. 8B, 8B)		30	2	
		3	Complete Prepositions System		Test on Episodes 1-9*	11	31	2	
					Test on Lesson 3 (use of English and translation)		32	2	
5	1	1		Heart of the Matter	Ex. 1-9 (HT Ex. 10)		33	2	
		2		Matrons, Internists and Midwives	Ex. 10 (PI), Ex. 1-9 (HT Ex. 10)	12	34	2	

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
		3		Aches and Pains	Ex. 10 (P2), Ex. 1-9 (HT Ex. 10)		35	2	
					Test on Lesson 1 (dictation and translation)		36	2	
	2	1		Swabs, Wet Packs and Sounds	Ex. 1-9 (HT Ex. 10,11)	13	37	2	
		2		Bach, Shiatsu and Alexander Technique	Ex. 10 (PI), Ex. 1-10 (HT Ex. 11)		38	2	
		3		The Onset of Symptoms	Ex. 10 (P2), Ex. 1-9 (HT Ex. 10,11)		39	2	
					Test on Lesson 2 (listening and translation)	14	40	2	
	3	1		Modern Medicine is Bad for Your Health	Test Results Analysis. Ex. 1-11 (HT Ex. 12, 13,16)		41	2	
					Ex. 12, 13,16; Ex. 14-15, 17-19, 21 (HT Ex. 20-21)		42	2	
		2		Superhuman at Work	Ex. 21(PI), Ex. 1-11 (HT Ex. 12)	15	43	2	
					Ex. 12; Ex. 13-18 (HT Ex. 18)		44	2	
					Ex. 18. Revision Speaking Tasks – 12		45	2	
					Module Tests on Units 1-5 (Reading Comprehension)	16	46	2	
					Module Tests on Units 1-5 (dictation and translation)		47	2	

Unit	Les	Part	Use of English	Topic	Content	week	class	hrs	date
					Module Tests on Units 1-5 (listening and writing)		48	2	
					Test Results Analysis. Revision	17	49	2	
					Test Results Analysis. Revision		50	2	
					Test Results Analysis. Revision		51	2	

\* Tests on the use of prepositions and the keys to them are available in this book

## UNIT 1. LESSON 1. PART 1.

State	Abbrev.	Region	Capital	Largest City	Nickname
Alabama	Ala.	South	Montgomery	Birmingham	The Heart of Dixie
Alaska	AL	West	Juneau	Anchorage	The Last Frontier
Arizona	Ariz.	Southwest	Phoenix	Phoenix	The Grand Canyon State
Arkansas	Ark.	South	Little Rock	Little Rock	The Land of Opportunity
California	Cal.	Southwest/ West	Sacramento	Los Angeles	The Golden State
Colorado	Colo.	Midwest	Denver	Denver	The Centennial State
Connecticut	Conn.	New England	Hartford	Hartford	The Constitution State
Delaware	Del.	Middle Atlantic	Dover	Wilmington	The First State
Florida	Fla.	South	Tallahassee	Jacksonville	The Sunshine State
Georgia	Ga.	South	Atlanta	Atlanta	The Empire State of the South
Hawaii	Haw.	West	Honolulu	Honolulu	The Aloha State
Idaho	Id.	West	Boise	Boise	The Gem State
Illinois	Ill.	Midwest	Springfield	Chicago	The Prairie State
Indiana	Ind.	Midwest	Indianapolis	Indianapolis	The Hoosier State

Iowa	Ia.	Midwest	Des Moines	Des Moines	The Hawkeye State
Kansas	Kan.	Midwest	Topeka	Wichita	The Sunflower State
Kentucky	Ky.	South	Frankfort	Louisville	The Bluegrass State
Louisiana	La.	South	Baton Rouge	New Orleans	The Pelican State
Maine	Me.	New England	Augusta	Portland	The Pine Tree State
Maryland	Md.	Middle Atlantic	Annapolis	Baltimore	The Old Line State
Massachusetts	Mass.	New England	Boston	Boston	The Bay State
Michigan	Mich.	Midwest	Lansing	Detroit	The Wolverine State
Minnesota	Minn.	Midwest	St. Paul	Minneapolis	The North Star State
Mississippi	Miss.	South	Jackson	Jackson	The Magnolia State
Missouri	Mo.	South/ Midwest	Jefferson	St. Louis	The Show Me State
Montana	Mont.	West	Helena	Billings	The Treasure State
Nebraska	Neb.	Midwest	Lincoln	Omaha	The Cornhusker State
Nevada	Nev.	Southwest	Carson City	Las Vegas	The Silver State
New Hampshire	N.H.	New England	Concord	Manchester	The Granite State
New Jersey	N.J.	Middle Atlantic	Trenton	Newark	The Garden State
New Mexico	N.Mex.	Southwest	Santa Fe	Albuquerque	The Land of Enchantment
New York	N.Y.	Middle Atlantic	Albany	New York City	The Empire State
North Carolina	N.C.	South	Raleigh	Charlotte	The Tar Heel State
North Dakota	N.Dac.	Midwest	Bismarck	Fargo	The Sioux State
Ohio	OH	Midwest	Columbus	Cleveland	The Buckeye State
Oklahoma	Okla.	South / Southwest	Oklahoma City	Oklahoma City	The Sooner State
Oregon	Ore.	West	Salem	Portland	The Beaver State
Pennsylvania	Pa.	Middle Atlantic	Harrisburg	Philadelphia	The Keystone State
Rhode Island	R.I.	New England	Providence	Providence	Little Rhody
South Carolina	S.C.	South	Columbia	Columbia	The Palmetto State
South Dakota	S.Dak.	Midwest	Pierre	Sioux Falls	The Coyote State
Tennessee	Tenn.	South	Nashville	Memphis	The Volunteer State
Texas	Tex.	South / Southwest	Austin	Houston	The Lone Star State
Utah	Ut.	West	Salt Lake City	Salt Lake City	The Beehive State
Vermont	Vt.	New England	Montpelier	Burlington	The Green Mountain State

Virginia	Va.	South	Richmond	Norfolk	The Old Dominion
Washington	Wash.	West	Olympia	Seattle	The Evergreen State
West Virginia	W.Va.	South	Charleston	Huntington	The Mountain State
Wisconsin	Wis.	Midwest	Madison	Milwaukee	The Badger State
Wyoming	Wy.	West	Cheyenne	Cheyenne	The Equality State

The District of Columbia (D.C.) is not a state. It comprises the nation's capital, Washington.

The six unofficial regions in the USA are:

**A. New England:** Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island.

**B. The Middle Atlantic:** New York, New Jersey, Pennsylvania, Delaware, and Maryland.

**C. The South:** runs from Virginia south to Florida and west as far as central Texas. This region also includes West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Arkansas, Louisiana, and parts of Missouri and Oklahoma.

**D. The Midwest:** from Ohio to Nebraska, including Michigan, Indiana, Wisconsin, Illinois, Minnesota, Iowa, parts of Missouri, North Dakota, South Dakota, Kansas, and eastern Colorado.

**E. The Southwest:** western Texas, portions of Oklahoma, New Mexico, Arizona, Nevada, and the southern interior part of California.

**F. The West:** Colorado, Wyoming, Montana, Utah, California, Nevada, Idaho, Oregon, Washington, Alaska, and Hawaii.

**2. Which of the regions:**

has been the last in its size but not the least in its importance	0	A	is a major supplier of cereals	10	D
does not have a reputation of being careless	1	D	may have the largest territories given to national parks and wildlife refuges	11	F
used to be the muscles of the country in the 18-20 <sup>th</sup> centuries	2	B	underwent serious changes in the structure of its economy in the last 100 years	12	A, B
dramatically benefited from modern technology innovations	3	E	may have the highest concentration of native Americans	13	E

is attractive to older people	4	C, E	includes a state with the lowest percentage of European origin inhabitants	14	F
used to supply most of the country's brains	5	A	used to have official laws based on racial discrimination	15	C
is characterized by sharp climatic contrasts	6	F	used to have many immigrants from the Netherlands	16	B
attempted to separate from the USA	7	C	tends to concentrate on internal rather than international problems	17	D
has serious water supply problems	8	E	includes a state that has the largest amount of population	18	F
used to be the monetary capital at the beginning of the nation	9	A	is home to the country's monetary capital now	19	B

**4.**

0				C	place		
1	A	Sacramento					
2						D	volcanically
3				C	activity		
4	A	infamous					
5			B	Golden State			
6						D	vulnerable
7				C	earthquakes		
8	A	assortment					
9						D	ahead
10			B	shortages			
11			B	Evergreen State			
12						D	Olympia
13			B	disaster			
14	A	Last Frontier State					
15				C	Honolulu		
16			B	susceptible			
17						D	submarine
18	A	Juneau					

19				C	Aloha State		
20		B	Tar Heel				
21						D	Sunshine
22	A	Pelican State					
23				C	pollution		
24		B	mortality				

## 7.

(1) cut a huge gorge that; (2) two hundred and seventeen miles; (3) more than one mile; (4) four to eighteen miles; (5) 5 thousand and 10 thousand; (6) is one thousand feet lower; (7) has much warmer; (8) 10 inches larger than; (9) 6 inches smaller than; (10) plant and animal fossils; (11) 200 species of; (12) one thousand kinds of; (13) 67 species of; (14) Coronado's expedition; (15) 1540; (16) east; (17) 15 million acres; (18) 631 thousand acres; (19) in the center of; (20) 518 acres; (21) 200; (22) was established; (23) 1919.

### Dictionary Work (p. 20).

Далі наводиться коментар, який може бути використаний викладачем при поясненні змісту роботи студентів при виконанні цього завдання.

Робота зі словником є важливою складовою перекладацької компетенції. Двомовні словники не можуть дати усіх можливих значень слів, а тому перекладачеві часто доводиться самому розбиратися зі значеннями слів у конкретному контексті. Найбільше питань виникає щодо різниці між синонімічними словами, тобто словами, які у певних випадках можуть співпадати з точки зору значення і, відповідно, перекладатися одним і тим же словом мови перекладу. Однак подібна взаємозамінність може не поширюватися на інші випадки вживання таких слів. Отже перекладачеві слід постійно працювати з сучасними одномовними словниками, аби відшліфувати власне володіння словом. Для такої роботи Вам знадобляться якісні словники, видані авторитетними англomовними виданнями. Такі словники можуть бути недешевими, але не варто економити на знарядді вашої фахової підготовки. Доцільно мати словники з компакт-дисками (наприклад, *Longman Dictionary of Contemporary English – LDoCE*) – це дозволить Вам ефективніше використовувати наявні ресурси. Важливими словниками для перекладача є також тезауруси (*Thesaurus*), що перелічують синоніми конкретного слова (а іноді й антоніми). Правда, тезауруси (сучасні комп'ютери мають їх у своїй пам'яті) зазвичай не пояснюють різницю між синонімами, а тому слід мати також словники синонімів. На жаль, синонімів так багато, що жоден з існуючих на сьогодні словників не здатний охопити навіть невелику частку можливих синонімічних рядів. А тому, у більшості випадків, перекладачеві доводиться проводити самостійні

дослідження, аби встановити різницю між синонімами. Для цього і знадобляться одномовні словники.

Важливим компонентом мовної підготовки перекладача є також розширення словникового запасу в усіх галузях людської діяльності. Перекладачеві недостатньо знати лише найбільш вживані слова, а слід намагатися охопити якомога ширші (і глибші) пласти лексики, посилювати семантичні зв'язки між лексичними кластерами за рахунок регулярної роботи зі словниками, як одномовними, так і двомовними.

Наведемо приклад роботи зі словниками. В уроці (*Lesson*) 1 розділу (*Unit*) 1 (с.20) студентам запропоновано встановити значення низки лексичних одиниць, пов'язаних з описом географічних ознак країни: *padded field – afforestation – coomb – crag – conurbation – glade – glen – levee – mantle (of snow) – meander (of the river)*. Очікується, що студенти здадуть викладачеві звіти про роботу зі словниками приблизно в такій формі.

- *padded field* – a field filled or covered with water to grow rice etc

*The train kept moving past the padded fields and poor villages*

“Заливне поле для вирощування рису тощо”. Словосполучення відсутнє у більшості одномовних та двомовних словників. Утворене шляхом смислового розвитку: *padded* у словнику *Longman Dictionary of Contemporary English* визначається як “filled or covered with a soft material to make it thicker or more comfortable”, а в найбільшому англо-українському словнику (АУС) (складеному М. І. Баллою, 120 000 слів, 1996 рік першого видання) знаходимо, серед інших, такі значення дієслова *pad*: “підкладати щось м'яке”, “грунтувати”. Для вирощування рису поле заливають водою, внаслідок чого утворюється м'який мул – звідси і назва цього поля. Словосполучення може використовуватися для опису південних штатів США.

- *afforestation* – the act of planting trees in order to make a forest (opposite *deforestation*)  
*Both forest management and afforestation are responsible for environmental change.*

“Лісонасадження” – термін (як і його антонім “знищення лісонасаджень”) має лише одне значення в АУС (*deforestation* має також відповідник “вирубання лісів”). Обидва терміни можуть використовуватися для опису історії та сучасності США.

- *coomb(e)* – a unit to measure granular bodies, is equal to 4 bushels (145,6 cubic decimeters). “Кум” – міра сипучих тіл (145,6 куб. дециметрів). Термін відсутній у більшості одномовних та двомовних словників. Його можна знайти у спеціальних (політехнічних) або лінгвокраєзнавчих словниках. Термін може використовуватися для опису історії США.
- *crag* – a high and very steep rough rock or mass of rocks  
*They were gigantic, towering up like mighty mountain crags.*

“Скеля”, “стрімчак”(прямовисна, стрімка скеля – Великий тлумачний словник української мови (ВТСУМ) під ред. В. Т. Бусола (Київ: Перун, 2003), “бескид” (крута гора або скеля – ВТСУМ позначає це значення як “образне”),



“розбитий уламок породи” – значення, які дає АУС. Слово може використуватися для опису географії США, зокрема, гірських районів.

- **conurbation** – a group of towns that have spread and joined together to form an area with a high population, often with a large city as its centre  
*Newcastle and Cramlington both belong to the Tyneside conurbation.*

АУС дає лише одне значення: “велике місто з передмістями”, наводячи приклад *Paris conurbation* (Великий Париж). Таке значення не підходить для прикладу, наведеного вище (*Tyneside conurbation*). Сучасний словник іншомовних слів (ССІС) (укладачі О. І. Скопненко, Т. В. Цимбалок – Київ: Довіра, 2006) пропонує транслітерацію цього слова: “конурбація”, пояснюючи його як “групу близько розташованих і тісно пов’язаних між собою міст, що утворюють єдине ціле” (с. 380), зазначаючи одночасно, що конурбація є одним з видів “агломерації” населених пунктів. “Агломерацію” ж ССІС визначає як “фактичне злиття багатьох міст і населених пунктів у єдине міське поселення, а також саме таке поселення” (с. 23). Таким чином, термін *conurbation* доцільно транскодовувати, додаючи відповідні пояснення. Наприклад, *Tyneside conurbation* – Тайнсайдська конурбація (Ньюкасл із навколишніми населеними пунктами по обидва боки гирла річки Тайн). Термін *conurbation* частіше вживають у Великій Британії, а тому доцільніше вживати його при опису географії Великої Британії.

- **glade** – a small open space in a wood or forest  
*Once he saw a glade, a wonderful place with a pale, sandy soil.*

На відміну від LDoCE, який дає лише одне значення, АУС пропонує багато більше варіантів: “галява”, “галявина”, “просіка”, “болотиста місцевість з високою травою” (US), “ополонка”, “проталина”, “розводдя” (простір чистої води між крижинами – ВТСУМ), “просвіт між хмарами”. Очевидно, що останні чотири значення є випадками смислового розвитку перших двох значень. Само слово *glade* (у перших чотирьох значеннях) може вживатися для опису географії багатьох країн, включаючи й США.

- **glen** – a deep narrow valley in Scotland or Ireland  
*The glen is enclosed by high mountain ranges, each side formed of peaks linked by ridges*

АУС дає два значення цього слова: “вузька лісиста долина” та “гірська долина”. LDoCE робить важливе уточнення, що так називають вузькі гірські долини лише у Шотландії та Ірландії, а отже вживання цього слова слід обмежити описом географії цих країн.

- **levee** – a special wall built to stop a river flooding  
*Many islands are below sea level and only the levees prevent them from vanishing.*

LDoCE дає лише одне значення, наведене вище. АУС пропонує набагато більше варіантів, з яких до географії відносяться такі: “дамба”, “насип”, “гатка”, “гребля”, “вал на березі ріки”. Саме у таких значеннях це слово може вживатися для опису районів, де трапляються повені.

- **mantle (of snow)** – something such as snow that covers a surface or area  
*A mantle of snow lay on the trees.*

Основне значення цього слова (“мантія”, “накидка”, “плащ” – АУС) шляхом смислового розвитку переосмислилось як “покрив”, зокрема, “сніговий покрив”. В останньому значенні може вживатися для опису географії США, особливо Аляски.

- **meander (of the river)** – a bend of the river  
*The river meandered gently along the valley floor.*

АУС дає кілька значень цього слова: “закрут”, “звивина”, “вигин”, “коліно”, перші три з яких можуть також вживатися для опису доріг, а останнє – лише річок. Відповідно, це слово може вживатися для характеристики водних та наземних шляхів США.

Письмові звіти студентів у класі не обговорюються. Викладач перевіряє їх дома, оцінює якість роботи студентів і повертає їхні роботи із письмовими зауваженнями. Оцінка за роботу зі словниками є складовою загальної оцінки кожного студента.

## PART 2.

1. 1-D, 2-H, 3-A. 4-J, 5-B, 6-F, 7-E, 8-I, 9-G.

9.

1) George Washington; 2) Abraham Lincoln; 3) Thomas Jefferson; 4) November; 5) 1963; 6) 2; 7) 10; 8) 1947; 9) 29; 10) 43; 11) 46; 12) back injury; 13) surgery; 14) 1954; 15) surgery; 16) 1955; 17) death; 18) history; 19) keep records; 20) private talks; 21) younger brother; 22) decision-making; 23) his own judgment; 23) 1961; 24) disaster; 25) missiles; 26) 1962; 27) Vietnam; 28) Atomic Test Ban; 29) functioning; 30) Latin America.

## PART 3.

4.

1 – away; 2 – been; 3 – the; 4 – coming; 5 – off; 6 – known; 7 – organized; 8 – –; 9 – same; 10 – Coke; 11 – some; 12 – have; 13 – whole; 14 – start.

5.

1. supernatural; 2. unusual; 3. fortunetelling; 4. ancient; 5. Christianity; 6. particularly; 7. favourite; 8. visible; 9. Beggars'; 10. masquerading; 11. implying; 12. traditionally; 13. wooden; 14. boxing; 15. additional; 16. sweaty; 17. debilitated; 18. enforcement; 19. dosage; 20. considerably; 21. violators; 22. immediately; 23. offenders; 24. teenagers; 25. sight; 26. commandments; 27. pitiful; 28. massively.

7.

1. during; 2. out; 3. account; 4. weekends; 5. falls; 6. off; 7. work; 8. rest; 9. later; 10. matter; 11. period; 12. important; 13. mentioned; 14. up; 15. work; 16. member; 17. change; 18. longer.

## 10.

(1) developing countries; (2) abroad; (3) characteristics; (4) successor; (5) congressmen; (6) cooperative; (7) domestic; (8) establishment; (9) minimum wage; (10) social security benefits; (11) space exploration programs; (12) six; (13) free medical care; (14) Department of Urban; (15) education; (16) tax reduction; (17) general prosperity; (18) radical legislation; (19) employment; (20) facilities; (21) transportation; (22) outlawed segregation; (23) social reform.

## 12.

Далі поданий коментар, який викладач може запропонувати студентам перед перекладом пісні *America the Beautiful*.

Проблем перекладу пісень ми вже торкалися на другому курсі, перекладаючи пісню *Home on the Range*. Тоді ж ми познайомилися з найбільш загальними принципами перекладу пісень, які, завдяки власній розповсюженості мають статус народних, незалежно від того, чи відомий їхній автор.

Однією з таких, безперечно, є пісня “Америка чудова” (*America the Beautiful*), написана 1895 року на вірші Катрін Лі Бейтс. Вірші були написані під враженням виду, що відкривається з вершини Пайкс Пік у Склеястих горах штату Колорадо. Катрін була захоплена неозорими родючими землями, які розляглися в далечінь під високим небом. Пізніше цей вірш намагалися покласти на музику кілька композиторів. Найбільш вдалою вважається аранжування Сем’юела А.Уорда. На протязі багатьох років чимало американців пропонували вважати цю пісню національним гімном США.

Згадаймо найзагальніші принципи перекладу пісень. Головним завданням тут є таке збереження вихідного тексту, яке дозволило б легко співати переклад під ту ж мелодію, під яку співають текст оригіналу, інакше це буде вже інша пісня. Для цього потрібно дотримання кількох умов. По-перше, кількість складів у кожному вірші (рядку) перекладу та оригіналу має бути однаковою. По-друге, має бути однаковою і кількість наголошених складів, причому наголоси мають падати на однакові частини вірша: тобто, якщо в оригіналі наголошений, наприклад, другий, п’ятий, восьмий і одинадцятий склади, то саме на ці склади має падати наголос і в перекладі. Нарешті, мають збігтися і логічні наголоси в кожному вірші оригіналу та перекладу.

Звичайно, крім згаданих технічних умов, перекладач пісень має вирішити безліч інших проблем, таких як збереження головної ідеї, стилю, образів оригіналу, його загального впливу на слухача тощо, не кажучи вже про розмір та риму. Шляхи вирішення цих проблем Ви будете вивчати на подальших етапах навчання. Наразі ж, не забуваючи про згадані важливі чинники, зосередимося переважно на технічному боці перекладу пісень.

Проаналізуємо, для прикладу, перші чотири рядки пісні “Америка чудова” (*America the Beautiful*). Спершу розіб’ємо кожен рядок на склади, проставимо наголоси (виділено курсивом) і визначимо логічний наголос (виділено чорним) у кожному вірші.

Oh – beau – ti – ful – for – spa – cious – skies,  
For – am – ber – waves – of – grain,  
For – pur – ple – moun – tain – ma – jes – ties,  
A – bove – the – frui – ted – plain.

Спробуємо тепер підставити можливий український відповідник під кожен вірш, аби перевірити ступінь збігу чинників, які розглядалися вище (кількість складів, збіг логічного та інших наголосів).

Oh – beau – ti – ful – for – spa – cious – skies,  
Чу – до – ва – ти, – як – не – ба – сунь,  
For – am – ber – waves – of – grain,  
Як – зо – ло – мі – жи – ма,  
For – pur – ple – moun – tain – ma – jes – ties,  
Чу – до – ві – скрізь, – де – о – ком – кинь,  
А – вове – те – frui – ted – plain.

I – ce – ла – і – мі – ста.

Як бачимо, загалом з поставленим завданням вдалося впоратися. Це не означає, що запропонований переклад є ідеальним – він ще потребує подальшого шліфування, але як перший варіант може бути прийнятним. Спробуйте тепер самостійно перекласти приспів, а також другий та третій куплети. Аби себе перевірити, проспівайте власний переклад, і якщо співається легко та невимушено, значить Вам щось-таки вдалося. Бажаємо успіху!

## UNIT 1. Lesson 1. Part 4.

Ключі до усіх епізодів *Adventures in Pencader Hollow* подані в окремому розділі.

### Lesson 2.

#### Part 1.

#### 2.

occupies most of the island of Great Britain	0	A	has a famous water attraction	12	C
has the largest freshwater reservoir	1	D	has drained marshland in the east	13	A
has three main geographic parts	2	B	has over a score of 1 km-high mountains	14	C

- has land border with two parts of the country is nearest to mainland Europe 3 A attracts tourists by its plants 15 C
- is known for an old bridge 4 A has an underground international border 16 A
- has the highest peak in the country 5 C has 50 % of largest cities in the central part 17 B
- has a land international border 6 B has little difference between seasons 18 D
- has low mountains in the north 7 D has the largest harbour in the country 19 A
- has the lowest temperature ever recorded 8 A has 30 % of its population living in the capital 20 D
- has the highest point below 1 km enables you to get to Europe by car 9 B is situated on a peninsula 21 C
- 10 D has a hilly sothern part 22 B
- 11 A has the highest temperature ever recorded 23 A

6.

- 0 A endurance
- 1 C speculated D sacred
- 2
- 3 B significat
- 4 A certainty
- 5 C casual
- 6 C investment
- 7 A largely
- 8 B attributed
- 9 D erroneous
- 10 B flourished
- 11 B conquest
- 12 A worshipped
- 13 D massacre
- 14 B treacherous
- 15 C transplanting
- 16 C originally
- 17 A ship
- 18 A slain

9.

(1) 26,600; (2) three million; (3) not part; (4) principal cultural center of; (5) barbarians' conquest; (6) entire; (7) had been subjugated; (8) settlers gained; (9) crush; (10) rebellions; (11) exploitation; (12) prosecution; (13) nine million; (14) six million; (15) estimates; (16) starvation; (17) one million; (18) a million and a half; (19) "floating coffins"; (20) famine; (21) 20 %; (22) second half of the; (23) self-government; (24) 1949; (25) decree; (26) had to speak; (27) 80 %; (28) lack; (29) matriculation; (30) be issued in the; (31) extinction.

Part 2.

1.

London	1	West Midlands (Heart of England)	16, 20, 35, 38, 42, 43	West Country	1, 8, 11, 12, 36, 46	East Anglia	5, 15, 29, 39
Cumbria	9	Thames and Chilterns	2, 3, 4, 21, 34	Northumbria	13, 32, 41	South East	14, 24, 40, 44
Southern	19, 23	Yorkshire and Humberside	7, 22, 30, 37, 45	East Midlands	26, 27, 31, 33	North West	6, 9, 10, 18, 28

2.

A	B	A	B	A	B	A	B
Berkshire	pig	Duke of	Cornwall	Durham	Miners' Gala	Manchester	United
Cheshire	cat	Derby	Day	Essex	Wonder	Hampshire	sheep
Cleveland	Bay	Devonshire	pie	Gloucester	Old Spot	Worcester	sauce
Prince of	Wales	Dorset	blue	Sussex	Speckled	Lancashire	hotpot
Leicester	Square	Norfolk	Broads	Sheriff of	Nottingham	Stradford-on-	Avon
Merseyside	conurbation	Yorkshire	pudding	Buckingham	Palace	Bedfords	cord
Tyneside	conurbation						

3.

Aberdonian, Brummie, Bristolian, Glasgowwegian, Londoner, Liverpoolian, Mancunian.

5.

- explains the difference between the United Kingdom and Great Britain 0 A carries out a contrastive analysis of means of communication in British and American English 9 D

does not think much about British English	1	F	is skeptical about Irish literature	10	B
provides some data on animals in Britain	2	C	provides an overview of British cities	11	F
tips on how to impress you date's mother	3	G	Laughs at people's superstitions	12	A
ridicules security officials	4	D	ridicules English food	13	E
evaluates the British time telling abilities	5	D	tips on the best way to get rid of your date	14	H
advises on the best place to meet a man	6	E	advises on pronunciation peculiarities	15	B
provides some proof of men's loyalty	7	H	explains how to deal with a British girl competition	16	G
can't say much about Wales	8	A	is shocked by the rigidity of British laws	17	C

9.

(1) did not go to; (2) had not been for his; (3) would not have been; (4) his knowledge of; (5) would not have been assigned; (6) had no control over; (7) because; (8) have not less desperate; (9) controlled the entire territory; (10) give up the idea of; (11) had to be organized by; (12) his adoption of the Arab; (13) would not have become devoted; (14) had not been fighting; (15) did not use; (16) used guerilla-type tactics; (17) had not been for; (18) would not have been; (19) did his best at; (20) failed to get their; (21) would not have fought against; (22) the English and the French; (23) not he become disappointed by; (24) would not have resigned from; (25) could not put up with; (26) Royal Air Force; (27) enlisted under pseudonyms; (28) would not have written his; (29) had not been for the; (30) had fought many; (31) did not die on a; (32) life should have come to; (33) had not ridden a motorcycle; (34) would not have been killed; (35) did not have a uniform; (36) do not consider him; (37) reject viewing him as; (38) admitting he was an.

**DICTIONARY WORK.**

Cork – Corkonian, Devon – Devonian, Dundee – Dundonian, Lancaster – Lancastrian, Isle of Man – Manxman/Manxwoman, Newcastle-upon-Tyne – Geordie, Orkney – Orcadian, Oxford – Oxian, Cambridge – Cantabrigian, Wessex – West Saxon.

**Lesson 3.**

**Part 1.**

1. 1 – F, 2 – G, 3 – A, 4 – C, 5 – B, 6 – D.

- **The countries and seas that Ukraine is bordered by** – Belarus, Russia, the Sea of Azov, the Black Sea, Moldova, Romania, Hungary, Slovakia, Poland.
- **The territory of Ukraine** – 233,100 square miles (603,700 square km)
- **The population of Ukraine** – 47,5 mln in 2005
- **The climate of Ukraine** – temperate climatic zone, climate similar to the wheat-producing regions of Canada, abundant precipitation (16 to 24 inches or 400 to 600 mm annually) and cloudy skies in fall and winter, mean summer temperature – 67 °F (19 °C), mean winter temperature –21 °F (–6 °C), short summers, temperature can rise into the 90's, winters can be long and cold with cloudy skies a norm, Mediterranean weather in the southern Crimean coast.
- **The relief of Ukraine** – occupies a large portion of the East European Plain, complex geology, rich variety of scenery, impressive contrasts in topography, plains dominate the landscape, forest-steppe areas, fertile black soil, exceptionally well-suited for grain farming, mountainous areas occupy five percent of the country, Carpathian Mountains (west), Crimean mountains (south), Carpathian Mountains – the backbone of Central and Eastern Europe, stretch across seven countries, form the bridge between Europe's northern forests and those to the south and west, a vital catchment area for the region – twice the rainfall of surrounding areas, this freshwater feeds major rivers.
- **The waterways of Ukraine** – the Carpathians – over 40 % of Ukraine's water supply. The Dnipro (Dnieper), 980 km (610 miles), Ukraine's longest and Europe's third largest river, flows through the central part, forms its main river network, over half rivers belong to this system, dammed along much of its course for hydroelectric and irrigation purposes, other major rivers: Danube, Dniester, Bug, Southern Bug – all draining southward through the plains, empty into the Azov-Black Sea Basin, over 3,000 natural lakes, 22,000 artificial reservoirs, sources of mineral water, "medicinal mud".
- **The wildlife of Ukraine** – grasslands, mature forest, 45,000 species of animals; elk, deer, wild boars, brown bears, wolves and birds such as vultures, steppe eagles and herons are found throughout the country. Beaver, lynx, elk, nature reserves, wildlife refuges, over 200 species of fish, including pike, carp and sturgeon.
- **The geographical position of Ukraine** – Dnipro and tributaries unifies central Ukraine economically, connects the Baltic with the Black Sea and the Mediterranean Sea, Danube – outlet for Ukrainian trade with the Balkans, Austria, and Germany.

## 3.

0	A developed		
1			C running
2		B rich	
3			D cultivation
4			D major
5		B crops	
6	A grown		
7		B raised	
8			D natural
9			C containing
10		B deposits	
11			D proximity
12			D entire
13	A heartland		
14			C produces
15			C depleted
16		B basic	
17			D quantities
18	A equipment		
19		B amounts	
20	A yield		
21			D spectrum

## 4. (in brackets – correct variants if the words should be present)

1. severed (severe); 2. contaminating (contaminated); 3. over; 4. conservatory (conservation); 5. numerously (numerous); 6. awarment (awareness); 7. Environmentorial (environmental); 8. being (been); 9. Above (over); 10. conservate (conserve); 11. is (are); 12. Reservoir (Reserve); 13. sixteenth (sixteen); 14. forms (form); 15. between (among).

## 6.

1. contaminate; 2. with regard to; 3. reserve; 4. productivity; 5. environmental; 6. ownership; 7. controls; 8. recycling; 9. awareness; 10. boom; 11. devastating; 12. considerations; 13. regulations; 14. severe; 15. legislation; 16. conservation; 17. replaced; 18. pollutants; 19. come to light; 20. lacked; 21. encouraged.

## Part 2.

4. **Features of Ukrainians in general as seen by Santiago:** warm-hearted, kind, easily open their doors to you, very different from the Anglo-Saxon model, resemble South Americans and Latin cultures in Europe a lot, Ukraine keeps on charming people,

**Features of Ukrainian business people:** there is something in the culture here we don't have in other locations, vagueness ('*mozhe buty*' (*maybe*), '*v pryntsyptak*' (*yes, in principle*)), neither day, nor night – there's always a foggy area somewhere, very difficult to deal with.

**Problems encountered by Santiago:** cold, garbage collectors strike, language barrier, alien culture, difficult to deal with local business people.

**Steps taken by Santiago to solve the problems:** learned the language, started meeting locals, made good friends with some of them.

## 6.

A. pushy; B. naïve; C. reserved; D. unscrupulous; E. introvert; F. impetuous; G. approachable; H. conscientious; I. taciturn; J. disdainful; K. gullible; L. aloof; M. haughty; N. excitable; O. flirt; P. self-important; Q. garrulous; R. conceited; S. modest; T. obstinate; U. effusive; V. extravert; W. impulsive; X. diffident; Y. pig-headed.

## 7.

1. pigheaded; 2. diffident; 3. impulsive. 4. extrovert. 5. effusive. 6. obstinate. 7. modest. 8. conceited. 9. garrulous. 10. disdainful. 11. flirt. 12. excitable. 13. haughty. 14. aloof. 15. gullible. 16. self-important. 17. taciturn. 18. conscientious. 19. approachable. 20. impetuous. 21. introvert. 22. unscrupulous. 23. reserved. 24. naïve. 25. pushy.

## UNIT 2.

## Lesson 1. Part 1.

## 2.

1. proscenium, curtain. 2. proscenium arch. 3. auditorium. 4. orchestra pit. 5. gallery. 6. dress circle, stage. 7. upper circle. 8. foyer. 9. stalls. 10. aisles. 11. footlights, front lights. 12. box. 13. blocking. 14. tier. 15. rail.

## 3.

A	B	A	B
1. outdoor entertainment	A. amusement in the open air	2. rise of the curtain	A. beginning
3. fall of the curtain	B. end	4. tour	B. travel around

5. energize	C. strengthen	6. platform performance	C. stage show
7. backstage tour	D. excursion behind the scenes	8. audience	D. spectators
9. production	E. play	10. repertory/repertoire	E. list
11. artist	F. performer	12. foyer music	F. live music in the lobby
13. aspire	G. want	14. reflect	G. mirror

4.

1. artists. 2. production. 3. energized. 4. audience. 5. fall of the curtain. 6. repertory. 7. backstage tours. 8. foyer music. 9. platform performance. 10. outdoor entertainment. 11. rise of the curtain. 12. touring. 13. aspired; 14. reflected.

6.

has the largest amount of seats	0	A does not have any visual interference	10	B
can transform its proscenium	1	B never has a formal atmosphere	11	D
was named after a nobleman	2	C is both big and comfortable	12	B
is traditional in its form only	3	B has a deep stage	13	D
was named after an actor	4	A is the most transformable one	14	C
has the smallest amount of seats	5	D has a stadium-type seat arrangement	15	A
is famous for lighting and sound	6	B uses benches for seating	16	D
has no fixed stalls	7	C can transform everything but one	17	C

element

is situated over technical rooms	8	A was named after a National Theatre	18	B
		chairman		
is the least decorated one	9	C runs an education programme	19	D

8.

A	B	A	B
1. committed	a. dedicated	17. sophisticated	a. complicated
2. venue	b. location	18. enchanted	b. charmed
3. emerge	c. come to light	19. clad	c. covered
4. accomplish	d. achieve	20. perch	d. sit on
5. envisage	e. predict	21. dizzy	e. lightheaded
6. abandon	f. stop	22. stack	f. pile
7. revive	g. stimulate	23. deploy	g. arrange
8. remote	h. distant	24. cantilever	h. plank

9. ingenious	i. inventive	25. hover	i. float
10. layout	j. design	26. thrust	j. point
11. flexible	k. adaptable	27. opening production	k. first night
12. strip	l narrow piece.	28. scoot	l. move quickly and suddenly
13. presumably	m. most probably	29. longing	m. desire
14. quiver	n. vibrate	30. brink	n. edge
15. portal	o. doorway	31. obsessed	o. preoccupied
16. props	p. support	32. apocalypse	p. Judgment Day

## Part 2.

2.

A. Musical theatre	B. Rock opera	C. Comedy
D. Theatre for social change	E. Musical comedy	F. Black comedy
G. Romantic comedy	H. Comedy of situation	I. Comedy of manners
J. Commedia dell'art	K. Farce	L. Pantomime
M. Melodrama	N. Physical theatre	O. Fantasy
P. Domestic drama	Q. Tragicomedy	R. Morality play
S. Tragedy	T. Theatre of Absurd	U. Meta-theatre

5.

1. on (odd); 2. the (odd); 3. hardly (odd); 4. indoor (indoors); 5. also (can also); 6. determine (determined); 7. adaptivity (adaptable); 8. dependent (depend); 9. make (do); 10. competitionable (competitive); 11. having (have); 12. evidences (evidence); 13. and (as); 14. in (odd); 15. given (give); 16. recognizabil (recognizable); 17. collaborating (collaborative); 18. common (commonly); 19. all (odd); 20. scarecely (odd); 21. executing (execution).

6.

**Artistic Staff:** playwright, scriptwriter, director, dramaturg, scenic (set) designer, lighting designer, costume designer, sound designer, stage manager, casting director, production manager.

**Actors Should Be:** talented, determined, physically fit, with good stamina and a strong, trained voice, lively, creative, good team workers, adaptive, versatile, self-disciplined, lucky, having stage skills, having chances to take part in productions and demonstrating their skills, giving consistently good performances.

**Things that Actors Do:** rehearse, research their characters, learn lines, look for the next job, prepare for auditions, attend auditions.

**Conditions to Become an Actor:** do full professional training at drama school, produce evidence of an interest in acting, belong to an amateur dramatic or community drama group.

7. **A. costume designer; B. casting director; C. dramaturg; D. playwright; E. sound designer; F. lighting designer; G. scenic (set) designer; H. scriptwriter; I. stage manager; J. production manager; K. director.**

9.

A	B	A	B
1. performing arts	a. theatre plus music etc	2. act out	j. play
3. spectacle	b. image	4. narrative (adj)	k. storylike
5. mummer	c. harlequin	6. root	l. stem
7. paramount	d. preeminent	8. routine	m. pattern
9. entire	e. whole	10. contemporary	n. modern
11. creed (n)	f. belief	12. passion	o. affection
13. enormous	g. tremendous	14. plot	p. story line
15. concern (n)	h. matter	16. catalyst	q. catalyst
17. seminal	i. fundamental	18. critique	r. study

10.

0	Theatre is a synthetic type of performing arts	•		
1	Theatre can't help being narrative		•	
2	All forms of theatre involve music		•	
3	The prevailing element in drama is a verbal one	•		
4	Drama does not allow any improvisation with the lines		•	
5	'Theatre' is a synonym to 'play'		•	
6	Theatre has been used to improve the society	•		
7	Theatre has been used by religious groups	•		
8	Catholicism did not approve of entertainment value of theatre		•	
9	In spite of a variety of approaches the basic theatre pattern remains the same			•
10	The only real art is art for art's sake			•
11	Theatre may initiate changes in the society	•		

12	Aristotle's opinion on theatre could not greatly effect the development		•	
13	Lope de Vega believed the theatre design to be very important		•	
14	Bertolt Brecht is famous for the development of actors' technique		•	

Part 3.

2.

1. opted; 2. audience; 3. polish; 4. congratulatory; 5. variety; 6. ritual; 7. parades; 8. scratch; 9. preserved; 10. customary; 11. ovation; 12. lavish; 13. venue; 14. climax; 15. raves; 16. quoted; 17. outright; 18. blatantly; 19. inconspicuous; 20. sorrows.

3.

1. climax; 2. ritual; 3. inconspicuous; 4. sorrow; 5. variety; 6. paraded; 7. blatant; 8. glamorous; 9. audiences; 10. hostility; 11. opted; 12. quoting; 13. raves; 14. polished; 15. congratulatory; 16. venue; 17. scratch; 18. lavish; 19. customary; 20. ovation; 21. preserved.

5.

cachet; pack; second-tier; hit the shores; impresario; launch a tour; pride of place; get off on the wrong foot; drably; hesitantly; shrunken; vast; jester; consistent; bright spot; pas de trios; luscious; set against; windswept; female corps; move with the same breath; respond; sensitively; baton; star attraction; expressive; pliant; torso; expansive; nominate for; adagio; slouch; fancily; whip through; at full throttle; lack; cardboard; mama's boy; sure-footed; menace; wrapped; faintly; ridiculous; wet finish; triumph.

6.

The touring company	
Positive	Negative
lead the pack of second-tier international classical companies	lack the cachet
The performance	
Positive	Negative
expectations were raised higher and fulfilled, company orchestra responded sensitively, fast and fancily gilded third act, triumph	get off on slightly the wrong foot, drably designed, hesitantly danced, shrunken stage, faintly ridiculous happy ending, wet finish



The actors and acting	
Positive	Negative
dynamic, consistent bright spot, pleasing, luscious jumps, move with the same breath, star attraction, expressive arms, pliant torso, meltingly slow, expansive yet detailed style, real artist, dream of an Odette, suit one's temperament, whip through at full throttle, broad smile, attentive partner, magnetism, notably light landings	slouch, lacks magnetism, cardboard mama's boy, not always sure-footed, menace, wrapped in tragic melancholia

7.

**Introduction** It is from one of the directors of... This play is suitable for... It will likely hold the attention of... There's not much here for... It's hard to see this play appealing to...

**Main points of the plot** The story begins... the plot is rather boring... the plot has an unexpected twist... the play reaches a dramatic climax...

**General comments** acting and vocal work are disappointing... The characters are a step back from... background detail isn't as rich as.. there's an exaggeratedly cartoonish appearance to... characters in \_\_ looked better... voices are non-descript... characters could have been voiced by almost anyone...

**Conclusion** In general, the production will make money ... The problem here is that... it's not especially entertaining... give this play a pass because...

8.

1 - B, 2 -D, 3 - A, 4 - C.

**Introduction** This is the Northwest premiere... It is a romantic bittersweet comedy... It is excellently tuned into music...It makes your feet tap... It makes your body want to dance... The production is a collaboration between... It brings together the on-stage partnership of... It is a fizzing and sizzling story... It is a story of rags to riches and back again...

**Main points of the plot** As club land sensation... Vince lacks a certain something that will take his act out of the clubs to the highlife of London... In the club comes Teena Satin... The last piece of the jigsaw falls into place...

**General comments** Sara Poyzer as Teena shines... Excellently portraying the growth of Teena from \_\_ to... Her skill is to do this with the merest look and gesture... It has all the world in it... Her acting talent as well as her singing voice is exhilarating... The interaction between her and Norman Pace has chemistry...

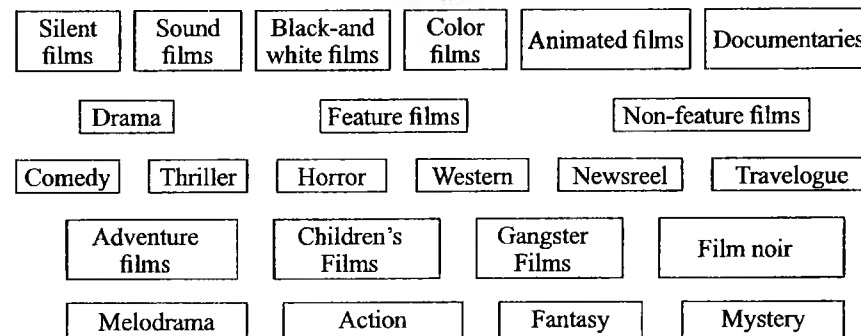
**Conclusion** This is a visit to a club as well as the theatre...It is double value for your ticket price... It made me laugh and cry... I had to struggle to stop myself bopping in the aisles... I really enjoyed it...

### Lesson 3.

#### Part 1.

- 1 - D; 2 - F; 3 - B; 4 - C; 5 - A; 6 - E.
- filmmaker, soundtrack, sound effects, sound film, talking pictures, emergence, motion pictures camera, motion picture projector, printed intertitles, fit the mood, sheet music, film score, major production, enlighten, inspire, motion picture, worldwide attraction, dubbing, subtitles, artifact, eclipse, silent film, black-and-white film, competition, rare, artistic, two-dimensional, sequence, still, film animation.
1. sequence; 2. motion pictures, emergence, talking pictures; 3. effects, soundtrack; 4. score, productions, attractions; 5. dubbing, subtitles; 6. camera, still, filmmakers; 7. intertitles, sheet, fit; 8. competition, eclipse; 9. artistic, artifact, enlightens, inspires; 10. animation, rare.

4.



A. - Action; B - Film noir; C. - Fantasy; D. - Mystery.

5. THE PROMISE - *Action*, PIRATES OF THE CARIBBEAN - *Adventure*, LOWER CITY - *Drama*, COLOUR ME KUBRICK - *Comedy*, OMEN 666 - *Thriller / Horror*, X-MEN: THE LAST STAND - *Action Fantasy*, THE DA VINCI CODE - *Mystery Thriller*.

6.

0	After months or even year of development, delays, and rewrites, the final script	years
00	is set and the film goes into pre-production. During this phase, budgets are	-

1	detailed, scenes are planned and designed, and a shooting schedule is <b>being</b>	being
2	prepared. Storyboards– a visual representations of every shot–are prepared by	a
3	a storyboard artist in consultation <b>by</b> the director, director of photography,	with
4	and designer. Before a single frame is shot, the film <b>has been</b> planned from	is
5	beginning to end on a paper. The final stages of pre-production include weeks of	a
6	rehearsal, set construction, and location scouting. <b>One</b> shooting begins, you'll	Once
7	need to continue to communicate your vision of the film <b>with</b> the actors and	to
8	crew. You'll <b>too</b> need to be able to improvise on the set and troubleshoot if	also
9	necessary. This flexibility <b>must</b> make the difference between an acceptable	can
10	production and an exceptional <b>ones</b> . On average, you will be able to complete	one
11	filming for about three <b>script's</b> pages per day, or the equivalent of about	script
12	three minutes of screen-time.	

8. 1. achieve; 2. vision; 3. shoot; 4. planning; 5. disposal; 6. assembled; 7. coherent; 8. perish; 9. technical; 10. collaborative; 11. stature; 12. terms; 13. released; 14. occasionally; 15. alias.

### Part 2.

1. 1 – C; 2 – E; 3 – B; 4 – F; 5 – 9; 6 – D.

2. **Positive characteristics of the film:** CGI is impressive, the script is actually far more complex, full of surprising plot twists, witty dialogue, excellent sword-play, truly astonishing CGI battles, deserves a sailor's welcome, the applause must go to Disney for this grand achievement, it can truly be deemed an 'epic,' it is in the grand old style of ..., the sword fights are grand, the escapes are harrowing, the two and a half hour pace never seems to lag, there's enough humor to elevate some of the darker elements, it's eye candy, the costuming is beautiful, the backdrop romantic, some of the cinematography is downright jaw-dropping.

**Negative characteristics of the film:** scenes are intense and violent, a few mild innuendoes, younger children will be frightened by skeletons, these figures are very creepy and sometimes horrific,

**Neutral characteristics of the film:** with a PG-13 rating, is intended for..., language is limited to a few uses of the term 'bloody', sensuality is mostly limited to ..., it's been years since a pirate made movie making history.

**Characterising the plot:** the plot is truly brilliant, one of the movie's best comic moments, the story begins on the deck of a British royal navy ship, she is standing at the stern singing a romantic ode, she sees a half-dead boy, she discovers a gold piece, she takes it, years later, Elizabeth' fate collides with..., he is the only one who can help, she is kidnapped by..., the piece of gold is the only link.

**Characterising actors:** he improvises the character of..., he really goes out on a limb with his interpretation of ..., slightly batty, overall likable, downright sinister, it totally works, gold-toothed smile, half-slurred speech, his 'sea legs on land' stride. never fails to engage a laugh, his entrance to the film is particularly memorable, the cast is top-notch, a beautiful damsel in distress, a handsome rogue as her rescuer, a motley crew of bloodthirsty buccaneers,, excellent performances by...

**Conclusions:** most viewers will find themselves swept into an adventure unlike any other, I never felt uncomfortable with this film, I doubt many others would find it unsavoury, it pays off for the two-plus hours spent in a cramped theatre seat, this is one of the most stunningly visual movies I've ever seen, this film deserves a number of Oscar nominations for merit alone.

**Film ratings:** only older children be allowed to attend, PG-13 rating.

### 3.

RATING	MEANING
British Board of Film Classification	
Unrestricted (U)	films that can be shown to anyone
Parents' Guidance (PG)	films that can be seen by children if an adult goes with them
12	films that can only be seen by people over 12
15	films that can only be seen by people over 15
18	films that can only be seen by people over 18

### 4.

Motion Picture Association of America (MPAA)	
1968–1970	
G	Suggested for General Audiences. All ages admitted.
R	Suggested for Mature Audiences. Parental discretion advised.
M	Persons under 16 are not admitted unless accompanied by parent or adult guardian.
X	Persons under 17 are not admitted.
Nowadays	
G	Suggested for General Audiences. All ages admitted

PG	Parental Guidance Suggested. Some material may not be suitable for children.
PG-13	Parents Strongly Cautioned – Some material may be inappropriate for children under 13. These films contain some nudity, sexuality, language, humour, and/or violence.
NC-17	No One 17 And Under Admitted

5.

1. censors; 2. scary; 3. certificate; 4. accompanied; 5. rating; 6. adolescent; 7. ruling; 8. viewed; 9. warning; 10. character; 11. concern; 12. frightening; 13. character; 14. rating; 15. scene; 16. category; 17. fantasy; 18. tone; 19. disposition; 20. inappropriate; 21. legislation; 22. banned; 23. permit; 24. gory; 25. swearing; 26. nudity.

**Negative characteristics of the film:** too scary, too much for younger children of a sensitive disposition, too frightening, can cause nightmares, the language is stronger, the death scene may disturb some, film contains moderate fantasy violence, threat and horror, the tone of the film is much scarier and darker, youngsters of a nervous disposition might be upset, it may be inappropriate for pre-teens, moderate threat and menace with occasional gory moments, swearing, the “F” word, nudity.

7.

Encouraging factors	Discouraging factors
<ul style="list-style-type: none"> <li>▪ Watching a film in the cinema is better</li> <li>▪ The atmosphere is more exciting than at home</li> <li>▪ The sound is better</li> <li>▪ The image is better on a big screen</li> <li>▪ It makes an ideal first date</li> <li>▪ There are enough good films</li> <li>▪ Cinema is a communal experience</li> <li>▪ Cinema is a unique and memorable night</li> </ul>	<ul style="list-style-type: none"> <li>▪ High ticket price (DVD may cost less)</li> <li>▪ Monopoly of cinema owners</li> <li>▪ Need to tolerate badly behaved people</li> <li>▪ Dominance of Hollywood films</li> <li>▪ High parking fee</li> <li>▪ Sitting behind a tall person</li> <li>▪ Few good films</li> <li>▪ Watching at home is more relaxing</li> <li>▪ Watching at home gives you full control</li> <li>▪ Poorly designed theatres</li> </ul>

8.

A	B
1 state of the art	(a) using the most modern methods, materials or knowledge
2 bring something to a scratch	(b) make something good enough for a particular standard
3 multiplex (multi screen)	(c) a cinema with several different halls to show films in
4 Dolby sound system	(d) a system for reducing unwanted noise when you record

5 70-mm print	(e)	a wide-screen version of a film
6 preview theatre	(f)	a cinema where you can see a film before it is shown to the general public
7 quick fix	(g)	easy solution

9.

1 admits involvement into illegal activity	C	9 disapproves of multiplexes	A, B
2 has changed own cinema-going habits	A	10 was put off the habit because of a shock	C
3 used to be very pragmatic		11 is disappointed about the changes	B
4 used to have low opinion of local cinemas	A	12 believes things might have been different but for the place	B
5 mentions the theatre innovations made for a specific film	B	13 argues for the high quality of equipment in the past	B
6 used to yield to temptation	C	14 is nostalgic about the past	A, B
7 appreciates the standards of modern cinemas	A	15 does something she would not have done in the past	A
8 liked to see things before other people did	C		

Lesson 4.

Part 1.

1.

Verbs		Adjectives and Adverbs			
A	B	A	B	A	B
1. outstrip	a. surpass	1. premature	a. hasty	6. uplifting	f. inspiring
2. conjure	b. do magic tricks	2. sheer	b. total	7. hipped	g. unpopular
3. flock	c. gather	3. aloft	c. in the air	8. burgeoning	h. growing
4. pound	d. hit	4. gritty	d. rough	9. engaging	i. interesting
5. trawl	e. search	5. grossing	e. earning		

2.

1. (uplifting); 2. (pound); 3. (sheer); 4. (engaging); 5. (conjure); 6. (outstrip); 7. (grossing); 8. (premature); 9. (burgeoning); 10. (trawl); 11. (aloft); 12. (hipped); 13. (gritty); 14. (flock).

3.

(1) flock; (2) premature; (3) hipped; (4) grossing; (5) trawls; (6) aloft; (7) outstripped; (8) engaging; (9) pounding; (10) gritty; (11) conjure; (12) sheer; (13) burgeoning; (14) uplifting.

5.

A	islands off the west coast of Scotland as doubles for the planet Jupiter	2
B	the pool of talented technicians	5
C	fine British actresses were also nominated for awards	0
D	Madonna and Michael Jackson are rumoured to be looking for dream European bases here	4
E	sand to the uplifting sounds of Vangelis in <i>Chariots of Fire</i>	3
F	well-developed characters and engaging plots	1

6.

1. Quality comes first; 2. The silver screen is now red, white and blue; 3. New tourists' attractions; 4. All set for a British holiday? 5. Making it big.

7.

1. attendances; 2. highest; 3. resurgence; 4. better; 5. creation; 6. generally; 7. running; 8. profitable; 9. showing; 10. termed; 11. revolution; 12. buildings; 13. estimated; 14. planned; 15. Station; 16. developed.

8.

1. attendance; 2. of entertainment; 3. —; 4. Hamilton, manager of; 5. student; 6. audience; 7. there are Scandinavian films on; 8. Spanish; 9. as many countries; 10. particularly; 11. sold out; 12. rarely; 13. can; 14. are not only; 15. receiving; 16. at the Edinburgh Film Festival; 17. continuously; 18. internationally; 19. such as; 20. attend most screenings; 21. release; 22. hosting; 23. —.

9.

**Activity 5:** 1. a case in point; 2. blaze a trail; 3. event movie; 4. be hard pressed; 5. stumble over; 6. use as doubles; 7. holiday destination; 8. play host to; 9. stately home; 10. biopic; 11. prequel; 12. flash in the pan; 13. a name to conjure with; **Activity 7:** 1. art house; 2. scope for; 3. high street; 4. encompass; 5. spring up; **Activity 8:** 1. death knell; 2. influx; 3. by and large; 4. overhype; 5. buff.

**Part 2.**

1.

Adjectives and Adverbs		Verbs		Nouns	
A	B	A	B	A	B
1. freelance	a. self-employed	1. spark off	a. trigger	1. revival	a. recovery
2. prolific	b. creative	2. vanish	b. disappear	2. revelation	b. disclosure
3. haunting	c. unforgettable	3. probe	c. search	3. burden	c. problem
4. resilient	d. strong	4. beam	d. smile	4. equation	d. task

5. acclaimed	e. highly praised	5. contrive	e. plot	5. hurdle	e. barrier
6. relentless	f. uncompromising	6. stall	f. stop	6. venture	f. undertaking
7. sardonic	g. mocking	7. mourn	g. grieve	7. sincerity	g. honesty
8. perilous	h. dangerous	8. knuckle (to)	h. surrender		
9. bizarre	i. weird				
10. dire	j. very difficult				
11. pithy	k. in brief				

**2. Match the words in column A in Activity 1 with the definitions below.**

1. venture; 2. vanish; 3. pithy; 4. prolific; 5. revival; 6. stall; 7. resilient; 8. perilous; 9. equation; 10. knuckle (to); 11. relentless; 12. revelation; 13. beam; 14. freelance; 15. dire; 16. burden; 17. mourn; 18. haunting; 19. probe; 20. acclaimed; 21. spark off; 22. hurdle; 23. sardonic; 24. sincerity; 25. contrive; 26. bizarre.

3.

1. contrives. 2. dire. 3. hurdle. 4. haunting. 5. resilient. 6. prolific. 7. sparked off. 8. equation. 9. probing. 10. stalled. 11. vanished. 12. beaming. 13. burden. 14. revival. 15. acclaimed. 16. revelation. 17. perilous. 18. sincerity. 19. knuckle. 20. pithy. 21. bizarre. 22. sardonic. 23. relentless. 24. venture. 25. freelance. 26. mourned.

5.

A	the examples I saw were anything to go by.	4
B	the old political censorship had vanished, and costs were still low	1
C	film studios had been set up in Kyiv and Odesa	0
D	the director was gunned down in the street	5
E	production and distribution were in the hands of the government	3
F	the cinemas were so poorly equipped, you can't blame them	2

8.

1	had organisational problems	C	10	is not just a cinema	B
2	looks much better inside than outside	B	11	has a staff who mind manners	C
3	has the most comfortable chairs	C	12	plays the movies that other cinemas do not	A
4	does not take advantage of its superb location	A	13	has its own unique taste	D
5	has not changed for over 15 years	D	14	offer other types of entertainment	A, C
6	has the most expensive tickets	C	15	has ticket prices exceeding \$2	A

7	has a gloomy foyer	A	16	uses outdated advertising techniques	B, D
8	has the least comfortable chairs	D	17	has the cheapest tickets	D
9	offers discount for ticket prices	B	18	does not have a well-trained staff	A

### UNIT 3.

#### Lesson 1.

##### Part 1.

###### 2.

1. runway; 2. taxiway; 3. apron; 4. spectators' terrace; 5. loading position; 6. service vehicles; 7. baggage loader; 8. water tanker; 9. galley loader; 10. ground power unit; 11. aircraft tug; 12. assembly point; 13. pier; 14. pier head; 15. passenger loading bridge; 16. terminal; 17. administration building 18. control tower; 19. lounge; 20. gate; 21. concourse; 22. board; 23. take off; 24. land; 25. bomb dog; 26. checkpoint; 27. screen; 28. airfield.

###### 3.

(1) checkpoint; (2) spectators' terrace; (3) pier head; (4) landing; (5) taking off; (6) airfield; (7) apron; (8) apron taxiway; (9) runway; (10) taxiway; (11) passenger loading bridges; (12) loading position; (13) gate"; (14) piers; (15) administration building; (16) control tower; (17) service vehicles; (18) baggage loaders; (19) water tankers; (20) galley loaders; (21) ground power units; (22) aircraft tug; (23) concourse; (24) terminal; (25) lounge; (26) assembly point; (27) board; (28) bomb dogs; (29) screen.

###### 4.

1. had already been; 2. is located; 3. runway; 4. belongs; 5. proceed; 6. having; 7. low-interest; 8. complete with; 9. spectators' terrace; 10. -; 11. as well as; 12. as early as; 13. remainder of which; 14. owned; 15. of the land; 16. - .

###### 6.

1. liability; 2. damage; 3. charges; 4. checked baggage; 5. unchecked baggage; 6. excess valuation; 7. article; 8. carrier; 9. assume; 10. fragile.

(1) damage; (2) fragile; (3) carrier; (4) assume; (5) checked baggage; (6) unchecked baggage; (7) charge; (8) articles; (9) valuation; (10) liability.

###### 8.

(1) encounter; (2) travel; (3) miserable; (4) system; (5) deadlines; (6) screeners; (7) checked; (8) explosives; (9) hired; (10) airports; (11) bag wells; (12) accommodate; (13) apparatus; (14) clogging; (15) takeoff; (16) minivan; (17) detection; (18) scanners; (19) rate; (20) subjected; (21) devices; (22) checking in; (23) lobby;

(24) equipment; (25) surrender; (26) airline; (27) lines; (28) terminal; (29) threat; smuggling; (31) clogged.

#### Part 2.

##### 9.

Scaffolding, shuttle, every hour on the half-hour, flag down cabs, every hour on the hour, loop, latecomer, ticket counters, hamper, drop off the passengers, moving sidewalk, curbside baggage check-in, toll, water shuttle, hourly, connect from, delayed, late departures, late arrival, runway delay, holdup,

#### Lesson 2.

##### Part 1.

###### 2.

1. duration; 2. renewable; 3. false; 4. render oneself; 5. submit; 6. description; 7. thereof; 8. process; 9. crude; 10. scrap; 11. be aware; 12. bond; 13. inspection; 14. fowl; 15. slaughtered; 16. exchequer bill; 17. ammunition; 18. appliances; 19. voucher; 20. bill; 21. letter of credit; 22. securities; 23. share; 24. currency; 25. precious; 26. property papers; 27. printed matter; 28. manuscript; 29. origin.

###### 3.

(1) ammunition; (2) exchequer bills; (3) slaughtered; (4) fowl; (5) inspection; (6) aware; (7) scrap; (8) crude; (9) processing; (10) thereof; (11) bond; (12) descriptions; (13) submit; (14) rendered; (15) duration; (16) renewable; (17) false; (18) precious; (19) origin; (20) letter of credit; (21) voucher; (22) manuscript; (23) printed matter; (24) property papers; (25) currency; (26) shares; (27) securities; (28) bills; (29) appliances.

###### 5.

1. accuracy; 2. questioning; 3. entry; 4. vegetables; 5. failure; 6. penalties; 7. currency; 8. regardless; 9. transport; 10. equivalent; 11. bearer; 12. required; 13. someone; 14. statements; 15. seizure; 16. prosecution; 17. dutiable; 18. otherwise; 19. abroad; 20. possession; 21. commercial; 22. determined; 23. exemption; 24. non-residents; 25. normally; 26. exceeds; 27. articles; 28. additional; 29. Form.

###### 8.

1. resident; 2. immigrant; 3. legibly; 4. of (not *in*); 5. both (not *and*); 6. items; 7. completed; 8. inspection; 9. by land; 10. by ship; 11. unauthorized; 12. to deportation; 13. surrender it; 14. may (not *should*); 15. authorized; 16. until (not *for*); 17. violation; 18. the law.

###### 12.

1. C. most important airport; 2. B. difficult to find your way through; 3. A. has a bad smell; 4. C. fungus; 5. A. outrageously; 6. B. in spite of; 7. A. plain; 8. C. Walk;

9. A. Blocks; 10. C. throw out; 11. B. Jams; 12. C. Rush; 13. B. Delays; 14. A. Food; 15. C. Dishes; 16. C. Monotonous; 17. A. Stopover; 18. A. hasty reaction; 19. A. remarkable; 20. B. put at risk; 21. A. mental health; 22. slope; 23. B. once an hour at a quarter past; 24. B. highway free of charge; 25. B. number free of charge; 26. A. correctness; 27. C. being at the right time

13.

Which of the airports.

has the smallest volume of passengers	0	A	does not have enough means for passengers' orientation	10	B
has the lowest degree of pain	1	C	has a free parking	11	C
had a major air crash in the area of the airport	2	B	has sharp contrast between different parts of the airport	12	A
has one and the same unfavourable day every week	3	C	has a modern facility that few passengers are aware of	13	A
is the hub for the largest amount of airlines	4	A	has a free telephone service	14	C
has the biggest problems with queues at the customs	5	B	has the biggest problems with traffic jams	15	B
has the greatest amount of amenities	6	A	has a sports facility available for the passengers	16	A
is the cheapest to get to town from	7	C	has parking problems because of the construction	17	B
is notorious for not keeping to the rules	8	A	is the most expensive one to get to town from	18	B
has an art gallery	9	B	has the highest degree of pain	19	A, B

Part 2.

5.

1. capacities. 2. share. 3. fare. 4. anxiety. 5. anxious. 6. afford. 7. ignoramus. 8. competitors. 9. competition. 10. ignorance. 11. cost. 12. capacity. 13. discount. 14. increase. 15. shares. 16. ignored. 17. costs. 18. competitive. 19. competed. 20. slashed. 21. increase. 22. negligible. 23. offered. 24. trade. 25. shared. 26. Vintage. 27. ignorant. 28. shared. 29. slashed. 30. anxious. 31. offer. 32. Vintage. 33. fledgling. 34. waged. 35. discount.

6.

1. America's; 2. undeclared; 3. services; 4. cheaper; 5. fledgling; 6. share; 7. domestic; 8. carriers; 9. of (not to); 10. mostly; 11. on; 12. by (not with); 13. growing; 14. for (not to).

8.

Verbs		15. wring	o. twist	4. crash	d. accident
A	B	Adjectives and Adverbs		5. operation	e. work
1. batter	a. beat	A	B	6. operator	f. worker
2. crash	b. collapse	1. annual	a. yearly	7. performance	g. working
3. grapple	c. fight	2. available	b. on hand	8. performer	h. executor
4. operate	d. function	3. battered	c. worn out	9. prediction	i. guess
5. put into operation	e. start using	4. crash (course)	d. intensive	10. pretender	j. candidate
6. perform	f. function	5. crash (helmet)	e. protective	11. pretence	k. false claim
7. predict	g. forecast	6. in operation	f. working	12. profit	l. income
8. pretend	h. act as if	7. predictable	g. expected	13. profiteer	m. abuser
9. scramble	i. rush	8. pretentious	h. showy	14. stake	n. bet
10. be at stake	j. stay at risk	9. profitable	i. useful	15. survivor	o. lucky
11. stake a claim	k. state right	Nouns		16. survival	p. endurance
12. strive	l. attempt	1. advantage	a. benefit		
13. survive	m. live on	2. battering	b. beating		
14. understate	n. minimize	3. concession	c. agreement		

10.

1. wringing. 2. stakes. 3. operates. 4. \_\_\_\_\_ predict. 5. crashed. 6. wringing. 7. pretence. 8. performance. 9. predictable. 10. scrambled. 11. operation. 12. wring. 13. stake. 14. crash. 15. pretentious. 16. grappled. 17. battered. 18. pretend. 19. operations. 20. wring. 21. predictions. 22. survive. 23. strive. 24. stake. 25. crash. 26. pretender. 27. survival. 28. profits. 29. understates. 30. stakes. 31. crash. 32. annual. 33. concession. 34. operation? 35. battered. 36. available. 37. wring. 38. advantage. 39. performer. 40. battering. 41. crash. 42. operator. 43. performed.

11.

1. carriers; 2. aircraft; 3. especially; 4. airports; 5. carrier; 6. wages; 7. capacity; 8. lower; 9. comparisons; 10. higher; 11. Unsurprisingly; 12. cutting; 13. doing; 14. shaving; 15. concessions; 16. insiders; 17. restructuring; 18. exchange; 19. working; 20. productivity; 21. unions; 22. narrower; 23. analysts.

Lesson 3. Part 1.

1.

Verbs		9. pace	i. progress	Nouns	
A	B	10. persuade	j. convince	1. clone	a. copy
1. account for	a. explain/control	11. press	k. push	2. exception	b. exclusion
2. bank on	b. count on	12. reckon	l. suppose	3. GDP	c. gross domestic product
3. enter	c. start working	13. tide over	m. assist	4. fleet	d. group
4. expand	d. enlarge	14. trim	n. decrease	5. pressure	e. stress
5. grab	e. catch	Adjectives and Adverbs		6. response	f. answer
6. halt	f. stop	1. fierce	a. violent	7. revenue	g. income/yields
7. launch	g. start	2. rare	b. infrequent	8. tide	h. flood
8. marginal	h. minor	3. regular	c. usual	9. venture	i. enterprise

3.

1. The company \_\_\_\_\_ accounts for 70 per cent of all the goods on the market. 2. The government's loss of tax \_\_\_\_\_ revenues this year is 70 per cent. 3. You have to \_\_\_\_\_ press this button to switch the TV on. 4. The company crashed because of the \_\_\_\_\_ fierce competition. 5. I am \_\_\_\_\_ banking on their victory tonight. 6. The company \_\_\_\_\_ entered the market only a month ago. 7. I \_\_\_\_\_ reckon there is plenty of risk here. 8. The managers hope these factors will \_\_\_\_\_ tide them over as they try to reduce the prices. 9. Their firm is a \_\_\_\_\_ clone of a successful Japanese company. 10. This case is a rare \_\_\_\_\_ exception. He \_\_\_\_\_ pressed her to have a cup of coffee with him. 11. The new companies \_\_\_\_\_ grabbed our customers, so we had no chance to survive. 12. This is a \_\_\_\_\_ rare diamond. 13. The government will release their estimate of full-year \_\_\_\_\_ gross domestic product tomorrow. 14. Would you like a \_\_\_\_\_ regular or a diet Pepsi? 15. The company was not happy with its \_\_\_\_\_ revenues last year. 16. He waited and waited, but there was no \_\_\_\_\_ response. 17. The company started \_\_\_\_\_ expanding a year ago. 18. How do you \_\_\_\_\_ account for the plane crash? 19. They have the largest fleet of airplanes in the country. 20. Finally the rivals cracked under the \_\_\_\_\_ pressure. 21. The board of the directors started \_\_\_\_\_ trimming jobs to increase profits. 22. The company's growth in revenues came to a \_\_\_\_\_ halt. 23. They \_\_\_\_\_ launched a new business here yesterday. 24. The company crashed because it had used \_\_\_\_\_ marginal routes and old planes. 25. The cheap fares \_\_\_\_\_ persuaded business people to change airlines.

26. Being inexperienced, the fledglings could not manage to \_\_\_\_\_ pace the price increase. 27. It is not clear who will take care of the \_\_\_\_\_ tide of foreign companies flowing into the country. 28. The new \_\_\_\_\_ venture crashed in a few days.

4.

Two of the big carriers even \_\_\_\_\_ (1) launched their own cut-price mini-airlines. Lite, which now \_\_\_\_\_ (2) accounts for around a third of Continental's domestic \_\_\_\_\_ (3) capacity, was launched a year ago as a near-\_\_\_\_\_ (4) clone of Southwest. It should work: Continental's \_\_\_\_\_ (5) costs are the lowest of the traditional carriers. But the mix of \_\_\_\_\_ (6) marginal routes and \_\_\_\_\_ (7) operational inefficiencies, together with \_\_\_\_\_ (8) fierce price competition, so far made the \_\_\_\_\_ (9) venture a lossmaker. Analysts are more optimistic about United's low-cost \_\_\_\_\_ (10) offering, known as Shuttle by United, which was launched in October and is also \_\_\_\_\_ (11) competing primarily against Southwest. Thanks to the Shuttle \_\_\_\_\_ (12) operations – it too uses only Boeing 737s – its costs will be around 30 % lower than United's \_\_\_\_\_ (13) regular short routes. They will need to be: Southwest's costs are lower still, and it has already cut \_\_\_\_\_ (14) fares in \_\_\_\_\_ (15) response.

The airlines are \_\_\_\_\_ (16) banking on two factors to \_\_\_\_\_ (17) tide them over as they fight to cut their costs. First, the carriers \_\_\_\_\_ (18) reckoned that cheaper domestic fares would \_\_\_\_\_ (19) increase the overall \_\_\_\_\_ (20) revenues of the industry. In fact, cheap fares simply \_\_\_\_\_ (21) persuade business customers in particular to switch \_\_\_\_\_ (22) carriers, rather than take more business trips. So the big airlines' \_\_\_\_\_ (23) yields (revenues per passenger mile) fell by more than 3 % in the past year, as cut-price carriers \_\_\_\_\_ (24) grabbed their customers. Far from \_\_\_\_\_ (25) pacing the increase in America's real \_\_\_\_\_ (26) GDP, growth in airlines' revenues came to a \_\_\_\_\_ (27) halt.

The second factor had to be fixed \_\_\_\_\_ (28) capacity. Most industry analysts expected total \_\_\_\_\_ (29) domestic capacity to remain unchanged in the coming year, as airlines \_\_\_\_\_ (30) cut costs by cutting their \_\_\_\_\_ (31) aircraft count. In the event, most airlines concentrated on \_\_\_\_\_ (32) trimming jobs rather than \_\_\_\_\_ (33) fleets (American is a rare \_\_\_\_\_ (30) exception), and cut-price carriers continued to \_\_\_\_\_ (34) enter the market and to \_\_\_\_\_ (35) expand. The result is that total domestic capacity could grow by up to 3 % in 1995, pulling \_\_\_\_\_ (36) pressure on those airlines whose prices are too high. That means most big carriers

7.

Verbs		8. reflect	h. mirror	2. brand name	b. trade name
A	B	9. support	i. assist	3. charge	c. payment



1. charge	a. demand	Adjectives and Adverbs		4. delivery	d. supply
2. contain	b. control	1. free of charge	a. at no cost	5. experience	e. knowledge
3. deliver	c. carry	2. by heart	b. memorized	6. flood	f. deluge
4. flood	d. flock	3. reassuring	c. comforting	7. glimmer	g. twinkle
5. take heart	e. borrow optimism	4. tiny	d. miniature	8. heart	h. center
6. invade	f. attack	<b>Nouns</b>		9. network	i. system
7. maul	g. batter	1. brand	a. sort	10. range	j. scope

**9.**

1. The company's profit \_\_\_\_\_ (1) reflects its work. 2. The lion \_\_\_\_\_ (2) mauled the deer. 3. There is some \_\_\_\_\_ (3) glimmer of hope for the company. 4. Have you got any \_\_\_\_\_ (4) experience of working at a control tower? 5. There was a \_\_\_\_\_ (5) flood of new companies into the market. 6. You have to learn the text by \_\_\_\_\_ (6) heart. 7. The new companies \_\_\_\_\_ (7) invaded the market. 8. In a while the customers \_\_\_\_\_ (8) flooded back to the company's reassuring brand. 9. The new plane has the \_\_\_\_\_ (9) range to fly to Europe. 10. Our company has its own \_\_\_\_\_ (10) network in Asia. You may pay for your tickets after their \_\_\_\_\_ (10) delivery. 11. The company headquarters is in the \_\_\_\_\_ (11) heart of the country. 12. The telephone \_\_\_\_\_ (12) charges increased. 13. Please, \_\_\_\_\_ (13) deliver the tickets to the company office. 14. It is difficult even to \_\_\_\_\_ (14) contain costs, and you want to reduce them. 15. The company couldn't compete with \_\_\_\_\_ (15) tiny but numerous rivals. 16. How much do you \_\_\_\_\_ (16) charge for it? 17. What is your favorite car \_\_\_\_\_ (17) brand? 18. Thank you very much for your \_\_\_\_\_ (18) support. 19. Your firm may \_\_\_\_\_ (19) take heart from our company's experience. 20. You have to \_\_\_\_\_ (20) support your friends in difficult situations.

**UNIT 4.**

**Lesson 2.**

**Part 1.**

**8.**

is located out of town	0 A	offers special rates for its clients	10 B
is the most expensive one	1 B	has a swimming pool	11 A
has a fairy-tale look	2 A	is the worst but still attractive in a way	12 C
has the aura of the	3 C	is the smallest one	13 B
not-so-far-away past			
has rooms for arranging	4 A	is the oldest one	14 C
group events			

has the widest range of types of rooms	5 B	may have the least expensive rooms	15 C
is the most modern one	6 B	has mostly non-western customers	16 C
is famous for its oriental dishes	7 A	can not be proud of some of its dishes	17 A
is state-owned	8 C	provides board at a national restaurant	18 B
is located close to the waterway	9 B	offers both rooms and houses for rent	19 A

**Part 2.**

**5.**

1. familiarise; 2. nearest; 3. valuables; 4. accommodation; 5. Reception; 6. served; 7. facilities; 8. emergency; 9. attention; 10. available; 11. cleaning; 12. machines; 13. something; 14. currency; 15. decision.

**Lesson 3.**

**Part 1.**

**5.**

<b>Verbs</b>		16. depend	p. rely on	8. inclusive	h. comprehensive
A	B	17. include	q. add	9. respectively	i. correspondingly
1. be to advantage	a. be useful	18. respect	r. admire	Nouns	
2. turn to advantage	b. change to benefit	19. pay last respects	s. say good-bye to the deceased	1. arrangement	a. preparations
3. take advantage	c. use well	20. put up a show	t. perform	2. arrangement	b. layout
4. arrange	d. organize	21. show around	u. take about	3. arrangement	c. adaptation
5. arrange	e. put in order	22. show up	v. appear	4. booking office	d. box office
6. arrange (music)	f. adapt	23. show off	w. boast	5. closed book	e. unknown
7. arrange for	g. take care of	<b>Adjectives, Adverbs, etc</b>		6. respect	f. esteem
8. book	h. reserve	1. to good advantage	a. so that the best sides are noticeable	7. respects	g. regards

9. be in smd's good book	i. have high reputation	2. booked up	b. full house	8. respect	h. aspect
10. be in smd's bad (black) book	j. have low reputation	3. complete	c. absolute	9. show of hands	i. open voting
11. complete	k. finish	4. considerable	d. substantial	10. show off	j. know-it-all
12. consider	l. think that	5. content	e. satisfied	11. consideration	f. issue
13. consider	m. think about	6. independent	f. sovereign	12. content	g. subject
14. be content to do something	n. be willing to do	7. included	g. too	13. contents	h. inside

7.

1. Nobody was \_\_\_\_\_ (1) content to take that room. 2. The hotel reservation is an important \_\_\_\_\_ (2) consideration, I agree. 3. I can't speak to her, I'm in her black \_\_\_\_\_ (3) book at the moment. 4. I know you've made all the necessary \_\_\_\_\_ (4) arrangements for the meeting. 5. She asked the hotel staff to \_\_\_\_\_ (5) include marmalade into her breakfast every morning. 6. The light in the room showed the picture to the best \_\_\_\_\_ (6) advantage. 7. Don't \_\_\_\_\_ (7) show off, you aren't a child. 8. Everybody \_\_\_\_\_ (8) respects him for his knowledge. 9. She is not \_\_\_\_\_ (9) content with the receptionist's explanations. 10. The USA have been \_\_\_\_\_ (10) independent for more than 200 years. 11. I'd like to \_\_\_\_\_ (11) book a single room. 12. He took \_\_\_\_\_ (12) advantage of his staying in London and visited the National Gallery. 13. I'm sorry, we have no tickets. We are \_\_\_\_\_ (13) booked up. 14. They put up quite a good \_\_\_\_\_ (14) show, but they never completed their task. 15. It's a fully \_\_\_\_\_ (15) inclusive price. 16. The long-awaited guests finally \_\_\_\_\_ (16) showed up at the hotel yesterday morning. 17. She won't like this flower \_\_\_\_\_ (17) arrangement. 18. \_\_\_\_\_ (18) Show the new chambermaid around, she must know the hotel well. 19. What is the \_\_\_\_\_ (19) content of this bottle? 20. Your visit to London wouldn't be \_\_\_\_\_ (20) complete without it. 21. I \_\_\_\_\_ (21) consider this room a good one. 22. We can \_\_\_\_\_ (22) arrange for the theatre tickets. 23. His mother died yesterday and he arrived to pay his \_\_\_\_\_ (23) last respects. 24. He's a real \_\_\_\_\_ (24) show-off, nobody likes him. 25. We have paid a \_\_\_\_\_ (25) considerable amount of money for this penthouse. 26. He is a \_\_\_\_\_ (26) complete idiot. 27. I'll \_\_\_\_\_ (27) arrange the meeting for tomorrow. 28. I can't discuss mathematics, it's a \_\_\_\_\_ (28) closed book for me. 29. He suddenly turned the situation to his \_\_\_\_\_ (29)

advantage. 30. Everybody was there, President \_\_\_\_\_ (30) included. 31. She \_\_\_\_\_ (31) arranged the flowers in the vase. 32. I can't say anything in this \_\_\_\_\_ (32) respect. 33. This hotel dramatically \_\_\_\_\_ (33) depends on the May Festival in town. 34. They \_\_\_\_\_ (34) completed building the hotel last year. 35. I admire this folk song \_\_\_\_\_ (35) arrangement. 36. It might be to your \_\_\_\_\_ (36) advantage to learn English. 37. Everybody has the greatest \_\_\_\_\_ (37) respect for him. 38. I have no time to \_\_\_\_\_ (38) consider your explanation. 39. He did not \_\_\_\_\_ (39) complete the form and could not get the room. 40. Give my \_\_\_\_\_ (40) respects to the hotel manager. 41. He \_\_\_\_\_ (41) arranged the classical piece for the guitar. 42. She could not provide a copy of the book but outlined its \_\_\_\_\_ (42) contents. 43. Can I have a \_\_\_\_\_ (43) show of hands on this issue?

9.

1. complete; 2. selection; 3. you; 4. can also; 5. staff; 6. including; 7. vary; 8. nights'; 9. except; 10. floor; 11. at the time; 12. arrange; 13. must be paid; 14. respectively.

**Part 2.**

2.

Verbs		26. relieve of	z. lighten the burden	8. event	h. organized occasion
A	B	27. relieve of duty	aa. take over for	9. event	i. bout
1. crack	a. fracture	28. relieve smbd	ab. substitute for	10. evidence	j. clues
2. crack	b. snap	29. relieve	ac. liberate	11. evidence	k. proofs
3. crack	c. decipher	30. sharpen one's wits	ad. train brains	12. evidence	l. sign
4. crack	d. joke	31. scare out of one's wits	ae. frighten very much	13. fellow	m. man
5. crack	e. collapse	32. be at one's wits' end	af. see no way out	14. fellow	n. boyfriend
6. paste over the cracks	f. keep secret	Adjectives, Adverbs, etc		15. fellow	o. colleague
7. give evidence	g. testify	1. proof	a. resistant	16. fellow	p. associate
8. miss	h. overlook	2. crackers	b. mad	17. fellowship	q. friendship

9. miss	i. pass the mark	3. eventful	c. busy	18. fellowship	r. society
10. miss	j. wish for	4. eventual	d. final	19. fellowship	s. grant
11. miss	k. misunderstand	5. eventually	e. in the end	20. occurrence	t. incident
12. miss	l. miss	6. evident	f. clear	21. proof	u. confirmation
13. miss the boat	m. be late	7. missing	g. absent	22. rattle	v. baby's toy
14. never miss the trick	n. be always in time to see	8. at the crack of dawn	h. very early	23. proofs	w. first copy to be checked for errors
15. miss out	o. do without	9. relieved	i. comforted	24. rattle	x. sports fan's clatter
16. occur	p. take place	10. tense	j. anxious	25. rattle-snake	y. type of serpentine
17. occur	q. come to mind	11. tense	k. stiff	26. relief	z. decoration
18. prove	r. justify	<b>Nouns</b>		27. relief	aa. ground surface
19. prove	s. demonstrate	1. crack	a. gap	28. skeleton	ab. framework
20. prove	t. turn out	2. crack	b. fracture	29. skeleton staff	ac. main personnel
21. rattle away (on)	u. chatter	3. crack-down	c. strong measures	30. skeleton key	ad. key to open different locks
22. rattle	v. unnerve	4. crack	d. gag	31. tension	ae. apprehension
23. rattle	w. clatter	5. crack	e. snap	32. wit	af. humor
24. rattle through	x. reel off	6. cracker	f. biscuit	33. the wit	ag. intelligence
25. relieve	y. ease	7. event	g. occurrence	34. wits	ah. smartness

4.

A. 1. Games and quizzes have sharpened his \_\_\_\_ (1) wits. 2. The wind was \_\_\_\_ (2) rattling the window, and she would not fall asleep. 3. This building has a metal \_\_\_\_ (3) skeleton. 4. The murder \_\_\_\_ (4) occurred at midnight. 5. The people at the hotel grew \_\_\_\_ (5) tense because of the murder. 6. You can't \_\_\_\_ (6) miss it, it's right in the middle of the reception hall. 7. The medicine helped

to \_\_\_\_ (7) relieve the pain. 8. There is a lot of \_\_\_\_ (8) fellowship among the members of this society. 9. His arrival at the hotel was the main \_\_\_\_ (9) event of the day. 10. I'm \_\_\_\_ (10) relieved to hear that he is innocent. 11. Can I \_\_\_\_ (11) miss out a comma here? 12. The detective \_\_\_\_ (12) proved that John was innocent. 13. After it happened they have been trying to \_\_\_\_ (13) paper over the cracks all the time to keep it secret. 14. There aren't too many guests in winter, so the hotel keeps only the \_\_\_\_ (14) skeleton staff. 15. This concert is a major social \_\_\_\_ (15) event every year. 16. There were usual \_\_\_\_ (16) cracks about the government, nobody seemed to like it. 17. John threw the bottle at the criminal's head but \_\_\_\_ (17) missed, alas. 18. Let me \_\_\_\_ (18) relieve you of your coat. 19. His questions \_\_\_\_ (19) rattled her, and she blushed. 20. The detective scared the hotel guests out of their \_\_\_\_ (20) wits. 21. Now we come to the 200-meter \_\_\_\_ (21) event of the competition. 22. She has been \_\_\_\_ (22) rattling away on the phone all day long, and about nothing, too. 23. There is a \_\_\_\_ (23) crack between the door and the wall, I can see the light. 24. It was \_\_\_\_ (24) evident that he liked his room. 25. Incredible! He has been \_\_\_\_ (25) relieved of his position as General Manager. 26. Her back is \_\_\_\_ (26) tense, she needs some massage. 27. She is here again, she never \_\_\_\_ (27) misses the trick. 28. If I don't leave, I might \_\_\_\_ (28) crack, my nerves are on the brink. 29. The night porter has a \_\_\_\_ (29) skeleton key to all doors. 30. There was an impressive \_\_\_\_ (30) relief in the hotel lobby, reproducing some historic battle.

B. 1. John founded the American-Ukrainian \_\_\_\_ (1) Fellowship at the University of Cincinnati. 2. What \_\_\_\_ (2) proof/evidence have you got to convince the jury? 3. It was the most \_\_\_\_ (3) eventful day in my life, so exciting! 4. There was no more evidence and the detective was at his \_\_\_\_ (4) wits' end. 5. The \_\_\_\_ (5) eventual aim of the operation is to find the murderer. 6. The night porter is to \_\_\_\_ (6) relieve the receptionist at ten. 7. Look at the way she is looking at us! She probably thinks we are \_\_\_\_ (7) crackers, just out of the institution. 8. They \_\_\_\_ (8) rattled through the rest of the meeting and finished it in ten minutes. 9. Though not being particularly fond of her, he never showed any \_\_\_\_ (9) evidence of it. 10. He's got a \_\_\_\_ (10) fellowship this year, and is planning to write a book. 11. The baby's crying, give her a \_\_\_\_ (11) rattle – children like noise. 12. The information \_\_\_\_ (12) proved to be useful for the detective. 13. The army had \_\_\_\_ (13) relieved the city by night. 14. There's a \_\_\_\_ (14) crack in this vase, it should be glued. 15. As soon as that thought had \_\_\_\_ (15) occurred to him, he understood everything. 16. It's too late now, you've \_\_\_\_ (16) missed the boat. 17. Now when she is away from home, she \_\_\_\_ (17) misses her family very much. 18. The \_\_\_\_ (18) relief is rather monotonous here, everything is flat. 19. After the assassination attempt the whole country expected a \_\_\_\_ (19) crackdown on the criminals.

20. John kept \_\_\_\_ (20) cracking gags all evening long. 21. Can you check these \_\_\_\_ (21) proofs promptly – the book must be out next week. 22. I'm afraid, you've \_\_\_\_ (22) missed my point. 23. He heard a sharp \_\_\_\_ (23) crack behind, someone had stepped onto a dry branch. 24. Finally the detective \_\_\_\_ (24) cracked the case. 25. Use your \_\_\_\_ (2) wits, there must be a way out. 26. This is John White, \_\_\_\_ (26) Fellow of European Linguistic Society. 27. The cook \_\_\_\_ (27) cracked the egg over the plate. 28. During the flight she talked to almost all \_\_\_\_ (28) fellow passengers. 29. I can't find my bracelet, it's \_\_\_\_ (29) missing. 30. A branch \_\_\_\_ (30) cracked under my foot. 30. Nobody had the \_\_\_\_ (30) wit to bring the keys to the rooms. 31. There was general \_\_\_\_ (30) tension at the hotel because of this terrible \_\_\_\_ (30A) occurrence/event. 31. This watch is \_\_\_\_ (31) waterproof, you can swim without taking it off. 32. Hot water can \_\_\_\_ (32) crack the glass. 33. He'll have to \_\_\_\_ (33) miss his classes tomorrow, he should stay in bed. 34. Our strategy was \_\_\_\_ (34) proven correct. 35. You couldn't hear much because of the fan's \_\_\_\_ (35) rattles. 36. The chambermaid laughed at his \_\_\_\_ (36) wit.

5.

1. of your arrival; 2. enact; 3. innocently; 4. may not have occurred; 5. wits about you; 6. inevitable; 7. has only just begun; 8. murderer; 9. evidence; 10. during the night; 11. you eventually 'crack them down'; 12. have obtained; 13. get to know; 14. rattling; 15. herrings; 16. the tension; 17. fellow detectives; 18. superb; 19. mayhem; 20. in comfort.

## UNIT 5.

### Lesson 1.

#### Part 1.

6. 1. effortlessly; 2. has taken; 3. however, scientists; 4. sophisticated; 5. the not too distant; 6. with the exception; 7. the United States; 8. finger; 9. works; 10. will move; 11. like real; 12. likely to be used; 13. prosthetic; 14. body parts; 15. another duel; 16. to Darth Vader's laser sword; 17. bionic replacement; 18. crude prosthesis; 19. so nimble; 20. wearer; 21. much as muscles; 22. will combine; 23. grow and regenerate; 24. to grow; 25. drawback; 26. will be solved; 27. experimenting; 28. constituent; 29. encourages; 30. have been implanting; 31. –.

#### Part 2.

3.

A	B
paramedic	trained to do medical work, but is not a doctor or nurse

pathologist	studies causes and effects of diseases
plastic surgeon	changes people's faces or bodies
psychiatrist	trained in the treatment of mental diseases
psychoanalyst	treats patients using psychoanalysis
resident	doctor working at a hospital where s/he is being trained
speech therapist	helps people who can't speak properly
pediatrician	deals with children and their diseases
orderly	does unskilled jobs at a hospital
registrar	hospital doctor of a lower rank than a consultant
occupational therapist	helps people get better after a disease by giving them activities to do
nurse	look after people who are ill or injured, but is not a doctor
nursing officer	head of the nurses department in the local government
junior doctor	of a lower rank in a doctor's profession
internist	treats illnesses of internal organs that do not need operations
health visitor	nurse who visits people at their homes
gerontologist	studies old age and its effects on the body
general practitioner(GP)	doctor trained in general medicine
district nurse	nurse who visits people at their homes
forensic scientist	gives expert evaluation of medical aspects related to a crime
dietitian	advises on healthy nutrition
extern	works at a hospital etc to gain experience
consultant	very qualified hospital doctor with a lot of expertise in a specific area of medicine
house physician	doctor who lives on the hospital premises
intern	person who has almost finished training as a doctor and is working at a hospital
laboratory technician	maintains laboratory equipment

matron	nurse in charge of other nurses
midwife	nurse trained to help women when they are having a baby
obstetrician	doctor trained to deal with the birth of children

6.

1. complexity; 2. fairly; 3. machinery; 4. spewing; 5. eventually; 6. invasion; 7. encounter; 8. engulf; 9. stimulate; 10. commanders; 11. summon; 12. raising; 13. infected; 14. recognizing; 15. dissolve; 16. viral; 17. reproduction; 18. vigilant; 19. network; 20. immunity; 21 recognizes; 22. response; 23. ability; 24. antagonist; 25. milkmaids; 26. sometimes; 27. deliberately; 28. makers; 29. fragments; 30. illness.

8.

Measured against the need, development of a \_\_\_\_\_ (1) vaccine against AIDS may seem especially, and painfully, slow. But considering that the human immunodeficiency \_\_\_\_\_ (2) virus (HIV) had not even been \_\_\_\_\_ (3) identified until 1985, work on a vaccine against it has been moving along at a remarkable clip. \_\_\_\_\_ (4) Researchers are much further along than they ever expected to be at this point, and the \_\_\_\_\_ (5) consensus at a meeting of leading experts last month was that a vaccine was not only doable but likely to be ready for large-scale \_\_\_\_\_ (6) testing in people in the next three to five years. In their search for the AIDS vaccine, scientists are making use of a \_\_\_\_\_ (7) battery of research tools and vaccine \_\_\_\_\_ (8) design strategies, ranging from the "traditional" approaches used against polio to the wildly \_\_\_\_\_ (9) innovative and esoteric. Already, about 30 different candidate vaccines have been developed. Five have progressed to the stage of \_\_\_\_\_ (10) human testing in the U.S., and another five or so are being \_\_\_\_\_ (11) tested in people in Europe and Africa. In all, some 350 people have been \_\_\_\_\_ (12) injected with some kind of experimental AIDS vaccine.

Unlike any vaccine produced in the past, the AIDS vaccine may be useful as a \_\_\_\_\_ (13) treatment as well as a protective agent—a prospect that only intensifies the \_\_\_\_\_ (14) urgency of the search. An estimated 1 million to 1.5 million Americans are \_\_\_\_\_ (15) infected with HIV, and 40,000 to 60,000 more become infected every year. The figures \_\_\_\_\_ (16) worldwide are even more frightening: An \_\_\_\_\_ (17) estimated 8 million to 10 million infected and perhaps as many as 1 million new cases a year. There is no \_\_\_\_\_ (18) cure, and infection brings a 50 to 70 percent chance of developing AIDS over a decade. Without an \_\_\_\_\_ (19) effective vaccine, we will be in real trouble a decade from now. It's obvious that we can't rely on \_\_\_\_\_ (20) behavior change alone to stop this disease.

The search for an AIDS vaccine is especially challenging because an \_\_\_\_\_ (21) immunization has never before been developed against a human retrovirus

(the class of \_\_\_\_\_ (22) viruses discovered just a decade ago), to which HIV belongs. \_\_\_\_\_ (23) retroviruses have the unique ability to insinuate their own genetic material into that of the cells they infect. Because this \_\_\_\_\_ (24) genetic material becomes permanently hidden in \_\_\_\_\_ (25) cells, many experts think it is essential to have a vaccine that prevents even a single cell from getting infected with HIV once \_\_\_\_\_ (25) exposure has occurred.

The current optimism stems from preliminary \_\_\_\_\_ (26) studies showing that a vaccine successfully protects rhesus monkeys against a virus very similar to HIV, called SIV for \_\_\_\_\_ (27) simian immunodeficiency virus. SIV causes much the same \_\_\_\_\_ (28) disease in rhesus monkeys as HIV does in people, and scientists at half a dozen labs are using \_\_\_\_\_ (29) proven design strategies to produce the SIV vaccine. They "kill" or \_\_\_\_\_ (30) inactivate the virus in such a way that when injected as a vaccine, it causes no disease but prepares the \_\_\_\_\_ (31) immune system to recognize and combat the live virus. There were serious doubts whether this \_\_\_\_\_ (32) approach would work, since SIV, like HIV, is so adept at hiding in cells and \_\_\_\_\_ (33) evading the immune system. But about 20 monkeys have been \_\_\_\_\_ (34) vaccinated, and all have been protected from infection following exposure to SIV.

Part 3.

2.

<b>General</b> ague anorexia cold fever influenza (flu) avian (bird) flu plague cholera malaria typhoid fever typhus haemorrhage <b>Immune System</b> Aids (AIDS) <b>Oncologic</b> Cancer leukaemia	<b>Dermatologic</b> acne anthrax dermatitis herpes leprosy ringworm pox chickenpox measles smallpox rubella scabies scarlet fever shingles <b>Brain</b> meningitis <b>Kidney</b> nephritis	<b>Neurologic</b> depression epilepsy multiple sclerosis paralysis Parkinson's disease polio(myelitis) rabies Thoracic cirrhosis pneumonia hepatitis tuberculosis heart attack <b>Respiratory</b> asthma bronchitis	<b>Intestinal</b> appendicitis colitis constipation diarrhoea dysentery gastritis <b>Endocrinologic</b> diabetes dropsy gout mastitis mumps <b>Toxic</b> alcoholism <b>Psychic</b> schizophrenia	<b>Laryngologic</b> angina laryngitis diphtheria pharyngitis tonsillitis <b>Neurologic</b> depression epilepsy multiple sclerosis paralysis Parkinson's disease polio(myelitis) rabies Eye Glaucoma <b>Ear</b> otit <b>Stomatologic</b> caries
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8.

1. a few; 2. had apparently spread; 3. from chickens to humans; 4. barrier; 5. on the threshold; 6. – ; 7. had apparently been transported; 8. migrating birds; 9. bad news is; 10. succeeds; 11. – ; 12. have appeared; 13. infecting humans; 14. could hardly be more worrying; 15. another bird flu virus; 16. – ; 17. twice the number; 18. population is larger; 19. 100 million; 20. scenario; is what people; 21. most likely; 22. capable; 23. so lethal; 24. once it gets into humans; 25. the virus responsible; 26. small wonder; 27. its concern; 28. who may have been; 29. exposed to sick birds; 30. protection against the virus.

9.

Many national governments are drawing up strategies to \_\_\_\_ (1) combat H5N1. In Britain, the Department of Health has made \_\_\_\_ (2) contingency plans for dealing with an outbreak, and has set aside £200 million to buy enough \_\_\_\_ (3) anti-viral drugs for a quarter of the population. It emerged last week that GPs are being sent information packs about how to deal with an \_\_\_\_ (4) outbreak, and guidance for patients. There are no plans for a mass \_\_\_\_ (5) vaccination campaign, however. Officials point out that any vaccine based on the current \_\_\_\_ (6) strain of H5N1 could prove useless against a human-to-human version.

Despite the efforts to avert a \_\_\_\_ (7) pandemic, many experts remain sanguine about our ability to cope with the threat. They point out that the \_\_\_\_ (8) virus is still confined almost entirely to the bird population, making control of an outbreak relatively simple. As soon as \_\_\_\_ (9) tests confirm the presence of the virus in a flock, the plan of action is dramatic and draconian: rapid and massive \_\_\_\_ (10) culling. The strategy stopped the original Hong Kong outbreak in 1997. It also halted an outbreak of the H7N7 bird flu, which also \_\_\_\_ (11) infected humans, in Holland in 2003. At the current state, on a scale of 1 to 10, \_\_\_\_ (12) experts put the risk of a pandemic pretty low down, at around three to four. Some context is also needed here. There have been 60 to 70 human \_\_\_\_ (13) deaths out of several billion in Asia. On a \_\_\_\_ (14) bank holiday you'll get many more deaths on Bangkok's roads in two or three days. Simple honesty is widely seen as \_\_\_\_ (15) crucial by many experts. They point out that the speed of international trade and travel makes any attempt at bureaucratic \_\_\_\_ (16) foot-dragging potentially disastrous.

In 2002, China was hit by a new type of virus called SARS, which caused \_\_\_\_ (17) pneumonia-like symptoms, \_\_\_\_ (18) killing 1 in 10 of those infected. Yet Chinese officials attempted to cover up the outbreak, only informing the WHO the following year. By that time, the virus had \_\_\_\_ (19) spread to Hong Kong and Vietnam. It went on to \_\_\_\_ (20) claim almost 800 lives in a dozen countries, from Canada to the Philippines. If \_\_\_\_ (21) bird-culling policies fail to stop the H5N1 virus, it could spread to every continent in the world within eight weeks.

Even so, prompt action could stop the virus from \_\_\_\_ (22) triggering a pandemic. Research published this month showed that the outbreak could be \_\_\_\_ (23) contained if the first few dozen people affected were identified, and around 20,000 of those closest to them \_\_\_\_ (24) treated with anti-viral drugs. Given that the potential \_\_\_\_ (25) consequences are so severe, it is worth trying to persuade the WHO and governments to put more money into \_\_\_\_ (26) containment.

While scientists and \_\_\_\_ (27) health officials hurry up, some experts are drawing comfort from events so far. "If the \_\_\_\_ (28) doomsday scenario is realistic, why hasn't it happened yet?" ask they. "This virus has had lots of opportunities across Asia to \_\_\_\_ (29) mutate but hasn't, so the probability must really be very low." Ultimately, however, no one knows what the tiny packet of \_\_\_\_ (30) genes known as H5N1 will do next. It could fade back into its \_\_\_\_ (31) host population of birds among which it produces no \_\_\_\_ (32) ill-effects. Or it could produce a human pandemic of apocalyptic proportions. For now, scientists can only hope they are smart enough to deal with whatever their microscopic \_\_\_\_ (33) adversary throws at them.

## Lesson 2.

### Part 1.

2.

Apparatuses	Devices	Instruments	Accessories
artificial heart	thermometer	catheter	bandage
artificial kidney	defibrillator	clamp	bedpan packing
cardiograph	inhalator	drain	plaster cast
CAT scanner	microscope	forceps	sling
encephalograph	oxygen mask	lancet	specimen bottle
heart-lung machine	pacemaker	needle	splint
life-support machine	respirator	probe	stretcher
respirator	stethoscope	scalpel	swab
ultrasound scanner	gastroscope	sound	tourniquet
ventilator		syringe	wet pack
X-ray machine			

3.

1. clamp; 2. drain/catheter; 3. forceps; 4. ventilator; 5. stretcher; 6. swab; 7. splint; 8. sling; 9. probe/sound; 10. packing; 11. pacemaker; 12. tourniquet; 13. defibrillator; 14. lancet.

5.

The \_\_\_\_ (1) loss of consciousness, even for a second, will mean that you have suffered brain damage and must withdraw from further competition immediately. The patient also had other symptoms: \_\_\_\_ (2) shortness of breath, she definitely had

breathing problems, and her whole face started \_\_\_\_\_ (3) swelling, it was getting bigger with every passing minute. The pitiful figure shook with cold, his breath whistling in and out of his lungs with \_\_\_\_\_ (4) rales. A smoker has two to three times the risk of having heart \_\_\_\_\_ (5) murmurs than a nonsmoker. The doctor stared at the patient and saw that the \_\_\_\_\_ (7) pallor of her skin was that of a sick person. The disease in his lungs made his breathing very \_\_\_\_\_ (8) harsh. The stairs were very steep and they were all \_\_\_\_\_ (9) gasping by the time they got to the top.

In a minute after you have taken this pill, your heart \_\_\_\_\_ (10) rate will slow by 15 percent. Everywhere doctors and nurses were bending over people in extreme \_\_\_\_\_ (11) prostration, unable to get up. The patient's rapid pulse, high blood pressure, irregular breathing, and \_\_\_\_\_ (12) bluish discoloration of the skin all called for life-saving measures. The first flight was hell: air sickness an everlasting \_\_\_\_\_ (13) nausea and \_\_\_\_\_ (14) vomiting, of course – he was so ashamed of himself! This medicine is believed to cure \_\_\_\_\_ (15) indigestion – so you won't have problems with your diet any more, will you? In the morning, Jane had a high temperature and by night, she was \_\_\_\_\_ (16) coughing without stopping.

7.

1. nourishment; 2. coronary; 3. narrowed; 4. depriving; 5. remaining; 6. called; 7. themselves; 8. congregate; 9. fibrous; 10. slowing; 11. researchers; 12. perceived; 13. lining; 14. accumulate; 15. pressure; 16. triggering; 17. responsible; 18. normally; 19. infected; 20. oxidation; 21. density; 22. picked; 23. primarily; 24. oxidized; 25. arterial; 26. hunting; 27. growth; 28. blockages; 29. hypothesized; 30. possibility.

8.

A. Dr. Redford Williamson	B. Dr. Janet Ross	C. Dr. David Hajar	
Which of the experts			
studies human conduct patterns	0 A	believes independence is an advantage	8 A
is sure risk depends on your environment	1 B	praises changing the people's attitudes	9 C
believes stressfulness varies individually	2 B	is sure smoking is a disadvantage	10 A
provides a historical background	3 A	says rational planning is important	11 C
suggests non-traditional methods	4 C	assumes family history may be important	12 A
thinks there is one universal stressful factor	5 B	pays tribute to public contacts	13 B, C
has proved the old theory to be incorrect	6 A	suggests teaching tolerance	14 C

proves some factors to be 25 % less risky	7	B	believes skin color may be unimportant	15	A
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## Part 2.

2.

A. naturopathy – trend in medicine that attempts to cure illness using natural things such as plants, rather than drugs; B. aromatherapy – trend in medicine that attempts to cure diseases by using pleasant smelling natural oils; C. chiropractic – treatment of health problems by pressing on and moving the bones in one's back and joints; D. hypnotherapy – use of hypnosis to treat emotional or physical ailments; E. acupuncture – treatment for pain and disorders by pushing special needles into one's body; F. shiatsu – Japanese kind of massage; G. homeopathy – system of medicine in which a sickness is treated by giving very small quantities of a substance that causes this illness; H. iridology – system of medicine that attempts to diagnose diseases by investigating the iris of the eye; I. hydrotherapy – use of water exercises and water massages to help ease stiff joints; J. autogenic training – system of medicine based on self-suggestion to develop complete independence of external influence; K. herbalism – use of plant extracts to treat illness; L. Bach – method of healing using flower essences; M. Alexander – technique healing the body through improved posture and movement.

4.

1. He had a terrible \_\_\_\_\_ (1) cold and spent much of the time \_\_\_\_\_ (2) blowing his nose. 2. Having a parched nose and throat may lower resistance to colds, \_\_\_\_\_ (3) croup and respiratory problems. 3. Pain and a nasal \_\_\_\_\_ (4) discharge may mean the patient has some kind of infection in his respiratory tract. 4. If you take this medicine, it will make the \_\_\_\_\_ (5) swallowing much easier, and you'll be able to eat most types of food. 5. If you feel \_\_\_\_\_ (6) dizziness and won't be able to stand steadily, stop exercising at once. 6. You should bear in mind that \_\_\_\_\_ (7) fatigue / tiredness from overworking may lead to road accidents. 7. Headaches due to viral infections may be accompanied by the \_\_\_\_\_ (8) inflammation of the throat, \_\_\_\_\_ (9) fever, with the temperature running into 104 °F, a \_\_\_\_\_ (10) flushed face, muscle aches, and \_\_\_\_\_ (11) malaise, i.e. a feeling of discomfort and fatigue. 8. When people cough or \_\_\_\_\_ (12) sneeze, they propel some tiny droplets into the air, and that is how you catch a disease – by breathing those droplets in. 9. It was so hot, you started \_\_\_\_\_ (13) sweating the minute you walked outside. 10. There probably was some fluid in his lungs, as he was rattling and \_\_\_\_\_ (14) wheezing at every breath.

6.

1. acknowledge; 2. characteristic; 3. distinguishes; 4. –; 5. species; 6. survival; 7. framework; 8. –; 9. ancestors; 10. artefacts; 11. studying; 12. ethical; 13. –; 14. evidence that is; 15. observation of; 16. beneficial; 17. distinguished;



18. has been around; 19. sudden; 20. representational; 21. individual; 22. thousand; 23. –; 24. convincingly; 25. ape-like; 26. communication; 27. signs of aggression; 28. primitive; 29. tongue clicking.

### 7.

The evolutionary move forward to language, made only by humans, was \_\_\_\_\_ (1) triggered, Deacon believes, by the change that humans made from a largely \_\_\_\_\_ (2) vegetarian diet to one that regularly included meat, a change marked in the \_\_\_\_\_ (3) fossil record by the first appearance of tools – stones with sharp edges intentionally shaped by chipping to allow the \_\_\_\_\_ (4) hacking of meat and hide. That change of behaviour was preceded and accompanied by slow \_\_\_\_\_ (5) evolutionary changes of physiology, including the transition to bipedal \_\_\_\_\_ (6) gait and to a hand structure that allowed efficient gripping, and by increases in \_\_\_\_\_ (7) brain size and complexity.

Chomsky's arguments are carefully constructed and sophisticated, but the \_\_\_\_\_ (8) essence is familiar to people interested in language. He noted that the \_\_\_\_\_ (9) acquisition by children of language skills far exceeds what could be achieved if they began, so to speak, with a \_\_\_\_\_ (10) blank sheet – if they had to learn their \_\_\_\_\_ (11) native languages inductively, merely from the evidence provided by \_\_\_\_\_ (12) speech that they hear. 'The poverty of the stimulus' is the catch phrase. Therefore, the argument goes, the infant brain must be \_\_\_\_\_ (13) pre-disposed to the acquiring of language. There is nothing here that conflicts with the idea that language has evolved to fit the \_\_\_\_\_ (14) capabilities of brains.

Natural \_\_\_\_\_ (15) languages differ from one another in many ways, but they have much in common too. Universal \_\_\_\_\_ (16) grammar is the name that has been given to what is shared. According to Terrence Deacon, "the idea that an innate \_\_\_\_\_ (17) universal grammar is the only way to account for language \_\_\_\_\_ (18) abilities was first argued by the MIT \_\_\_\_\_ (19) linguist Noam Chomsky." But this misconstrues the situation. Rather, it is universal grammar that must be accounted for by any theory of the \_\_\_\_\_ (20) evolution of language. Why is it that natural languages have so much in common, a shared \_\_\_\_\_ (21) core, not of words, but of structure? It is inadequate to say that the universal features "have emerged spontaneously and independently in each \_\_\_\_\_ (22) evolving language, in response to universal biases in the selection processes \_\_\_\_\_ (23) affecting language transmission". Account must be taken of the power of \_\_\_\_\_ (24) structured language to support not just communication but creative rational \_\_\_\_\_ (25) thought. The twentieth-first century will bring answers, one hopes, to deep questions about language that are essential to us.

## Part 3.

### 3.

A. shortsightedness – inability to see things clearly unless they are very close to one's eyes. B. hiccup – sudden continual stopping of the breath caused by eating

or drinking too fast. C. heartburn – unpleasant burning feeling in one's stomach or chest caused by acid from the stomach. D. sty – infected place on the edge of one's eyelid, which gets red and swollen. E. hernia – medical condition in which an organ pushes through the muscles that should contain it. F. squinting eye – eye looking in a slightly different direction than the other one. G. belching – loud coming of the air out from one's stomach through one's mouth; H. anorexia – mental illness which makes one stop eating; I. blurring of vision – inability to see very well, because the edges are not clear; J. eyewatering – filling one's eyes with tears.

### 5.

1. Germanic; 2. spoken; 3. arrival; 4. British; 5. century; 6. northern; 7. inhabitants; 8. replaced; 9. speakers; 10. France; 11. descendants; 12. named; 13. called; 14. originated; 15. inscription; 16. culture; 17. invaders; 18. destruction; 19. kingdom; 20. known; 21. written; 22. missionaries; 23. writing; 24. borrowed; 25. Danish; 26. Scandinavian; 27. Celtic; 28. toponymic.

### 6.

In 1066 the Normans \_\_\_\_\_ (1) conquered Britain. French became the language of the Norman aristocracy and added more \_\_\_\_\_ (2) vocabulary to English. Because the English underclass cooked for the Norman upper class, the words for most \_\_\_\_\_ (3) domestic animals are English (*ox, cow, calf, sheep, swine, deer*) while the words for the meats \_\_\_\_\_ (4) derived from them are French (*beef, veal, mutton, pork, bacon, venison*). The \_\_\_\_\_ (5) Germanic form of plurals (*house – housen; shoe – shoen*) was eventually \_\_\_\_\_ (6) displaced by the French method of making plurals: adding an *-s* (*house – houses; shoe – shoes*). Only a few words have \_\_\_\_\_ (7) retained their Germanic plurals: *men, oxen, feet, teeth, children*. French also \_\_\_\_\_ (8) affected spelling so that the *cw* sound came to be written as *qu* (eg. *cween* became *queen*). It wasn't till the 14th Century that English became \_\_\_\_\_ (9) dominant in Britain again. In 1399, King Henry IV became the first king of England since the Norman \_\_\_\_\_ (10) Conquest whose mother tongue was English. By the end of the 14th Century, the \_\_\_\_\_ (11) dialect of London had emerged as the \_\_\_\_\_ (12) standard dialect of what we now call **Middle English**. Chaucer wrote in this language. **Modern English** began around the 16th Century and, like all \_\_\_\_\_ (13) languages, is still changing. One change \_\_\_\_\_ (14) occurred when the *-th* of some verb forms became *-s* (*loveth – loves; hath – has*). \_\_\_\_\_ (15) Auxiliary verbs also changed (*he is risen – he has risen*). The historical influence of language in the British Isles can best be seen in place names and their \_\_\_\_\_ (16) derivations. Since the 16th Century, because of the \_\_\_\_\_ (17) contact that the British had with many peoples from around the world, and the \_\_\_\_\_ (18) Renaissance of Classical learning, many words have entered the language either directly or indirectly. New words were created at an increasing rate. Shakespeare \_\_\_\_\_ (19)

coined over 1600 words. This process has grown very fast in the modern era. \_\_\_\_\_ (20) Borrowed words include names of animals (giraffe, tiger, zebra), clothing (pyjama, turban, shawl), food (spinach, chocolate, orange), \_\_\_\_\_ (21) scientific and mathematical terms (algebra, geography, species). Languages that have \_\_\_\_\_ (22) contributed words to English include Latin, Greek, French, German, Arabic, Hindi (from India), Italian, Malay, Dutch, Farsi (from Iran and Afganistan), Nahuatl (the Aztec language), Sanskrit (from ancient India), Portuguese, Spanish, Tupi (from South America) and Ewe (from Africa). The list of borrowed words is \_\_\_\_\_ (23) enormous. The vocabulary of English is the largest of any language. Even with all these \_\_\_\_\_ (24) borrowings the heart of the language remains the Anglo-Saxon of Old English. Only about 5000 or so words from this period have \_\_\_\_\_ (25) remained unchanged but they include the \_\_\_\_\_ (26) basic building blocks of the language: household words, parts of the body, common animals, natural elements, most \_\_\_\_\_ (27) pronouns, prepositions, conjunctions and auxiliary verbs. Grafted onto this basic stock was a wealth of \_\_\_\_\_ (28) contributions to produce, what many people believe, is the richest of the world's languages.

#### Ключі до контрольних робіт до секції

#### Adventures in Pencader Hollow.

#### Stop and check.

#### UNITS 1–3.

1. a) at; b) at; c) in; d) in; e) into; f) onto; g) in; h) in; i) into; j) at.
2. a) under; b) under; c) below; d) underneath; e) beneath; f) underneath; g) under; h) below; i) under.
3. a) over; b) over; c) above; d) up; e) above; f) over; g) up; h) over; i) up; j) above.
4. a) up; b) past (by) ; c) through; d) past (by) ; e) through; f) off, into; g) across, out of; h) off; i) across; j) over; k) onto; l) out of; m) onto; n) past (by) .
5. a) below; b) above; c) above; d) over; e) above; f) above; g) below; h) above; i) below; j) above; k) under.
6. a) to(ward) ; b) over; c) along; d) against; e) along; f) off; g) out of; h) against; i) along.
7. a) against, to(ward) ; b) at; c) to(ward) ; d) at; e) to; f) underneath; g) over; h) at; i) to; j) below.
8. a) under; b) over; c) over; d) underneath; e) over; f) under; g) over; h) below; i) beneath.
9. a) on; b) at; c) in; d) in; e) at; f) on, on; g) at; h) on; i) in; j) on.
10. a) by, beside, next to; b) by, beside; c) next to; d) by; e) by, beside; f) by; g) next to.

11. a) between; b) amid(st) ; c) among; d) among; e) between; f) amid(st); g) between; h) among; i) among; j) amid(st) .

12. a) across; b) across from; c) beyond; d) away from; e) opposite; f) away from; g) across; h) opposite; i) beyond; j) across from.

13. a) aboard; b) against; c) out of; d) outside; e) astride; f) out of; g) against; h) aboard; i) astride; j) outside.

#### Stop and check.

#### UNITS 4–6.

**Section A.** 1. by, at; 2. for, in, in; 3. by; 4. for, in, for; 5. by, at; 6. in, for, in, for; 7. at, by, at, at, at, by; 8. for, in, in, for; 9. by, at, at, by; 10. in, in, for, for; 11. at, by, by, at, by; 12. by, with, to; 13. from, on, as, to, on; 14. on, on, on, from; 15. by, with; 16. as, like, like; 17. as, to, to, to; 18. against, with, like; 19. out of, out of; 20. (from) against, without.

**Section B.** 1. by, by, at, at, by; 2. in, for, in, for; 3. by, at, by, at, at; 4. for, in, in, for; 5. at, at, at, by, by, by; 6. in, in, for, for, for; 7. by, by, by, at, at, at; 8. for, for, for, for, in, in; 9. on, from, of, with, of, of, with, by; 10. as, like; 11. to, to; 12. out of, against; 13. about, about; 14. out of, against; 15. at, except, about; 16. by, besides, with, in, by; 17. by, by, out of, out of, besides; 18. despite, of; 19. by, for; 20. from, to, to, despite, against; 21. except, with, with, on, about, from.

**Section C.** 1. at, in, at, in, at, through; 2. in, between, towards, on, till, by, before, in, after, in; 3. between, until, on, on, in, after, before, throughout, for, from, to, to, past, in, by; 4. at, on, in, at, past, for, before, at; 5. at, during, since, on, on, within, through; 6. from, to, in, in, since, at; 7. during; 8. within; 9. in, at, from, past, to, to, towards, at.

#### Stop and check.

#### UNITS 7–9.

**Section A.** 1. 1. on; 1A. to; 2. on; 3. at; 4. to; 5. on; 6. by; 7. on; 8. to; 9. at; 10. in; 11. with; 12. to; 13. on; 14. of; 15. with; 16. at; 17. out of; 18. by; 19. in; 20. out of; 21. to; 22. with; 23. against; 24. to; 25. in; 26. at; 27. of; 28. in.; 29. under; 30. in; 31. to; 32. by; 33. in; 34. at; 35. in; 36. in; 37. in; 38. on; 39. to; 40. to; 41. against; 42. in; 43. in; 44. out of; 45. out of; 46. by; 47. from; 47A. on; 48. at; 49. of; 50. from; 51. on; 52. in; 53. by; 54. on.

2. 55. of; 56. to; 57. out of; 58. to; 59. out of; 60. out of; 61. in; 62. in; 63. from; 64. of; 65. at; 66. in; 67. for; 68. from; 69. from; 70. from; 71. of; 72. in; 73. in; 74. in; 75. out of; 76. against; 77. on; 78. to; 79. in; 80. at; 81. from; 82. on; 83. on; 84. in; 85. at; 86. at; 87. on; 88. from; 89. in; 90. with; 91. on; 92. on.

**Section B.** 1. at, from; 2. to, for, at, for; 3. at, from, for, without, with, of, by, to, of, from, of, for, on, on, in; 4. of, for, in, by, on; 5. with, in, at, to, with, with; 6. with, for, to, of, to, on, for, of, on; 7. at, out of, out of, in, about, by, at, from, on, to, with, for, from, out of, on, out of, to, on, from, with, to, to, on, out of, on, in; 9. at, by, in, to.

### Mixed Preposition Test

**Section A.** 1. at; 2. on; 3. to; 4. from; 5. by; 6. at; 7. for; 8. at; 9. in; 10. by; 11. at; 12. out of; 13. near; 14. along; 15. for; 16. under; 17. across; 18. from; 19. to; 20. in front of; 21. opposite; 22. under; 23. by; 24. after; 25. up; 26. to; 27. from; 28. below; 29. in; 30. among; 31. beyond; 32. in; 33. on; 34. until; 35. down; 36. towards.

**Section B.** 1. round; 2. near; 3. past; 4. through; 5. out of; 6. over; 7. above; 8. in (after); 9. into; 10. on; 11. of; 12. out of; 13. away from; 14. near.

**Section C.** 1. at; 2. on; 3. to (past, by); 4. through; 5. out of; 6. in; 7. of; 8. towards; 9. with; 10. in; 11. after; 12. for; 13. by; 14. in; 15. on; 16. on; 17. in; 18. for; 19. on; 20. on (about); 21. about (over); 22. out of.

**Section D.** 1. with; 2. about (over); 3. between; 4. in; 5. from; 6. to; 7. at; 8. of (about); 9. at; 10. at; 11. with; 12. out; 13. out of; 14. to; 15. in; 16. at; 17. on; 18. to; 19. over; 20. at; 21. without; 22. to; 23. at; 24. in.

**Section E.** 1. from; 2. for; 3. of; 4. –; 5. of; 6. for; 7. on; 8. against; 9. by; 10. for; 11. in; 12. in; 13. at; 14. after; 15. into; 16. like; 17. on; 18. out; 19. behind (under); 20. along (across); 21. off; 22. in; 23. of; 24. up; 25. of (about); 26. on; 27. for; 28. back; 29. of; 30. for; 31. by; 32. to; 33. –

**Section F.** 1. to; 2. in; 3. in; 4. with; 5. as; 6. at; 7. for; 8. up; 9. of; 10. from; 11. in; 12. from; 13. to; 14. like; 15. in; 16. at; 17. of; 18. in; 19. to; 20. in; 21. in; 22. like; 23. on; 24. in; 25. to; 26. from; 27. onto; 28. down; 29. off; 30. with (by); 31. out; 32. of; 33. with; 34. on; 35. with; 36. of; 37. out; 38. in; 39. out of; 40. with; 41. in; 42. for; 43. out of; 44. for; 45. of; 46. over; 47. down; 48. out; 49. off; 50. on; 51. out of; 52. up; 53. into; 54. in; 55. up; 56. of; 57. from; 58. after; 59. from; 60. until; 61. in; 62. onto; 63. up; 64. of; 65. in; 66. out; 67. off; 68. in; 69. out of.

**Section G.** 1. upon; 2. for; 3. in; 4. to; 5. into; 6. on; 7. through; 8. by (in); 9. about (of); 10. on; 11. into; 12. at; 13. of; 14. at; 15. like; 16. to; 17. like; 18. in; 19. of; 20. of; 21. at (over); 22. before; 23. in; 24. by; 25. with; 26. with; 27. in (after); 28. in; 29. of; 30. for; 31. from; 32. of.

**Section H.** 1. at; 2. up; 3. with; 4. on; 5. in; 6. out of; 7. by; 8. in; 9. in; 10. by (from); 11. from; 12. in; 13. for; 14. of; 15. at; 16. on; 17. on; 18. in; 19. on; 20. in; 21. of; 22. by; 23. from; 24. on; 25. of; 26. out of; 27. up to; 28. with (to); 29. for; 30. on; 31. up; 32. out; 33. off; 34. in; 35. on; 36. to; 37. about (for); 38. of; 39. in; 40. for; 41. by; 42. of (about); 43. on (for); 44. on; 45. without; 46. after; 47. from; 48. across; 49. (in)to; 50. of; 51. for; 52. on; 53. at; 54. of (for); 55. at; 56. with; 57. on; 58. into (for); 59. for; 60. to; 61. for; 62. after (out of); 63. (in)to; 64. for; 65. in front of;

66. over; 67. off; 68. on; 69. round (over); 70. off; 71. at (with); 72. by; 73. of; 74. by; 75. in; 76. to; 77. of; 78. to; 79. at; 80. after; 81. with; 82. in; 83. of; 84. down to; 86. to; 87. out; 88. in; 89. on; 90. to (forward); 91. from (backward); 92. at; 93. in; 94. at (with); 95. between; 96. for; 97. with; 98. during; 99. in; 100. on (upon); 101. out of; 102. about; 103. of; 104. on; 105. up; 106. about; 107. for; 108. in; 109. with; 110. for; 111. out; 112. in; 113. of; 114. up; 115. with; 116. down.

**Section I.** 1. in, by (at); 2. in, with; 3. against; 4. without; 5. to; 6. on; 7. on; 8. of, on; 9. over; 10. for, on; 11. through; 12. in; 13. in; 14. beneath, with; 15. for; 16. despite; 17. in, to; 18. on; 19. into, for; 20. for; 21. at; 22. at, among; 23. to; 24. under.

### Ключі до секції

## ADVENTURES IN PENCADER HOLLOW.

### Unit 1. Lesson 1. Part 4.

#### Adventures in Pencader Hollow – 1

Table 1

Preposition Types of meaning	Under	Below	Beneath	Underneath	Down	Over	Above	Up
Directly under / over	<u>29</u> , <u>32, 38</u>		12, 26	48		<u>31</u> , <u>37</u>		
Hidden from observation and (almost) touching				17, 24 <u>39</u> , <u>48</u>		49		
Higher / lower than a certain point / level		9, 21, 23					11, 13, 19	
Covering the object				39		<u>25</u> , <u>49</u>		
On the other side						7		
More / less than (about measurements, age, amount)	4					1		
Control of smth						3		
Higher than, more important than							2, 5	
Much lower		8						
Observation from a higher point		16						
In the direction of lower / higher point					18, 20, <u>22</u>			6

Literary style			12, 26				
Adverb		33, 36		15, 27, 30, 40, 42, 43, 46, 54	28		14, 34, 35, 41
Under the water or the ground	10, 47						

**Exercise 6.** 1. over, under; 2. above; 3. over.

**Exercise 7.** 1. under, over; 2. over, under; 3. above, over; 4. above, above.

**Exercise 8.** 1. up, down; 2. over; 3. above, below; 4. under; 5. beneath; 6. below; 7. underneath.

**Exercise 9.** 1. over, up; 2. below, over; 3. above, below, above; 4. beneath; 5. down, up; 6. down, up, underneath; 7. below.

**Exercise 10.** 1. above, below; 2. down; 3. underneath; 4. beneath; 5. over.

**Exercise 11.** 1. above, below; 2. up, down, down; 3. over, beneath, over, underneath; 4. underneath, over.

**Exercise 12.** 1. above; 2. over, under; 3. underneath; 4. below; 5. over; 6. up, down; 7. under.

## Unit 1.

### Lesson 2.

#### Part 3.

#### Adventures in Pencader Hollow – 2

Table 3

Place \ Prepositions	On	At	In
1. Having two dimensions (A plane)	20, 30		
2. Having three dimensions (a space)			22, 26
3. General area rather than a precise position	3	21, 23	
4. Institutions attended regularly.		38	
5. Countries, towns, districts.			36, 41

6. Towns when regarded as a point on the map (on the way somewhere)		7	
7. Address with a house number		43	
8. Address without a house number			42
9. Transport: uncovered or regarded as having two dimensions	6		
10. Public happenings		39	
11. Media (tv, radio, phone etc.)	1, 5		
12. Body (in a pocket etc)	2		
13. List, timetable etc	11		
14. Activity: work – not work	13, 14, 28		
15. Bank (of the river etc), coast	8		
16. Shop window, mirror etc.			4, 19
17. Clothes, books, films, business			15, 37
18. Light, dark, weather			18, 27, 47
19. Meals		10, 45	
20. Distance		33	

Table 4

Prepositions Place	By	Near	Beside	Next to	Against	Inside	Outside
1. Not far	46	40	12, 31	24	32		17, 25
2. On the side	46		12, 31	24	32		
3. On the same line	35		12	24			
4. On the other side							17, 25
5. Covered						16, 29, 34	
6. Touching					32		
7. Out of							17

8. Sea, lake etc.	9						
9. Run past	44						

**Exercise 3.** 1. on; 2. on; 3. on; 4. on; 5. on; 6. on; 7. on; 8. on; 9. in; 10. by; 11. at; 12. beside; 13. inside; 14. outside; 15. in; 16. in; 17. at.

**Exercise 4.** 1. in, on; 2. on, on; 3. on; 4. at, on, on; 5. beside (by), on; 6. on, in, on, in; 7. in, outside, in, inside.

**Exercise 5.** 1. in; 2. on; 3. on; 4. on, on; 5. on; 6. in; 7. on, on.

**Exercise 6.** 1. at, on, by; 2. at, on; 3. beside, by, next to; 4. in; 5. inside; 6. outside, in; 7. in, on.

**Exercise 9.** 1. on; 2. on; 3. beside; 4. inside; 5. at; 6. in; 7. next to, by; 8. outside; 9. against; 10. at; 11. in.

**Exercise 10.** 1. at, inside, outside; 2. in, at, next to (by); 3. in, inside; 4. on, outside; 5. at, against; 6. next to, by; 7. in, on, beside(next to).

**Exercise 11.** 1. in, outside; 2. outside; 3. next to, beside, on, by; 4. in; 5. on, at, inside; 6. against, at; 7. in, inside; 8. next to, by.

**Exercise 14.** 1. at; 2. by; 3. in; 4. in; 5. in; 6. at; 7. at; 8. near; 9. at; 10. by.

**Exercise 15.** 1. in, in; 2. at; 3. by; 4. in, in; 5. on, at, at, in; 6. by, at; 7. in.

**Exercise 16.** *Picture 7* 1. in, at; 2. in; 3. near; 4. by; 5. in, in. *Picture 8* 1. at, at; 2. in, on. *Picture 9* 1. at; 2. by, in; 3. in.

## Unit 1.

### Lesson 3.

#### Part 3.

#### Adventures in Pencader Hollow – 3

##### Stationary Prepositions

**Exercise 1.** 1. across; 2. beyond; 3. opposite; 4. across from; 5. amid(st); 6. between; 7. all over; 8. aboard; 9. in; 10. at; 11. among; 12. on the right, 13. on the left; 14. behind; 15. in front of; 16. astride; 17. away from.

**Exercise 2.** 1. between; 2. among, amid(st); 3. beyond, opposite, across from; 4. across; 5. aboard, astride; 6. away from; 7. all over; 8. in, at.

**Exercise 3.** 1. between, in front of, behind, away from; 2. across, beyond; 3. across from; 4. opposite; 5. amid(st), between; 6. aboard, astride; 7. all over.

##### Directional Prepositions

**Exercise 1.** 1. over; 2. across; 3. out of; 4. over; 5. to; 6. against; 7. up; 8. off; 9. across; 10. out; 11. through; 12. through; 13. past; 14. along; 15. toward; 16. into; 17. away from; 18. onto; 19. into; 20. at; 21. at; 22. at; 23. into; 24. to; 25. all over; 26. around; 27. from; 28. into; 29. toward.

**Exercise 2.** 1. over; 2. across; 3. out of; 4. at; 5. to(ward); 6. against; 7. up; 8. off; 9. through; 10. past (by); 11. along; 12. into; 13. away from; 14. onto.

**Exercise 3.** 1. away from, across, to(ward); 2. across, to(ward); 3. to(ward), across; 4. out of, through; 5. into, across, along, to(ward); 6. past (by), out, into; 7. to, toward; 8. from, to; 9. against, into; 10. off, all over; 11. at, at; 12. across, through, past (by), to(ward); 13. into, into; 14. at, into; 15. away from; 16. to(ward), onto; 17. into; 18. all over, around; 19. into, to(ward); 20. at, out, to.

#### Exercise 4.

The van arrived **at** the castle at five o'clock. James got **off** the van and went **into** the castle. The bodyguards showed James' **pass** to the guards and went **through** the gate. They took James **to** the king's dining room. As soon as James sat **at** the table, the king started telling him the whole story. James was listening **to** the king looking **at** him **across** the table. When the dinner was over, James got **aboard** the van which drove **along** the road and **across** the bridge **from** the castle **to** the village. It took the van just five minutes to get **to** grandma's house. On the way the van went **past** the cemetery and the church and stopped in front of a two-storeyed house. James went **across** the lawn **toward** the house, got **up** the stairs and knocked **at** the door.

## Unit 2.

### Lesson 2.

#### Part 3.

#### Adventures in Pencader Hollow – 4

**Exercise 2.** 1. towards; 2. in, on; 3. in, within, from, to; 4. by, at; 5. throughout; 6. at; 7. for; 8. by; 9. until; 10. at, to; 11. in.

**Exercise 6.** 1. since; 2. on, on; 3. in, on; 4. in, in; 5. at, at; 6. in, in.

**Exercise 11.** 1. through, at; 2. in, in; 3. in, at; 4. at, on; 5. at; 6. on, in, in; 7. on, in; 8. in.

**Exercise 15.** 1. in; 2. during; 3. at; 4. until; 5. in; 6. on; 7. in, until; 8. during; 9. at.

**Exercise 18.** 1. at, in, through; 2. in, at, on; 3. at; 4. at, on; 5. in, at, in; 6. in, at, on; 7. throughout, in, in; 8. on, in, at, towards; 9. at, on, at; 10. at, at, at, throughout.

**Exercise 2.** 1. in, after, at; 2. on, at; 3. in, before, at; 4. by, in, on, after, before, at.

**Exercise 2.** 1. from, to, at, in, throughout, until, in, on, since, in; 2. for, to, for, since, until; 3. in, for, during, since, during, at, for; 4. for, in, in, for, at, for, in, in, through, in, for, in, during.

## Unit 2.

### Lesson 3.

#### Adventures in Pencader Hollow – 5

#### Exercise 2.

- the price, we use \_\_\_ at (20)\_\_\_
- the volume, we use \_\_\_ at (3)\_\_\_\_\_

- the doer of the action, we use by (11)
- the means or method, we use by (8)
- as a result of something, we use at (4)
- the circumstances (intentional / unintentional), we use by (14)
- the explanation of the meaning, we use by (1)
- that something / somebody is in a particular state or condition, we use at (2)
- how something is being done, we use at (24)
- the meaning "according to", we use by (16)
- that something is done in a tentative (trying) way, we use at (9)
- that something is done without anybody else's participation, we use by (17)
- the process of multiplication or division, we use by (22), (23)
- the measurements (of a room, etc.), we use by (6)
- guessing or estimating something, we use at (7)
- that something is made / dealt with in the quantity mentioned, we use by (19)
- the speed at which something happens, we use by (5)
- the amount of increase or decrease, we use by (26)
- a classification by job, character, etc., we use by (12) (13)
- that something happens during the day / night time, we use by (15), (18)
- the level of ability to do something, we use at (21)
- that someone likes or dislikes something, we use at (10)

**Exercise 6.** 1. by; 2. at; 3. at; 4. by; 5. at; 6. at; 7. by; 8. by; 9. by; 10. at; 11. by.

#### Exercise 7.

1. The king has increased the number of search parties **by** 50 %.
2. The idea about Pencader Hollow was suggested **by** James' grandmother.
3. Grandma was an expert **at** solving puzzles.
4. James was not hungry, he was just picking **at** his food.
5. The wood was quite big, about 30 miles **by** 50.
6. **By** king's law the failure to look after the princess properly was a crime.
7. James was given *carte blanche* **by** the king.
8. **By** *carte blanche* the king meant that James could fly to any part of the world **at** the king's expense.
9. **By** day everything looked different to James.
10. Unlike his grandma James could not even multiply 7 **by** 8 without a calculating machine.
11. James might do everything **by** himself but he enjoyed his grandma's company.

#### Exercise 11.

- the manner in which something is done, we use *IN* (10) (12)
- the purpose of an object or an action, we use for (11), (17)

- the meaning of "by", we use in (25)
- comparison, we use for (6)
- relation to people, we use for (3)
- the ratio, we use for (14)
- the price at which something can be bought, we use for (13)
- emotions in general, we use in (1), (2)
- people etc. towards whom emotions are experienced, we use for (4)
- the general subject, field or activity, we use in (20)
- the meaning of "because of", we use for (19)
- the reason or cause, we use for (18)
- an approximate amount or number, we use in (8), (9)
- support for somebody or something, we use for (21)
- an approximate age, we use in (5)
- representation, we use for (24)
- opinion or experience, we use in (15)
- employment by somebody, we use for (23)
- the way of communication, we use in (16)
- that something is fashionable, we use in (7)
- the meaning of "instead of", we use for (22)

**Exercise 15.** 1. for, in, in; 2. in, for; 3. in, for, for; 4. for, in; 5. in, for; 6. for, in; 7. in, for; 8. in, for; 9. in, for; 10. for, in, for.

**Exercise 16.** 1. in, for; 2. in, for, for; 3. in, for, in; 4. in, for; 5. in, for; 6. for, for; 7. for, for; 8. for, in; 9. in, in; 10. in, for.

## Unit 2.

### Lesson 4.

#### Adventures in Pencader Hollow – 6

#### Exercise 1

- the subject matter in a formal style, we use on (1)
- the genitive case, we use of (3b), (6)
- the dative case, we use to (13)
- the manner of doing something, we use with (17)
- the origin of something or somebody, we use from (12)
- the material something is made of, we use of (7)
- a cause of an emotional reaction, we use to (4)
- a position to work for a person or group, we use to (3)
- the meaning of "similar to", we use like (8), (10)
- the meaning of support, we use with (16)
- the meaning of separation or distinction, we use from (15)

- the meaning of something happening now, we use on (3a)
- the meaning “in the role of”, we use as (2b)
- the meaning of possession, we use with (5)
- the cause of conclusion, etc., we use from (14)
- being member of something, we use on (2)
- doing something in accordance with something, we use to (9), (11)

#### Exercise 4.

- the subject matter in an informal style, we use about (24)
- a comparison, we use on (23)
- the meaning of possession, we use of (19)
- a cause of injury, damage, etc., especially to someone’s body, we use on (32)
- the meaning of being away, we use from (18)
- the form of power / system that makes something work, we use on (31)
- an instrument using which something is done, we use with (27)
- a result of something, we use of (21)
- the meaning of being taken away, we use from (20)
- an agreement of sale or purchase, we use on (22)
- an accompaniment, we use with (26)
- a ratio, we use to (33)
- the meaning of “who pays”, we use on (28)
- the ingredients or contents of something, we use with (30)
- what one eats, drinks, lives on, we use on (29)
- the aim of doing something, we use on (25)
- to introduce a topic that is different from what has just been said, but related to it, we use as for (21A)

**Exercise 5.** 1. on, of, with, to; 2. on, to, of; 3. on, of, by (with); 4. as, to, on, like; 5. to, from, without; 6. with, on, from; 7. with, to, on, from; 8. on, with, on, on, from; 9. on, from.

**Exercise 6.** 1. with, to; 2. from, on, from; 3. to, from, on; 4. from, to, of; 5. on, from; 6. of, to, on.

#### Exercise 10.

- absence of manner, we use without (3), (15)
- opposition, we use against (4)
- the meaning of “concerning”, we use about (7), (9)
- “apart from”, we use except (5)
- “approximately”, we may use about (10)

- a comparison, we use against (12)
- “in addition to”, we use besides (13)
- the meaning of “no longer possessing”, we use out of (6)
- the meaning of “in spite of”, we use despite (14)
- the material or origin, we use out of (1)
- the meaning of ‘only’, we may use but (8)
- a motive or cause of something, we may use out of (2)
- the meaning of possession, we use with (11)
- the meaning of non-possession, we use without (7a)

**Exercise 14.** 1. against, about; 2. besides; 3. but (except); 4. without, without; 5. out of, out of, besides, despite; 6. against, out of; 7. but, without.

**Exercise 15.** 1. out of; 2. out of; 3. against; 4. against; 5. but; 6. out of.

## Unit 3.

### Lesson 1.

#### Adventures in Pencader Hollow – 7

#### Exercise 2.

- having much liking for something *be fond of* (1)
- become familiar with somebody *acquaint smb with smb* (4)
- look carefully at something bending forward *peer at smb / smth* (6)
- to need something and depend on it *rely on smb / smth* (12)
- to get used to something *get accustomed to smth* (15)
- be accustomed to something/somebody *get used to smth* (19)
- to limit (somebody) to (doing) something *confine smb to* (29)
- to choose from several possibilities *decide on* (31)
- to improvise *play by ear* (26)
- enjoy doing something *delight in smth/ doing smth* (2)
- to be proud of something and show it to everybody *prided oneself on smth* (5)
- to produce a melody on some instrument *play a melody on some instrument* (11)
- to fight against something to change it *rebel against smth* (14)
- to be attractive *appeal to smb* (17)
- to take part in something *be involved in smth* (18)
- keep (on) doing something *persist in smth* (21)
- get bored with something *get tired of smth* (25)
- to suggest indirectly *hint at smth* (30)
- to suggest having certain qualities *attribute smth to smb* (32)
- to answer *respond to smb / smth* (10)
- memorized *by heart* (27)

**Exercise 3.** 1. be fond of; 2. delight in; 3. acquaint with; 4. pride oneself on; 5. peer at; 6. play on some instrument; 7. rely on; 8. rebel against; 9. accustomed to; 10. appeal to. 11. get involved in; 12. get used to; 13. persist in; 14. be tired of; 15. confine to; 16. hint at; 17. decide on; 18. respond to; 19. play by ear; 20. learn by heart.

**Exercise 4.**

- Now at present (3)
- impossible and not worth considering *out of the question* (8)
- quite the reverse *on the contrary* (9)
- for God's sake *for heaven's sake* (20)
- most definitely *by (23) all means*
- outside in the fresh air *out of (7) doors*
- old-fashioned *out- of- (13) date*
- in general *on (16) the whole*
- at the minimum *at (22) least*
- in any case *under (24) all circumstances*
- without looking at anything written *from (28) memory*

**Exercise 5.** 1. at present; 2. out of the question; 3. out-of-date; 4. on the contrary; 5. on the whole; 6. for heaven's sake; 7. at least; 8. by all means; 9. under all circumstances; 10. from memory.

**Exercise 6.** 1. in; 2. at; 3. of; 4. on; 5. of; 6. to; 7. on; 8. against; 9. in; 10. to; 11. under; 12. by; 13. to; 14. on; 15. by; 16. on; 17. out of; 18. by; 19. from; 20. out of; 21. with; 22. to; 23. at; 24. to; 25. at; 26. at; 27. on; 28. for; 29–30. out of; 31. on.

## Part II

**Exercise 2.**

- involved in *engaged in* (1)
- to liken something to something *compare smth to smth* (4)
- to wait for something impatiently *look forward to smth* (12)
- to start doing something enjoyable *indulge in smth* (23)
- to ask somebody to come somewhere *invite smb to do smth* (25)
- to remind the odour of something *smell of (3) smth*
- to come out from somewhere *emerge from (5) somewhere*
- to become well again *recover from* (22)
- to have an unreasonable dislike or preference for something *be prejudiced against smth* (24)

**Exercise 3.** 1. be prejudiced against; 2. invite to; 3. indulge in; 4. emerge from; 5. compare to; 6. engage in; 7. smell of.

**Exercise 4.**

- to happen unexpectedly *to be taken by surprise* (2)
- unusual *out of (8) the ordinary*

- hurriedly *in (10) haste*
- to look alike *have smth in (13) common*
- by appearance *by (15) sight*.
- in an answer *in (17) reply*
- to have serious problems *be in (21) trouble*
- to be in a situation in which you are struggling *be in (20) difficulty*
- elegantly *in (6) style*
- actually *in (7) fact*
- inappropriate in the situation *out (9) of place*
- in turn *one at (11) a time*
- to a certain degree *in (14) a way*
- anyway *at (16) any rate*
- by walking *on (18) foot*
- to feel ache or unhappiness *be in (19) pain*

**Exercise 5.** 1. out of place; 2. to be taken by surprise; 3. in style; 4. in fact; 5. out of the ordinary; 6. in haste; 7. one at a time; 8. have something in common; 9. in a way; 10. at any rate; 11. in reply; 12. on foot; 13. in trouble, in pain, in difficulty.

**Exercise 6.** 1. in; 2. in; 3. in; 4. in; 5. against; 6. in; 7. by; 8. in; 9. out of; 10. ut of; 11. from; 12. in; 13. of; 14. at; 15. to; 16. at; 17. in; 18. by; 19. in; 20. in; 21. to; 22. from; 23. on; 24. in; 25. to.

## Unit 3

### Lesson 2

#### Adventures in Pencader Hollow – 8

**Exercise 2.**

- be filled with surprise and admiration *marvel at* (3)
- to stop somebody doing something *prevent smb from doing smth* (11)
- to advise somebody not to do something *warn smb against smth* (12)
- be careful of *beware of* (14)
- to think of something you would like to happen *dream of* (16)
- to allow somebody/something to gain control over you *surrender to* (20)
- to avoid something *refrain from* (5)
- to hold back from doing something *abstain from* (6)
- to make somebody less willing to do something *discourage from* (13)
- to regret something bad you have done in the past *repent of* (15)
- to get away from somebody/something *escape from* (17)
- to ask for help *turn to* (24)
- to stop resisting to something *yield to* (26)
- to do what you are required to do *comply with* (27)



**Exercise 3.** 1. refrain from; 2. marvel at; 3. prevent from; 4. abstain from; 5. discourage from; 6. warn against; 7. beware of; 8. repent of; 9. dream of; 10. escape from; 11. surrender to; 12. turn to; 13. comply with.

**Exercise 4.**

- on the whole *in (1) general*
- without any power over something *out of (4) control*
- if you look at it from the other side *on (10) the other hand*
- in the presence of other people *in (9) public*
- whatever happens *In (21) any case*
- having changed one's mind *on (23) second thoughts*
- inside a building *indoors (2)*
- if look at it from one side *on (7) the one hand*
- without experience lately (in doing something) *out of (8) practice*
- after all *in (18) the long run*
- without success *in (19) vain*
- very excited *on (22) fire*
- hastily *in (25) a hurry*
- safe *out of (28) danger*

**Exercise 5.** 1. in general; 2. indoors; 3. get out of control; 4. on the one hand, on the other hand; 5. be out of practice; 6. in public; 7. in the long run; 8. in any case; 9. on fire; 10. on second thoughts; 11. out of danger.

**Exercise 6.** 1. on; 2. at; 3. of; 4. on; 5. with; 6. from; 7. from; 8. to; 9. to; 10–11. out of; 12. indoors; 13. in; 14. from; 15. against; 16. from; 17. of; 18. of; 19. to; 20. from; 21. in; 22–23. out of; 24. in; 25. in; 26–27. out of; 28. in; 29. on; 30. on; 31. to; 32. in.

## Part II.

**Exercise 2.**

- to distinguish *tell smth from smth (11)*
- to yield to somebody/something *succumb to (1)*
- to sentence somebody to a punishment *condemn to doing smth (7)*
- to be surprised and amazed about something *wonder at (14)*
- to cause severe suffering *afflict with (17)*
- to punish somebody for having done wrong *take revenge on (19)*
- to ask for *beg for (24)*
- to find somebody guilty of doing something *convict of (6)*
- to give all attention to something *concentrate on (8)*
- to transform into *amount to (13)*
- to need something to be able to survive *depend on (16)*
- to climb/get on something (like a ship, etc.) *embark on (18)*

- to expect something to happen and include it into your plans *count on (23)*
- to say “sorry” *apologize for (25)*

**Exercise 3.** 1. succumb to; 2. convict of; 3. condemn to; 4. concentrate on; 5. amount to; 6. wonder at; 7. depend on; 8. to be afflicted with; 9. embark on; 10. take revenge on; 11. count on; 12. beg for, apologize for; 13. tell something from something.

**Exercise 4.**

- initially *at first (2)*
- in turns *one at (4) a time*
- most certainly *without (10) doubt*
- at the beginning *at (12) first sight*
- with a specific aim *on (20) purpose*
- instantly *at (3) once*
- simultaneously *at (5) the same time*
- one after the other *in (9) turns*
- enormous *out of (15) any bounds and proportion*
- for a certain period of time *for (21) the time being*
- once and forever *for (22) good.*

**Exercise 5.** 1. at first; 2. at once; 3. one at a time; 4. at the same time; 5. in turns; 6. without doubt; 7. at first sight; 8. out of bounds; 9. on purpose; 10. for the time being; 11. for good.

**Exercise 6.** 1. for; 2–3. out of; 4. on; 5. for; 6. for; 7. at; 8. at; 9. in; 10. at; 11. at; 12. for; 13. from; 14. to; 15. at; 16. on; 17. without; 18. on; 19. on; 20. at; 21. with; 22. to; 23. on; 24. on; 25. of; 26. to.

## Unit 3.

### Lesson 3.

#### Adventures in Pencader Hollow – 9.

##### Part I.

**Exercise 2.**

- to change into a less complicated form *reduce to (5)*
- to make somebody believe that something is true *convince smb of smth (11)*
- to be proud of having done something *congratulate oneself on (6)*
- to dispose of something you don't need *get rid of (12)*
- to be right for some place *belong to (20)*
- to be very fond of somebody / something *be attached to (19)*

**Exercise 3.** 1. reduce to; 2. congratulate on; 3. convince of; 4. get rid of; 5. belong to; 6. be attached to.

**Exercise 4.**

- because of an error *by (1) mistake*
- sometimes *at (3) times*

- in amazement *in* (7) *astonishment*
- used by people (regularly) *in* (9) *use*
- according to someone's instructions *by* (13) *someone's order*
- crying *in* (16) *tears*
- according to one's name *by* (18) *name*
- because two or more things occurred at the same time *by* (2) *coincidence*
- not seen any more *out of* (4) *sight*
- specifically *in* (8) *particular*
- not like it should be *out of* (10) *order*
- not lucky *out of* (14) *luck*
- not interesting *out of* (15) *interest*
- once some time ago *at* (17) *one time*

**Exercise 5.** 1. by mistake, by coincidence; 2. at times; 3. out of sight; 4. in astonishment; 5. in particular; 6. in use; 7. out of order; 8. by someone's order; 9. out of luck; 10. out of interest; 11. in tears; 12. at one time; 13. by name.

**Exercise 6.** 1. at; 2–3. out of; 4. in; 5. by; 6. by; 7. by; 8. of; 9. on; 10. to; 11. to; 12. of; 13–14. out of; 15. in; 16. in; 17. by; 18. to; 19. in; 20–21. out of; 22–23. out of; 24. at.

## Part II.

### Exercise 2.

- to get unhappy because something unpleasant has happened *get upset about smth* (1)
- to say that somebody has done something wrong or bad *accuse smb of* (3)
- to make somebody well again after an illness *cure smb of smth* (6)
- to manage to solve some tasks *cope with* (8)
- to deal with something *attend to* (12)
- relied on something *based on* (14)
- to start from something *to begin with* (16)
- to like something *approve of* (18)
- to insist that somebody does something *demand from smb* (21)
- to assist somebody with something *help with* (23)
- to interfere with *intrude on* (26)
- omit somebody from a group *exclude from* (28)
- pleased about something *satisfied with* (32)
- say that somebody is responsible for something *blame smb for smth* (2)
- to remark about something *comment on* (4)
- to explain something *account for* (5)
- to be affected by an illness, etc. *suffer from* (7)
- try to make somebody agree to do something using arguments *reason with* (9)
- to spend time and effort to solve a problem *work on* (13)

- to make something possible *provide for* (15)
- disagree about something *object to* (17)
- to speak / write to somebody *communicate with* (19)
- to forbid somebody to do something *prohibit from doing smth* (22)
- to do a scientific test to check several variants *experiment on* (24)
- to be in serious disagreement *conflict with* (27)
- prevent from *hinder from* (29)
- having the right to do something *entitled to* (30)
- require something *calls for* (33)
- give a responsibility to someone *entrust to* (31)

**Exercise 3.** 1. get upset about; 2. blame for; 3. accuse of; 4. comment on; 5. account for; 6. cure of; 7. suffer from; 8. cope with; 9. attend to; 10. base on; 11. provide for; 12. begin with; 13. object to; 14. approve of; 15. communicate with; 16. demand from; 17. prohibit from; 18. help with; 19. experiment on; 20. intrude on; 21. conflict with; 22. exclude from; 23. hinder from; 24. satisfy with; 25. call for.

### Exercise 4.

- from the present moment for the indefinite period into the future *from* (10) *now on*
- not in public, confidentially *in* (20) *private*
- for somebody's advantage or help *for* (11) *someone's sake*
- sometimes *at* (25) *times*.

**Exercise 5.** 1. from now on, for good; 2. for someone's sake; 3. in private; 4. at times.

**Exercise 6.** 1. from; 2. for; 3. on; 4. with; 5. with; 6. with; 7. of; 8. at; 9. on; 10. for; 11. on; 12. with; 13. for; 14. to; 15. with; 16. of; 17. on; 18. from; 19. on; 20. with; 21. for; 22. to; 23. by; 24. from; 25. from; 26. to; 27. from; 28. at; 29. in; 30. at; 31. from; 32. on; 33. with; 34. about; 35. of; 36. for.

## Unit 4.

### Lesson 2.

#### Part 3.

#### Mixed Prepositions.

**Exercise 1.** 1. in; 2. in; 3. in; 4. from; 5. to; 6. onto; 7. in; 8. to; 9. out of; 10. on; 11. to; 12. for; 13. about; 14. from; 15. to; 16. by; 17. in; 18. to; 19. across; 20. on; 21. in-to; 22. for; 23. at; 24. outside; 25. out of; 26. out of; 27. from; 28. with; 29. in; 30. into.

**Exercise 2.** 1. in; 2. from; 3. to; 4. in; 5. of; 6. on; 7. of; 8. at; 9. outside; 10. off; 11. to; 12. in; 13. with; 14. of; 15. astride.

**Exercise 3.** 1. in; 2. at; 3. off; 4. into; 5. to; 6. in; 7. at; 8. in; 9. with; 10. inside; 11. at; 12. on; 13. at; 14. out of; 15. in.

**Exercise 5.** 1. in, above; 2. on, to, over; 3. below; 4. on, under; 5. beside, in(side); 6. in front of; at, of; 7. with, between; 8. behind.

**Exercise 6.** 1. down; 2. of; 3. behind; 4. on; 5. below; 6. on; 7. beside; 8. during; 9. up; 10. of; 11. of; 12. in front of; 13. round; 14. out of; 15. between; 16. on; 17. on; 18. to; 19. in; 20. in; 21. in; 22. below; 23. in; 24. in(to); 25. in; 26. under; 27. to; 28. over; 29. between; 30. behind.

**Exercise 7.** 1. on; 2. at; 3. below; 4. among; 5. beyond; 6. opposite; 7. at; 8. from; 9. for; 10. in; 11. away from.

**Exercise 8.** 1. up; 2. round; 3. past, into, before; 4. down; 5. along, towards; 6. in, across, in; 7. through, from, to; 8. up; 9. past, on; 10. from, to, via; 11. on, from, to, across, round; 12. away, to.

**Exercise 9.** 1. across; 2. for; 3. along; 4. on; 5. through; 6. under; 7. on; 8. up; 9. to; 10. at; 11. after; 12. down; 13. past; 14. towards; 15. of; 16. at; 17. into; 18. down; 19. past; 20. up; 21. through; 22. to; 23. into; 24. up; 25. from; 26. down; 27. round; 28. on.

**Exercise 10.** 1. in; 2. until; 3. past; 4. down; 5. off; 6. across; 7. under; 8. on; 9. between; 10. over; 11. with; 12. into; 13. as; 14. off; 15. of; 16. to; 17. to; 18. down; 19. into; 20. down; 21. in; 22. in front of; 23. at; 24. at; 25. under; 26. in; 27. outside; 28. on; 29. beside; 30. to; 31. to; 32. above; 33. into; 34. in; 35. on; 36. by; 37. to; 38. in; 39. to; 40. in; 41. out of; 42. towards; 43. of; 44. at.

**Exercise 11.** 1. in; 2. in; 3. in; 4. in; 5. at; 6. of; 7. on; 8. in; 9. in; 10. with; 11. in; 12. at; 13. in; 14. by; 15. at; 16. at; 17. in; 18. of; 19. in; 20. in; 21. on; 22. at; 23. in; 24. at; 25. at; 26. at; 27. of; 28. on; 29. on; 30. to; 31. in; 32. with; 33. at; 34. to; 35. for.

**Exercise 12.** 1. at; 2. at; 3. before; 4. after; 5. at; 6. about; 7. before; 8. of; 9. at; 10. to; 11. before; 12. to; 13. to; 14. of; 15. after; 16. of; 17. after; 18. at; 19. about; 20. by; 21. of; 22. to; 23. at; 24. at; 25. at (by); 26. by; 27. at; 28. before; 29. with; 30. at; 31. at; 32. after; 33. on.

**Exercise 13.** I. 1. for; 2. from; 3. to; 4. for; 5. since; 6. from; 7. of; 8. until; II. 9. from; 10. to; 11. at; 12. with; 13. in; 14. with; 15. from; 16. for; 17. until; 18. since; 19. in; 20. in; 21. in; 22. for; 23. until; 24. since; 25. from; 26. to; 27. in; 28. until; 29. of; 30. to; 31. as; 32. for; 33. between; 34. from; 35. until; 36. at; 37. since; 38. since; 39. up to; 40. as; 41. since; 42. for; 43. for; 44. until; 45. from; 46. to; 47. in.

**Exercise 14.** 1. in; 2. in; 3. of; 4. on; 5. by; 6. at; 7. from; 8. till; 9. at; 10. in; 11. until; 12. after; 13. to; 14. for; 15. since; 16. on; 17. for.

**Exercise 15.** 1. for; 2. in; 3. in; 4. for; 5. in; 6. to; 7. for; 8. in; 9. for; 10. during; 11. of; 12. in; 13. in; 14. at; 15. for; 16. in; 17. on; 18. to; 19. of; 20. in; 21. on; 22. during.

**Exercise 16.** 1. to; 2. by; 3. by; 4. to; 5. by; 6. to; 7. from; 8. to; 9. by; 10. by; 11. by; 12. in; 13. by; 14. in; 15. on; 16. by; 17. in; 18. along; 19. in; 20. in; 21. on; 22. in; 23. on; 24. on; 25. by; 26. on; 27. at; 28. on; 29. in.

**Exercise 17.** 1. like; 2. as; 3. as; 4. of; 5. at; 6. of; 7. like; 8. with; 9. like; 10. of; 11. on; 12. as; 13. like; 14. since; 15. in; 16. like; 17. like; 18. of; 19. after; 20. as; 21. of; 22. of; 23. as; 24. of; 25. in; 26. like; 27. of; 28. as; 29. in; 30. like; 31. like; 32. at; 33. as; 34. in; 35. like; 36. on; 37. to.

**Exercise 18.** 1. of, for; 2. by, in, by, for; 3. by; 4. of, by, at; 5. of, for; 6. of, of; 7. from, of; 8. for; 9. for, of; 10. by, by, at, in.

## Контрольні роботи до секції

### Adventures in Pencader Hollow.

(Див. Робочий план).

Stop and check.

Units 1–3

1. Complete the following with the appropriate prepositions.

Example: **i live on / in / at london**

- (a) We stopped on / in / at New York on the way to Tokyo.
- (b) Mrs Green is on / in / at her office. She is not at home.
- (c) The postman is on / in / at the school.
- (d) Don't run in / into / at the house. Run at the stadium.
- (e) Don't go in / into / toward that room. Mum's asleep.
- (f) The cat jumped from the floor on / to / onto the table.
- (g) She walked in / into / through the garden for an hour before the dinner.
- (h) Please come in / into / at and sit down.
- (i) We ran in / into / at the house when it started to rain heavily.
- (j) They lived in / at / on 31 Oxford Street then.

2. Put **under, below, beneath or underneath** into each gap.

- (a) He pushed the key \_\_\_\_\_ the door.
- (b) The tunnel goes \_\_\_\_\_ the river.
- (c) There was a small house 500 metres \_\_\_\_\_ us in the valley.
- (d) Put the sheet \_\_\_\_\_ the blanket.
- (e) There was the Christ figure \_\_\_\_\_ the angels in the picture.
- (f) What have you got \_\_\_\_\_ your sweater?
- (g) The dog was asleep \_\_\_\_\_ the table.
- (h) The tunnel was 100 metres \_\_\_\_\_ the street level.
- (i) The boy stuck his chewing gum \_\_\_\_\_ the desk

3. Complete the following with the appropriate prepositions.

Example: **I live on/ in / at London**

- (a) He poured the dressing up/over/above the salad
- (b) The nurse placed a sheet up/over/above his body.
- (c) The post of director is up/over/above that of manager.
- (d) Our house is up/over/above that hill.

- (e) The top of the mountain is 500 metres up/over/above the camp.
- (f) Planes going from Kyiv to New York fly up/over/above the North Pole.
- (g) She went up/over/above the stairs to the top floor.
- (h) He threw the bottle up/over/above the fence.
- (i) Come up/over/above to the top of the tree.
- (j) A few metres up/over/above him he saw a cave in the side of the hill.

**4. Complete the following with the prepositions from the box.**

up past across through off into out of over onto

- (a) My friend went \_\_\_\_\_ that mountain in 1999.
- (b) The sailors sailed \_\_\_\_\_ the Rock of Gibraltar and into the Atlantic Ocean.
- (c) I could not read as our train was passing \_\_\_\_\_ the tunnel.
- (d) Did you see me yesterday when you walked \_\_\_\_\_ me in Hospital Street?
- (e) We had to walk \_\_\_\_\_ the tall grass.
- (f) Jack fell \_\_\_\_\_ a bridge \_\_\_\_\_ the river.
- (g) They swam \_\_\_\_\_ the river and then climbed \_\_\_\_\_ it.
- (h) The cat jumped \_\_\_\_\_ the roof and ran into the garage.
- (i) The hare ran \_\_\_\_\_ the field and disappeared in the woods.
- (j) We had to stop because we could not jump \_\_\_\_\_ the fence.
- (k) Suddenly a big stone fell \_\_\_\_\_ the ground.
- (l) At last Jane got \_\_\_\_\_ the locked room where she had spent more than three hours.
- (m) My boss threw the papers \_\_\_\_\_ the desk and nervously started dialing the number.
- (n) Nobody noticed that tall young man go \_\_\_\_\_ the security officers right into the manager's office.

**5. Complete the following with the appropriate prepositions.**

**Example: I live on / in / at London**

- (a) The climber looked down from the top of the mountain and saw small green meadows under / below / underneath him.
- (b) A big apple was hanging on the branch over / up / above him.
- (c) Bob is so dishonest that he is not over / up / above bribery.
- (d) On the way we crossed the new bridge over / up / above the river.
- (e) There is a large plain over / up / above the sea-level so the district doesn't suffer from floods.
- (f) There are 3 students over / up / above me in the examination results.
- (g) The sun slowly sank below / under / beneath the horizon.
- (h) The patient's temperature is over / up / above normal and is rising even further.

- (i) The temperature has dropped to under / underneath / below the freezing point.
- (j) Mr. Brown now has only one person over / up / above him: he's been promoted recently.
- (k) The grocer gave me below / beneath / under three pounds of oranges, though I paid exactly for the three.

**6. Put over, out of, to(ward), against, off, through, along into each gap.**

- (a) The planes appeared to be flying \_\_\_\_\_ the border where they had already been waited for.
- (b) The horse refused to jump \_\_\_\_\_ the gate.
- (c) The workmen were busy \_\_\_\_\_ the railway line.
- (d) The painter put the pictures \_\_\_\_\_ the backs of two chairs to have a look at them.
- (e) The boat travelled slowly \_\_\_\_\_ the Suez Canal.
- (f) The boy wiped the word \_\_\_\_\_ the blackboard.
- (g) Our puppy has not been in the box. How could he possibly get \_\_\_\_\_ it?
- (h) The host told the workers to take this small sofa and put it \_\_\_\_\_ the wall by the window.
- (i) The fire-engines were moving very fast \_\_\_\_\_ the road.

**7. Complete the following with prepositions from the box. Choose the appropriate one. Do not necessarily use all the prepositions.**

toward against to at below underneath over above under

- (a) She came into the house, put her suitcase \_\_\_\_\_ back door and went through the corridor \_\_\_\_\_ the kitchen.
- (b) Nick and Andrew were throwing stones \_\_\_\_\_ the old gentleman.
- (c) He directed \_\_\_\_\_ the main door.
- (d) The soldier aimed his rifle carefully \_\_\_\_\_ the centre of the window.
- (e) They were shouting some words \_\_\_\_\_ each other but nothing could be heard.
- (f) Is that *your* coat \_\_\_\_\_ mine? I know you've been looking for it.
- (g) The concert was attended by \_\_\_\_\_ 2000 people.
- (h) They were quarrelling and shouting \_\_\_\_\_ each other.
- (i) Smiling \_\_\_\_\_ him she continued typing.
- (j) We were standing on top of the high building, and there were lots of cars \_\_\_\_\_ us.

**8. Complete the following with the appropriate prepositions.**

**Example: I live on / in / at London**

- (a) He was below / beneath / under 18 and could not get the driving license.
- (b) Don't buy above / over / up 3 kilos of potatoes. We do not need a lot.
- (c) Put this picture directly above / over / up the shelf.

- (d) The carpet fell off the wall and the books on the floor got under / below / underneath it.
- (e) You should not take above / over / up 500 pounds to the meeting.
- (f) If you pay below / under / underneath 100 dollars you will not get this book as a present.
- (g) My flat will be just above / over / up yours.
- (h) Below / beneath / underneath the village there was another smaller one.
- (i) There was a wonderful palace below / beneath / underneath the purple evening sky.

**9. Put on, at, in into each gap**

- (a) He was very sorry but there was not a penny \_\_\_\_\_ him.
- (b) They lived \_\_\_\_\_ 42 Bridge Street in his childhood.
- (c) I think he is the worst \_\_\_\_\_ his trade.
- (d) He has never seen her \_\_\_\_\_ such beautiful clothes.
- (e) They arrived \_\_\_\_\_ the hotel late at night.
- (f) The chief was \_\_\_\_\_ leave so the secretary had nothing \_\_\_\_\_ her list.
- (g) Travelling from one city to the other they stopped \_\_\_\_\_ a small inn to have a short rest.
- (h) He asked for a handkerchief but she did not have it \_\_\_\_\_ her.
- (i) Does she live \_\_\_\_\_ that district in the old part of the town?
- (j) \_\_\_\_\_ the timetable at the railway station he saw a lot of exciting towns he could visit during his holiday.

**10. Complete the following with prepositions from the box.**

beside next to by

- (a) In the classroom my friend and I were sitting \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ each other.
- (b) Standing \_\_\_\_\_ / \_\_\_\_\_ the door, she was putting her shoes on.
- (c) The students were sitting in a row \_\_\_\_\_ each other.
- (d) Would you like to live \_\_\_\_\_ the lake?
- (e) Tina was sitting \_\_\_\_\_ / \_\_\_\_\_ the car.
- (f) We decided to camp \_\_\_\_\_ the pond.
- (g) The books were put \_\_\_\_\_ the magazines on the shelf.

**11. Complete the following with the prepositions between, among, amid(st).**

- (a) Mary was standing \_\_\_\_\_ Alice and Teresa.
- (b) The children were playing in the field \_\_\_\_\_ the corn.
- (c) Michael was wandering \_\_\_\_\_ his guests.
- (d) The teacher was standing \_\_\_\_\_ the crowd of children.
- (e) Captain Old Bob put a pipe \_\_\_\_\_ his lips and lit it.
- (f) There was something very unusual on the ground \_\_\_\_\_ the tall grass.

- (g) The lift got stuck \_\_\_\_\_ two floors of the hotel.
- (h) She was over there \_\_\_\_\_ piles of suitcases looking for a taxi.
- (i) Suddenly the travellers saw a village \_\_\_\_\_ the hills.
- (j) In the lake \_\_\_\_\_ the dirty water you could barely see those tiny creatures.

**12. Complete the following with the prepositions opposite, across from, beyond, across, away from.**

- (a) Printed \_\_\_\_\_ the poster in large letters, there was the word "Disappeared".
- (b) "No, you are wrong! My house is not far from the bakery, but it isn't opposite it (we have a bank there), the house is on the same side with the bank, so it is \_\_\_\_\_ the bakery.
- (c) At weekends we would go to the sandy beach \_\_\_\_\_ our farm.
- (d) I am always homesick when I am \_\_\_\_\_ home for more than two weeks.
- (e) The lifts in the hotel were directly \_\_\_\_\_ the reception desk.
- (f) His uncle lived three thousand miles \_\_\_\_\_ him and they met quite seldom.
- (g) James saw Eve sprawled \_\_\_\_\_ the bed in her room.
- (h) In the cafe there were tables for two persons only and some very unpleasant man sat \_\_\_\_\_ Jane.
- (i) They were on the clearing near the forest and no one noticed a blink of bright light \_\_\_\_\_ it.
- (j) I used to walk in the park \_\_\_\_\_ my school, on the other side of Park Lane.

**13. Complete the following with the prepositions aboard, astride, outside, out of, against.**

- (a) The astronauts, who were \_\_\_\_\_ the space shuttle, have carried out all the experiments planned by Professor Bronk.
- (b) Kate felt bad and she was leaning \_\_\_\_\_ the bookcase in her office when the secretary opened the door.
- (c) You ought to stay \_\_\_\_\_ the sun.
- (d) We left the room, but didn't go far, we were \_\_\_\_\_ it, near the door, ready to come in.
- (e) Andrew glanced at the girl sitting \_\_\_\_\_ a large black horse.
- (f) We'll have to get in \_\_\_\_\_ the rain.
- (g) Nick was pressing his finger \_\_\_\_\_ the shop window.
- (h) The official informed them that their luggage was now \_\_\_\_\_ the ship.
- (i) Mark took a chair, sat \_\_\_\_\_ it and started talking to us very quietly and quickly.

It was snowing and we had to stay inside the ancient castle though \_\_\_\_\_ it we might feel much more comfortable.

## Stop and check.

Units 4–6.

A. Complete the following sentences with the prepositions from the box.

about	out of	against	at	by	for	in	with(out)
like of to as from on							

- The hotel lounge was not big, about 30 feet \_\_\_\_ (1) 40 \_\_\_\_ (2) a guess.
- She is very advanced \_\_\_\_ (3) her age, so I bought it \_\_\_\_ her (4). I've been \_\_\_\_ (5) music for many years, so I know what's \_\_\_\_ (6) fashion now.
- Somebody has to help her. She can't do it \_\_\_\_ (7) herself.
- He was speaking \_\_\_\_ (8) the President and \_\_\_\_ (9) agreement everybody voted \_\_\_\_ (10) the project.
- \_\_\_\_ (11) the available information, he is not good \_\_\_\_ (12) languages.
- \_\_\_\_ (13) older age five women \_\_\_\_ (14) every two men lose jobs. \_\_\_\_ (15) my view, everybody should be sorry \_\_\_\_ (16) those women.
- \_\_\_\_ (17) a rough estimate, the number of refugees has increased \_\_\_\_ (18) 30 %, \_\_\_\_ (19) least, since the two nations were \_\_\_\_ (20) war. \_\_\_\_ (21) the King's order people were leaving \_\_\_\_ (22) the thousands every day.
- It's not difficult \_\_\_\_ (23) a new company to take on workers \_\_\_\_ (24) dozens. \_\_\_\_ (25) doing so the company boosts competition among those who already work \_\_\_\_ (26) it.
- \_\_\_\_ (27) character she was not systematic, doing everything \_\_\_\_ (28) random, delighted \_\_\_\_ (29) any result she managed to get \_\_\_\_ (30) this method.
- He informed \_\_\_\_ (31) writing, \_\_\_\_ (32) a most polite manner, that he apologized \_\_\_\_ (33) his bad behaviour and that was the only reason \_\_\_\_ (34) his letter.
- He picked \_\_\_\_ (35) the book \_\_\_\_ (36) John Grisham. He had got it \_\_\_\_ (37) accident \_\_\_\_ (38) £3.99. He had been collecting Grisham's novels one \_\_\_\_ (39) one for many years.
- The little girl was saved \_\_\_\_ (40) a truck driver \_\_\_\_ (41) a long pole \_\_\_\_ (42) cheers and loud applause of those present.
- The new president comes \_\_\_\_ (43) Ireland, she has been \_\_\_\_ (44) a number of Committees and worked \_\_\_\_ (45) Advisor \_\_\_\_ (46) the previous president \_\_\_\_ (47) a short – term basis.
- Following the unsuccessful assassination attempt \_\_\_\_ (48) the President, the police resumed its attacks \_\_\_\_ (49) the demonstrators and opened fire \_\_\_\_ (50) them. Several people died \_\_\_\_ (51) wounds.
- The investigation proved that she was killed \_\_\_\_ (52) a train and not \_\_\_\_ (53) a knife.

- "If you are working \_\_\_\_ (54) a teacher, it's all right to behave \_\_\_\_ (55) a teacher, but when you come home, behave \_\_\_\_ (56) a wife."
- "His chances to work \_\_\_\_ (57) manager \_\_\_\_ (58) the Philharmonic Orchestra are one \_\_\_\_ (59) a hundred," – she said much \_\_\_\_ (60) my relief.
- All odds are \_\_\_\_ (61) him, he wouldn't pass the exam \_\_\_\_ (61) the preparation \_\_\_\_ (62) this.
- He made a house \_\_\_\_ (63) empty bottles \_\_\_\_ (64) his head.
- You can't protect the children \_\_\_\_ (65) the disease \_\_\_\_ (66) medicine.

B. Choose the correct preposition in the sentences below.

- At / by / from the police sources, she had come by / in / on car at / by / in the king's invitation and at / by / on his expense absolutely by / of / on herself.
- Jane is at / in / by television and works for / by / at a big TV company. She has been at / in / by love with television since childhood, so it has been an exciting experience for / by / in her.
- By / in / from nature he was an adventurer, very good at / for / in all kinds of tricks. Even now, at / by / in night, standing in the middle of the well-dressed crowd, sipping at / from / on his drink, with the music playing by / at / in full volume, he was making a plan.
- It has been quite a while since she applied at / by / for the job, she was still at / for / in her early twenties then, but she has never regretted it. At / by / in her experience it is the best job in the world, so that's the reason at / in / for her working here.
- The company's cost has been put at / by / in £1.7 million. Because the company's shares were not at / in / on risk, you could multiply that figure at / in / on least at / by / on two, which means that the new owner's wealth will grow year by / for / from year and may increase at / by / on 200 % in two years' time.
- Jane has a popular late evening programme. Letters keep coming at / by / in thousands because the programme is at / for / in fashion now. In spite of not being British, Jane is popular, too. At first she tried to apologize at / by / for her American accent, and for saying "elevator" at / by / for "lift", but many people liked it and said she should not be sorry at / in / for her accent.
- At / by / on day she learned that he had been poisoned by / of / from a mushroom at / by / on chance. She was very sorry at / in / on his poisoning. Therefore she was delighted at / in / on the quality of the hospital: his life was not just at / by / in God's mercy.
- The TV company organized a poll asking in / for / at TV viewers' opinion about the variety of accents on TV. Eight viewers by / at / for every ten were for / by / at the idea of having a variety of accents. The results were very surprising by / for / at Jane. Speaking by / in / for the company in her programme, she thanked

- the viewers **by / in / at** the most grateful words. She said that **at / in / for** accepting the principle of variety, the viewers demonstrated their democracy.
9. She'd better get some advice **of / on / for** this matter **at / from / with** a lawyer. Her former partner is full **from / of / with** hatred, and **by / at / with** a bit **for / in / of** bad luck one day she may die **by / of / with** poisoning or be found in the street stabbed **by / at / with** a knife or run over **by / from / with** a car.
  10. France defeated Italy in the final match. **As / like / by** the victors in this crucial game, they were treated **as / like / by** Roman heroes on their return to France.
  11. He raised the glass **with / to / by** the applause and said: "At / on / to absent friends!"
  12. He was angry **out of / with / like** bad temper **without / against / except** his will.
  13. She was telling **about / by / for** her holidays for **about / from / like** two hours.
  14. They ran **from / of / out of** beer and decided to get some more **against / except / besides** the decision taken before.
  15. I got used to listening to the radio **at / in / by** low volume as my Mum doesn't like loud music at all **besides / except / against** her favourite one **for / about / by** the old times.
  16. What did he want to say **with / by / of** his remarks? I don't think anybody could explain it. **Besides / except / out of** it, you may divide all he said **at / with / by** great enthusiasm **with / at / in** his usual persuasive manner **by / with / of** three or four.
  17. Their living room was not very large, 18 feet **on / for / by** 10. But the guests kept coming **to / by / out of** the dozen: some of them just **with / out of / for** curiosity; some, who were **of / out of / by** money, hoped to find it here **besides / except / with** having a tasty dinner.
  18. **Despite / except / besides** all the doctors' efforts to save the patient, he died **of / out of / from** numerous heart attacks.
  19. What do you mean **with / by / of** "an extremely difficult exercise"? Don't you want me to do it **by / for / at** you?
  20. I could always tell a bad case **out of / from / of** a good one. His chances to win were 1,000 **to / by / of** nil. **In / to / by** my amazement **like / besides / despite** all the evidence **against / by / on** him he did not receive a death sentence.
  21. I knew nothing about Eve **besides / except / despite** some news I heard a month ago. **With / of / by** good luck and **by / for / with** some information I had managed to get, I hoped I would be able to find her and speak **on / of / with** the plan. She was **about / by / at** 30 now and could keep working for many years. No one could tell her **by / with / from** an 18-year-old college student who was on vacation.

**C. Complete the following sentences with the prepositions from the box.**

<p><i>At in on for during through since until between from to past within by before after towards</i></p>
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1. John goes to work \_\_\_\_\_ (1) half past seven \_\_\_\_\_ (2) the morning and sometimes \_\_\_\_\_ (3) three \_\_\_\_\_ (4) the afternoon and quite seldom he goes to his factory \_\_\_\_\_ (5) night Monday \_\_\_\_\_ (6) Saturday.

2. \_\_\_\_\_ (7) summer I often go to bed \_\_\_\_\_ (8) ten and eleven, even \_\_\_\_\_ (9) eleven to be more exact, but not \_\_\_\_\_ (10) Friday evenings. I don't go to bed \_\_\_\_\_ (11) midnight, anyway \_\_\_\_\_ (12) one o'clock I'm always in bed. But I am never in bed \_\_\_\_\_ (13) ten \_\_\_\_\_ (14) the evening and \_\_\_\_\_ (15) nine \_\_\_\_\_ (16) the morning.
3. The Minister was expected to arrive \_\_\_\_\_ (17) nine and twelve, but he did not appear \_\_\_\_\_ (18) one o'clock, \_\_\_\_\_ (19) April 19, 2001 \_\_\_\_\_ (20) Thursday. He started speaking \_\_\_\_\_ (21) a few minutes \_\_\_\_\_ (22) his arrival. Ten minutes \_\_\_\_\_ (23) it his secretary had come to check if everything had been ready. \_\_\_\_\_ (24) all the speech that lasted \_\_\_\_\_ (25) thirty five minutes, all the reporters were recording everything the Minister was saying. Then \_\_\_\_\_ (26) twenty minutes \_\_\_\_\_ (27) two (13.40) \_\_\_\_\_ (28) ten minutes \_\_\_\_\_ (29) two (14.10) the Minister was being asked various kinds of questions. Then the Minister left, having promised another meeting \_\_\_\_\_ (30) a few weeks. The airport was not very far and he managed to arrive there \_\_\_\_\_ (31) half past two.
4. We agreed to meet \_\_\_\_\_ (32) seven in the hotel lobby and have dinner together. I arrived \_\_\_\_\_ (33) time at seven sharp. Jane was late, she didn't arrive \_\_\_\_\_ (34) time, she came \_\_\_\_\_ (35) quarter \_\_\_\_\_ (36) seven, so I had to wait \_\_\_\_\_ (37) fifteen minutes. She was sorry and said that she had left her office long \_\_\_\_\_ (38) seven, but \_\_\_\_\_ (39) this weekend the traffic was very heavy and she got into a traffic jam.
5. \_\_\_\_\_ (40) Christmas we usually go to Switzerland. \_\_\_\_\_ (41) our last winter holidays we went sightseeing a lot. \_\_\_\_\_ (42) we left our huge city, we felt relaxed and satisfied. \_\_\_\_\_ (43) Christmas Day we went to church. We got there exactly \_\_\_\_\_ (44) time for the beginning. \_\_\_\_\_ (45) the service my wife had to go out a few times to calm down our baby. We stayed in Geneva December 24 \_\_\_\_\_ (46) December 28.
6. \_\_\_\_\_ (47) 1989 \_\_\_\_\_ (48) 1996 they lived out of town not far from Liverpool. \_\_\_\_\_ (49) September \_\_\_\_\_ (50) 1996 his brother got a new job and all their family moved to London. \_\_\_\_\_ (51) that time their life has changed. For example, they got used to chat \_\_\_\_\_ (52) breakfast, but in London they all are so busy that they don't have time for it.
7. \_\_\_\_\_ (53) the summer we stayed in town and we didn't go swimming at all.
8. \_\_\_\_\_ (54) his aunt's visit he was able to speak to her a couple of times only, she was away all the time.
9. Adam never comes \_\_\_\_\_ (55) time, he is always late. If he should come \_\_\_\_\_ (56) ten, you may expect him \_\_\_\_\_ (57) half \_\_\_\_\_ (58) ten (10.30) \_\_\_\_\_ (59) quarter \_\_\_\_\_ (60) eleven (10.45), even \_\_\_\_\_ (61) eleven or \_\_\_\_\_ (62) eleven sharp.

## STOP AND CHECK.

### UNITS 7–9.

#### A. Complete the following sentences with the preposition from the box.

**On at to in by with of against out of under from for**

1. \_\_\_\_\_ (1) the one hand, Tom Smith confined himself \_\_\_\_\_ painting portraits, but \_\_\_\_\_ (2) the other hand, he was also good \_\_\_\_\_ (3) landscapes. He got used \_\_\_\_\_ (4) the technique he learnt in the Art Academy, he always quickly decided \_\_\_\_\_ (5) the best one. He often had no idea about what he was going to do next, so he played it \_\_\_\_\_ (6) ear. In his work he relied \_\_\_\_\_ (7) intuition, the quality he never attributed \_\_\_\_\_ (8) himself; \_\_\_\_\_ (9) least other people said he had it. Tom delighted \_\_\_\_\_ (10) painting \_\_\_\_\_ (11) watercolours, it appealed \_\_\_\_\_ (12) him a great deal, he even prided himself \_\_\_\_\_ (13) doing it so well. He was fond \_\_\_\_\_ (14) going to other artists' exhibitions as well. Once he got acquainted \_\_\_\_\_ (15) a woman-painter from one of the farthest islands in the Pacific Ocean. Her name was Pamela Crick. She came up to Tom, while he was peering \_\_\_\_\_ (16) these quite \_\_\_\_\_ (17) the ordinary paintings. Pamela was taken \_\_\_\_\_ (18) surprise seeing so much attention paid to her work. The paintings were \_\_\_\_\_ (19) style, but rather \_\_\_\_\_ (20) date. Pamela didn't get accustomed \_\_\_\_\_ (21) complying \_\_\_\_\_ (22) the rules, her manner of painting was like rebelling \_\_\_\_\_ (23) anything quite usual and ordinary. She was looking forward \_\_\_\_\_ (24) speaking to Tom, who persisted \_\_\_\_\_ (25) watching the pictures one \_\_\_\_\_ (26) a time and did not seem to get tired \_\_\_\_\_ (27) them or to be \_\_\_\_\_ (28) haste \_\_\_\_\_ (29) any circumstances. \_\_\_\_\_ (30) fact, comparing his own paintings \_\_\_\_\_ (31) the paintings of that artist, Tom could see \_\_\_\_\_ (32) first sight that they had much \_\_\_\_\_ (33) common. The paintings seemed to hint \_\_\_\_\_ (34) the fact that the painter herself had often been \_\_\_\_\_ (35) difficulty or even \_\_\_\_\_ (36) trouble or \_\_\_\_\_ (37) pain. \_\_\_\_\_ (38) the whole the work of art for her was like responding \_\_\_\_\_ (39) the world around, like inviting spectators \_\_\_\_\_ (40) the discussion about the things they might be prejudiced \_\_\_\_\_ (41) \_\_\_\_\_ (42) a way. The two artists indulged \_\_\_\_\_ (43) the lively conversation. Neither of them felt \_\_\_\_\_ (44) place, standing on the porch \_\_\_\_\_ (45) doors, speaking about everything they got interested in, reciting some poems \_\_\_\_\_ (46) heart and singing \_\_\_\_\_ (47) memory. \_\_\_\_\_ the contrary, \_\_\_\_\_ (48) present it was like smelling \_\_\_\_\_ (49) the sweetest flowers, like recovering \_\_\_\_\_ (50) the long-lasting unpleasant sleep. They both got \_\_\_\_\_ (51) fire. \_\_\_\_\_ (52) any case, this meeting \_\_\_\_\_ (53) all means might be the beginning of warm friendship, based \_\_\_\_\_ (54) shared interests.

2. Jim had been constantly dreaming \_\_\_\_\_ (55) a well-paid prestigious job. He could turn \_\_\_\_\_ (56) his father but it was \_\_\_\_\_ (57) the question as it would mean to surrender \_\_\_\_\_ (58) him completely, and all Jim's life would get \_\_\_\_\_ (59) his control. Both the father and the son had got \_\_\_\_\_ (60) practice to be involved \_\_\_\_\_ (61) any kind of discussion \_\_\_\_\_ (62) public long time before as it had always ended in quarrelling. So all that prevented Jim \_\_\_\_\_ (63) any contacts with his father concerning the job. Jim always said to himself: "Beware \_\_\_\_\_ (64) any restriction of your feeling of freedom." \_\_\_\_\_ (65) any rate, he was not \_\_\_\_\_ (66) a hurry and \_\_\_\_\_ (67) his own sake he could afford to spend six years studying at a medical college. He refrained \_\_\_\_\_ (68) a lot of merry parties with dancing till dawn, he abstained \_\_\_\_\_ (69) chasing women like his roommate did. He even tried to discourage Jim \_\_\_\_\_ (70) such a way of life. He kept saying that Jim would repent \_\_\_\_\_ (71) all those years, devoted to medical science only, without any minute of relaxing joy. \_\_\_\_\_ (72) reply Jim explained that \_\_\_\_\_ (73) the long run all his efforts would not be \_\_\_\_\_ (74) vain and he would feel \_\_\_\_\_ (75) danger among a great number of unemployed doctors. Jim warned his roommate \_\_\_\_\_ (76) being so careless about his future. But \_\_\_\_\_ (77) second thoughts in some time Jim yielded \_\_\_\_\_ (78) the pleasant time spent \_\_\_\_\_ (79) a good company but only \_\_\_\_\_ (80) weekends. His friends usually emerged \_\_\_\_\_ (81) nowhere in Jim's room \_\_\_\_\_ (82) Saturday afternoon. They all went \_\_\_\_\_ (83) foot to their favourite pub, they stayed \_\_\_\_\_ (84) doors for some time but then went out and Jim often marvelled \_\_\_\_\_ (85) one of their friends who could sing, dance and play a very joyful and \_\_\_\_\_ (86) the same time a very sad melody \_\_\_\_\_ (87) his old violin. But Jim always escaped \_\_\_\_\_ (88) his friends before they got into trouble with the police. \_\_\_\_\_ (89) general, Jim could say he was satisfied \_\_\_\_\_ (90) his life as after having graduated from the college he managed to find the job he could depend \_\_\_\_\_ (91) and could count \_\_\_\_\_ (92).

#### B. Choose the correct preposition in the sentences below.

1. By / from / at first sight the twins were so much alike, that you could not tell one out of / from / by the other.
2. Because of the terrible accident on the highway, there were so many injured that some of them were condemned on / to / at waiting to be examined. But the Head Doctor apologized by / on / for this situation at / in / on once, and explained that it called for / by / from immediate help from the other hospitals.
3. By / at / on first the girl seemed to suffer from / with / of an unknown disease. Nobody could be blamed with / for / on catching it and without / out of / of any doubt nobody could understand what it was like to be afflicted by / with / of the disease without any hope to be cured of / out of / from it. By / at / on



coincidence her grandmother came to see the girl. She was attached **with / to / by** some untraditional methods of treatment. She accused the girl's mother **of / with / on** neglecting the daughter and demanded **by / to / from** her to get rid of **/ with / out of** all the bright lamps in the room, and **in / on / for** the time being concentrated **in / on / at** her work. The grandmother asked not to intrude **at / on / in** the process of treatment, and a few hours later the mother saw **in / by / of** astonishment that the girl opened her eyes and asked for some water.

4. The secretary was convicted **with / on / of** blackmailing his chief, he begged **on / for / at** mercy, shouting **by / on / in** tears that he had been accused **out of / in / by** mistake and that he would certainly take revenge **on / with / at** his chief.
5. John wanted to communicate **on / with / at** his lawyer **in / at / by** private and invited him for dinner. John wondered **by / in / at** the quickness he had agreed. Both of them belonged **at / to / with** the same business circle and John expected him to help **on / at / with** one pressing matter he could not cope **of / with / in** by himself.
6. To begin **at / with / in**, he had to provide **on / at / for** the appropriate conditions of his work. Before attending **to / on / in** the problem, he had to get the approval **with / by / of** his plan. He succumbed **with / of / to** the thought that from now **in / on / by** everything should change **for / at / in** good. He convinced himself **on / of / in** having taken the right decision and he hoped to congratulate himself **in / by / on** his luck in several years.
7. **At / on / in** times James was **out of / of / from** luck. He had a nice wife with lovely children but they were **of / by / out of** interest to him, he was deep in his thoughts. **In / at / on** particular he got upset **by / with / about** the fact that **by / on / in** his father's order James entered a technical college and **at / on / in** present he was an engineer at a small plant. The father prohibited him **of / from / out of** acting on the scene and always commented **on / at / with** the miserable life of actors. James wished he had objected **to / with / by** his father, even had conflicted **to / with / by** him. All that accounted **for / on / in** his being depressed and hindered **from / for / on** feeling pleased with his life that was **out of / of / by** order now.
8. The scientists were supposed to work **on / with / by** the secret project. The government reduced the number of the scientists in this laboratory, which used to be **of / out of / at** bounds, **to / on / by** twelve. **On / by / at** purpose all the foreigners were excluded **from / out of / of** the group. They tried to reason **with / by / to** the Prime Minister, but he informed them that only the citizens of the country were entitled **to / in / by** perform this task. The group of the foreigners amounted **in / to / with** nothing, they were embarked **on / in / at** the ships and sent home where they got **of / out of / by** sight. Then the scientists started experimenting **on / in / at** a new nuclear weapon that was thought to be **on / in / at** use soon.

9. **At / on / in** one time they were close friends, they called each other **by / with / of** their first names and **on / in / at** turns entrusted their thoughts and feelings **at / to / in** each other.

### STOP AND CHECK.

### UNITS 1-10.

#### A. Complete the following with appropriate prepositions.

We left home (1) \_\_\_\_\_ eight o'clock (2) \_\_\_\_\_ Sunday morning, and walked (3) \_\_\_\_\_ the station. We went (4) \_\_\_\_\_ the centre of the city (5) \_\_\_\_\_ train. (6) \_\_\_\_\_ the main line station, we had to wait (7) \_\_\_\_\_ two and a half hours for the next train to Bristol, which was due to leave (8) \_\_\_\_\_ 3.15. We did not want to waste our time so we bought our tickets (9) \_\_\_\_\_ the booking office. We decided to be back (10) \_\_\_\_\_ 6 o'clock (11) \_\_\_\_\_ the latest, and walked (12) \_\_\_\_\_ the station to explore the surrounding area.

Fortunately the station was (13) \_\_\_\_\_ the river; we walked (14) \_\_\_\_\_ the river bank (15) \_\_\_\_\_ a while, watching the steamers going (16) \_\_\_\_\_ the bridge and the little ferry which was going (17) \_\_\_\_\_ the river (18) \_\_\_\_\_ one side (19) \_\_\_\_\_ the other (20) \_\_\_\_\_ us. (21) \_\_\_\_\_ us, on the other side of the river, we could see two big buildings.

We had lunch (22) \_\_\_\_\_ some trees (23) \_\_\_\_\_ a stream. (24) \_\_\_\_\_ lunch, we walked (25) \_\_\_\_\_ the hill (26) \_\_\_\_\_ the lookout point on top. (27) \_\_\_\_\_ this point, we could see the little town (28) \_\_\_\_\_ us (29) \_\_\_\_\_ the valley. (30) \_\_\_\_\_ the houses there was a small church. (31) \_\_\_\_\_ the town, (32) \_\_\_\_\_ the far distance, we could see a ruined castle (33) \_\_\_\_\_ a hill. We stayed (34) \_\_\_\_\_ half past five, when we reluctantly left, and started walking (35) \_\_\_\_\_ the hill (36) \_\_\_\_\_ the station.

#### B. Complete the following with appropriate prepositions.

Last week the twins walked in a circle (1) \_\_\_\_\_ the river, staying (2) \_\_\_\_\_ the shore all the time. They went (3) \_\_\_\_\_ some very nice cottages, and (4) \_\_\_\_\_ a wood whose trees came down to the water's edge. Unfortunately it started to rain, so Arthur took a plastic sheet (5) \_\_\_\_\_ his rucksack, and they held it (6) \_\_\_\_\_ their heads. On the hill (7) \_\_\_\_\_ the river it seemed to be snowing. (8) \_\_\_\_\_ half an hour they went (9) \_\_\_\_\_ a cafeteria (10) \_\_\_\_\_ the edge (11) \_\_\_\_\_ the river to get (12) \_\_\_\_\_ the rain. They had some tea, and then went on. As they were walking (13) \_\_\_\_\_ the cafeteria, Jerry noticed that there was an old car parked (14) \_\_\_\_\_ it; he recognized the car.

#### C. Supply the correct prepositions in the following passage.

The detective said that (1) \_\_\_\_\_ exactly four o'clock (2) \_\_\_\_\_ April 10<sup>th</sup> he went (3) \_\_\_\_\_ a large house near Bayview Church. Looking (4) \_\_\_\_\_ a window, he saw the accused man taking some money (5) \_\_\_\_\_ a safe (6) \_\_\_\_\_ one (7) \_\_\_\_\_

\_\_\_\_\_ the rooms. The man suddenly saw the detective and rushed (8) \_\_\_\_\_ the door (9) \_\_\_\_\_ the money (10) \_\_\_\_\_ his hand. The detective ran (11) \_\_\_\_\_ the thief and chased him (12) \_\_\_\_\_ twenty minutes. Soon the man became exhausted and was caught (13) \_\_\_\_\_ the detective and another policeman who had joined the chase. The detective found six diamond rings (14) \_\_\_\_\_ the man's pocket and saw an expensive watch (15) \_\_\_\_\_ his right wrist. (16) \_\_\_\_\_ being questioned, the man said that he had been (17) \_\_\_\_\_ prison (18) \_\_\_\_\_ one year (19) \_\_\_\_\_ similar charges. Asked if he had anything further to say (20) \_\_\_\_\_ the matter, the man said that he had stolen (21) \_\_\_\_\_ five hundred dollars (five hundred and eight, to be exact) because his family were (22) \_\_\_\_\_ food and clothes.

**D. Put in each space the correct preposition.**

Once two girls were arguing (1) \_\_\_\_\_ each other (2) \_\_\_\_\_ the distance (3) \_\_\_\_\_ the earth and the sun. "(4) \_\_\_\_\_ the morning the distance (5) \_\_\_\_\_ the earth (6) \_\_\_\_\_ the sun is shorter than it is (7) \_\_\_\_\_ noon," said one girl. "I am certain (8) \_\_\_\_\_ this because the sun looks larger (9) \_\_\_\_\_ eight o'clock than it does (10) \_\_\_\_\_ midday." The other girl disagreed (11) \_\_\_\_\_ this. "Oh, no!" she cried (12) \_\_\_\_\_. "You must be (13) \_\_\_\_\_ your mind to think such a thing. It seems obvious (14) \_\_\_\_\_ me that the distance is greater (15) \_\_\_\_\_ the morning, since it is usually not so hot then as it is (16) \_\_\_\_\_ noon."

Both girls insisted (17) \_\_\_\_\_ their own opinion and appealed (18) \_\_\_\_\_ a wise man. The wise man thought the matter (19) \_\_\_\_\_ but did not reply. (20) \_\_\_\_\_ length, he sent them home (21) \_\_\_\_\_ any answer (22) \_\_\_\_\_ their question. The two girls began to laugh (23) \_\_\_\_\_ the wise man. "He knows nothing," they said (24) \_\_\_\_\_ surprise.

**E. Fill in each space with the correct preposition. Put X where no preposition is necessary.**

As soon as I had recovered (1) \_\_\_\_\_ my illness, I set off once more (2) \_\_\_\_\_ search (3) \_\_\_\_\_ the lost city. On reaching (4) \_\_\_\_\_ the foot (5) \_\_\_\_\_ the mountain range, I looked (6) \_\_\_\_\_ a suitable place (7) \_\_\_\_\_ which to pitch my tent. I decided (8) \_\_\_\_\_ going any further (9) \_\_\_\_\_ myself and waited (10) \_\_\_\_\_ my old companion, Dr Well, to arrive. (11) \_\_\_\_\_ two days a small figure appeared (12) \_\_\_\_\_ the distance. I could not make out whom it was (13) \_\_\_\_\_ first. However, (14) \_\_\_\_\_ long, the old doctor came clearly (15) \_\_\_\_\_ view and greeted me (16) \_\_\_\_\_ a long-lost friend. That night we both agreed (17) \_\_\_\_\_ a plan. "Let's make for that large rock and find (18) \_\_\_\_\_ what lies (19) \_\_\_\_\_," I suggested. "If we cannot stumble (20) \_\_\_\_\_ a path, we may have to call the search (21) \_\_\_\_\_," the doctor replied. But I was determined (22) \_\_\_\_\_ continuing our efforts. "We have come so far that it would be a great pity to think (23) \_\_\_\_\_ giving (24) \_\_\_\_\_," I said.

Dr Well reminded me (25) \_\_\_\_\_ the previous expedition. "What (26) \_\_\_\_\_ earth was the reason (27) \_\_\_\_\_ the sudden accident which made them turn (28) \_\_\_\_\_?" I enquired (29) \_\_\_\_\_ him. The old doctor was silent (30) \_\_\_\_\_ a few moments. "The fatal accident was caused (31) \_\_\_\_\_ their carelessness (32) \_\_\_\_\_ some extent. Don't believe (33) \_\_\_\_\_ all the wild rumours you hear."

**F. Insert a suitable preposition in each space in the following passage.**

Ants are similar (1) \_\_\_\_\_ bees (2) \_\_\_\_\_ a number of ways and live (3) \_\_\_\_\_ large colonies (4) \_\_\_\_\_ a queen (5) \_\_\_\_\_ their head. We can only marvel (6) \_\_\_\_\_ the wonderful instinct which is responsible (7) \_\_\_\_\_ bringing (8) \_\_\_\_\_ the highly-developed communal life (9) \_\_\_\_\_ bees and ants. Ants, however, are different (10) \_\_\_\_\_ bees (11) \_\_\_\_\_ the following ways: their underground homes are far simpler than the hives of bees, ants can migrate freely (12) \_\_\_\_\_ one place (13) \_\_\_\_\_ another, and they cannot fly (14) \_\_\_\_\_ bees.

The small worker ant, (15) \_\_\_\_\_ fact, has no wings (16) \_\_\_\_\_ all. The male ant has two pairs (17) \_\_\_\_\_ small wings but flies only once and (18) \_\_\_\_\_ large groups. The queen ant is similar (19) \_\_\_\_\_ the male ant (20) \_\_\_\_\_ this respect and flies (21) \_\_\_\_\_ hundreds (22) \_\_\_\_\_ male ants (23) \_\_\_\_\_ one day, mating (24) \_\_\_\_\_ the air. While the male ants never return (25) \_\_\_\_\_ the nest (26) \_\_\_\_\_ which they have come but fall (27) \_\_\_\_\_ the ground and soon die, the queen ant settles (28) \_\_\_\_\_ and sets (29) \_\_\_\_\_ forming a new colony. She begins (30) \_\_\_\_\_ pulling (31) \_\_\_\_\_ one (32) \_\_\_\_\_ her wings (33) \_\_\_\_\_ the tiny hooks (34) \_\_\_\_\_ her feet. She does the same (35) \_\_\_\_\_ the other three wings, since she no longer has any use (36) \_\_\_\_\_ them. She then digs (37) \_\_\_\_\_ a small hole (38) \_\_\_\_\_ which she rests and lays some small white eggs.

When the grubs are hatched (39) \_\_\_\_\_ the eggs, she feeds them (40) \_\_\_\_\_ her own saliva. (41) \_\_\_\_\_ a few months they develop and become small worker ants. It is then left (42) \_\_\_\_\_ these worker ants to go (43) \_\_\_\_\_ the nest to search (44) \_\_\_\_\_ food. Ants are very fond (45) \_\_\_\_\_ sweet juices and the workers bring these (46) \_\_\_\_\_ and set (47) \_\_\_\_\_ feeding their mother, sticking (48) \_\_\_\_\_ their tongues so that the queen ant can lick (49) \_\_\_\_\_ the food. The queen then carries (50) \_\_\_\_\_ laying more and more eggs, often dropping them as she walks (51) \_\_\_\_\_ the nest. The workers once pick them (52) \_\_\_\_\_ and carry them (53) \_\_\_\_\_ a separate room, (54) \_\_\_\_\_ which they carefully pile them (55) \_\_\_\_\_. They take great care (56) \_\_\_\_\_ them, cleaning the eggs and later feeding the grubs which emerge (57) \_\_\_\_\_ them. They continue to help the grubs and young ants until they can look (58) \_\_\_\_\_ themselves. These worker ants even restrain the young queens and males (59) \_\_\_\_\_ flying (60) \_\_\_\_\_ the proper time.

Thus, the colony increases (61) \_\_\_\_\_ size and each year the young queens and small winged males crawl (62) \_\_\_\_\_ the surface. Many climb (63) \_\_\_\_\_ the

tops (64) \_\_\_\_\_ blades (65) \_\_\_\_\_ grass, where they spread (66) \_\_\_\_\_ their wings. Then they take (67) \_\_\_\_\_ and rise high (68) \_\_\_\_\_ the air until they are (69) \_\_\_\_\_ sight. The mating begins all over again.

**G. Insert the correct preposition in each space in the following passage.**

Once (1) \_\_\_\_\_ a time a man lost his axe. He searched (2) \_\_\_\_\_ it everywhere (3) \_\_\_\_\_ vain and jumped (4) \_\_\_\_\_ the conclusion that someone had broken (5) \_\_\_\_\_ his house and stolen it. Now this man prided himself (6) \_\_\_\_\_ his ability to see (7) \_\_\_\_\_ people. He dropped (8) \_\_\_\_\_ to tell his neighbour (9) \_\_\_\_\_ the theft and (10) \_\_\_\_\_ his way he ran (11) \_\_\_\_\_ his neighbour's son. All (12) \_\_\_\_\_ once he suspected the boy (13) \_\_\_\_\_ stealing the axe. The man looked (14) \_\_\_\_\_ the boy walking: he walked (15) \_\_\_\_\_ a thief; he listened (16) \_\_\_\_\_ the boy talking: he talked (17) \_\_\_\_\_ a thief. (18) \_\_\_\_\_ short, everything the boy did seemed to be proof (19) \_\_\_\_\_ his guilt.

Soon the man accused the boy (20) \_\_\_\_\_ the theft and thus fell out with his neighbour. His neighbour begged him to look (21) \_\_\_\_\_ all their possessions (22) \_\_\_\_\_ accusing his son. (23) \_\_\_\_\_ this way, he would be able to see (24) \_\_\_\_\_ himself that the boy did not have the axe. But the man was not satisfied (25) \_\_\_\_\_ this and would not agree (26) \_\_\_\_\_ the suggestion.

(27) \_\_\_\_\_ some time the man found his axe (28) \_\_\_\_\_ his own house. It was then too late to make it up with his neighbour and he felt very ashamed (29) \_\_\_\_\_ himself (30) \_\_\_\_\_ this. Whenever he saw his neighbour's son, the boy's actions all looked quite different (31) \_\_\_\_\_ those (32) \_\_\_\_\_ a thief.

**H. Insert the correct preposition in each space in the following passage.**

(1) \_\_\_\_\_ ten past eleven Jane called Carol (2) \_\_\_\_\_ and arranged (3) \_\_\_\_\_ her to go (4) \_\_\_\_\_ a shopping-spreed. They had no sooner arrived (5) \_\_\_\_\_ town and got (6) \_\_\_\_\_ the taxi when they met their old school-friend, Stella Johnson. Stella was (7) \_\_\_\_\_ nature a very talkative girl, so she soon succeeded (8) \_\_\_\_\_ engaging Jane and Carol (9) \_\_\_\_\_ a long conversation. Carol knew (10) \_\_\_\_\_ long experience that Stella would prevent them (11) \_\_\_\_\_ being (12) \_\_\_\_\_ time (13) \_\_\_\_\_ the opening (14) \_\_\_\_\_ the sale (15) \_\_\_\_\_ Smarts. Stella went (16) \_\_\_\_\_ and (17) \_\_\_\_\_, describing (18) \_\_\_\_\_ detail her sister's illness and how the doctors had to operate (19) \_\_\_\_\_ her (20) \_\_\_\_\_ the middle (21) \_\_\_\_\_ the night. She ended the story (22) \_\_\_\_\_ saying that her sister hoped to be discharged (23) \_\_\_\_\_ the hospital that very morning.

"They've got some lovely curtains (24) \_\_\_\_\_ sale at Smarts," Carol said trying desperately to change the subject. "Have you seen the dresses there?" Stella replied. "They're so old that one or two (25) \_\_\_\_\_ them are already (26) \_\_\_\_\_ fashion." "But the rest are (27) \_\_\_\_\_ date," said Jane, showing her impatience (28) \_\_\_\_\_ Stella.

"There are some lovely ones going (29) \_\_\_\_\_ only fifty dollars," Carol said quickly. "Come (30) \_\_\_\_\_, let's hurry (31) \_\_\_\_\_ before they're all sold (32) \_\_\_\_\_." Jane and Carol managed to tear themselves (33) \_\_\_\_\_ and soon reached Smarts.

"I used to like this one when I saw it (34) \_\_\_\_\_ the shop-window," said Jane. Then she carefully examined a dress. "(35) \_\_\_\_\_ second thoughts," she continued, "I'm not very attracted (36) \_\_\_\_\_ it now and I don't care (37) \_\_\_\_\_ any (38) \_\_\_\_\_ the other dresses (39) \_\_\_\_\_ stock."

"Look, this pair of gloves will just do (40) \_\_\_\_\_ your mother," Carol whispered as they passed (41) \_\_\_\_\_ the glove counter. "Oh, but they're too expensive. Thirty dollars is far too much to dream (42) \_\_\_\_\_ spending (43) \_\_\_\_\_ my mother," Jane replied firmly. But Carol insisted (44) \_\_\_\_\_ buying them. "We have not left (45) \_\_\_\_\_ buying something (46) \_\_\_\_\_ all," Carol said as they emerged (47) \_\_\_\_\_ the big shop.

The two girls walked slowly (48) \_\_\_\_\_ the square (49) \_\_\_\_\_ the small shop (50) \_\_\_\_\_ Smarts. This small shop was noted (51) \_\_\_\_\_ its hats, and both girls were soon trying (52) \_\_\_\_\_ several of them (53) \_\_\_\_\_ random. "What's the price (54) \_\_\_\_\_ this one?" Carol asked, looking (55) \_\_\_\_\_ one (56) \_\_\_\_\_ flowers (57) \_\_\_\_\_ the top. Carol reached (58) \_\_\_\_\_ her handbag but hadn't enough money (59) \_\_\_\_\_ it. "Leave it (60) \_\_\_\_\_ me," said Jane. "I'll pay (61) \_\_\_\_\_ it. I owe you some money."

Once (62) \_\_\_\_\_ the hat shop, Jane and Carol turned (63) \_\_\_\_\_ side street and stopped (64) \_\_\_\_\_ a moment (65) \_\_\_\_\_ a fruit-stall. They spent a few minutes bargaining (66) \_\_\_\_\_ some oranges and eventually the fruit-seller agreed to knock eighty cents (67) \_\_\_\_\_ his original price. They were just congratulating themselves (68) \_\_\_\_\_ saving some money when they looked the fruit (69) \_\_\_\_\_: they realized that the fruit-seller had palmed (70) \_\_\_\_\_ two oranges which were over-ripe. "I'm very annoyed (71) \_\_\_\_\_ having been so easily deceived (72) \_\_\_\_\_ the rogue," Jane said. "It's a matter (73) \_\_\_\_\_ complaint."

(74) \_\_\_\_\_ this time the two girls had reached Patsons, the largest store (75) \_\_\_\_\_ town. They went (76) \_\_\_\_\_ the shoe department. Jane wanted to buy a pair (77) \_\_\_\_\_ shoes, but could not find any (78) \_\_\_\_\_ her liking (79) \_\_\_\_\_ first. Then, (80) \_\_\_\_\_ about the tenth pair, the assistant brought her some black shoes, adorned (81) \_\_\_\_\_ bows (82) \_\_\_\_\_ the shape (83) \_\_\_\_\_ butterflies. "They suit you (84) \_\_\_\_\_ the ground," Carol said. "They're (85) \_\_\_\_\_ far the best of all the shoes we've seen." "They've been reduced (86) \_\_\_\_\_ fifteen dollars," the assistant pointed (87) \_\_\_\_\_. "May I see the same style (88) \_\_\_\_\_ brown?" Jane asked. Then Jane put them (89) \_\_\_\_\_ and walked (90) \_\_\_\_\_ and (91) \_\_\_\_\_ gazing (92) \_\_\_\_\_ the shoes (93) \_\_\_\_\_ the mirror. It was obvious that she was delighted (94) \_\_\_\_\_ them. However, just as she was about to buy them, she suddenly looked

puzzled. "I really can't decide (95) \_\_\_\_\_ the black pair and the brown pair. The black pair is perfect (96) \_\_\_\_\_ evening wear but the shoes will not go (97) \_\_\_\_\_ my blue dress and so I cannot wear them (98) \_\_\_\_\_ the day." (99) \_\_\_\_\_ the end Jane settled (100) \_\_\_\_\_ the black pair. As the two girls walked (101) \_\_\_\_\_ the shoe department, Carol heard two assistants complaining (102) \_\_\_\_\_ the length (103) \_\_\_\_\_ time Jane had spent (104) \_\_\_\_\_ making (105) \_\_\_\_\_ her mind. She realised that Jane would be very upset if she knew (106) \_\_\_\_\_ this, so she did not tell her.

Carol wanted to buy a coat, but the only one which was suitable (107) \_\_\_\_\_ her was a little too narrow (108) \_\_\_\_\_ the sleeves. "It fits (109) \_\_\_\_\_ a fashion," Carol told the assistant who was waiting (110) \_\_\_\_\_ her. "However, you'll have to let (111) \_\_\_\_\_ the sleeves." "But tight sleeves are now (112) \_\_\_\_\_ fashion," the assistant replied. "I agree that the bottom (113) \_\_\_\_\_ the coat needs to be taken (114) \_\_\_\_\_ a little." Carol was so preoccupied (115) \_\_\_\_\_ the coat that she did not notice her diamond ear-ring drop (116) \_\_\_\_\_. The loss of the ear-ring was the first event which resulted in Carol and Jane falling out with each other.

**I. Insert the most appropriate preposition into each space in the following sentences.**

1. The aeroplane will have arrived \_\_\_\_\_ Singapore \_\_\_\_\_ midnight.
2. The two little boys went to the party \_\_\_\_\_ new suits and \_\_\_\_\_ clean hands.
3. This plan will not succeed: I'm \_\_\_\_\_ it.
4. The boy walked on the narrow ledge \_\_\_\_\_ any fear.
5. Stand shoulder \_\_\_\_\_ shoulder, and I'll soon tell you who is the taller.
6. Is Mr Jones \_\_\_\_\_ the committee?
7. I'm going to visit Emily \_\_\_\_\_ Good Friday.
8. She's only a girl \_\_\_\_\_ nineteen, but she gave an excellent talk \_\_\_\_\_ world affairs.
9. Mrs Smith was born in 1924. She's \_\_\_\_\_ seventy now.
10. Let's go \_\_\_\_\_ a walk on the cliffs.
11. We met each other \_\_\_\_\_ Jeffrey: it was he who introduced us.
12. She's not even \_\_\_\_\_ the club.
13. The gradient at this point is one \_\_\_\_\_ three.
14. It was \_\_\_\_\_ his dignity to argue with the hawk.
15. "Manson \_\_\_\_\_ President!" was the cry.
16. I feel sure that Bill will meet us \_\_\_\_\_ the typhoon warning.
17. The chances of your succeeding in climbing the mountain are fifty \_\_\_\_\_ one.
18. "I wish you wouldn't spend so much money \_\_\_\_\_ me," Andrew's mother said.
19. I translated the article \_\_\_\_\_ English \_\_\_\_\_ Mr Clifford: he could not read German.
20. Our firm managed to raise two hundred dollars \_\_\_\_\_ the refugees.
21. What's Mag doing \_\_\_\_\_ Easter?

22. She soon put me \_\_\_\_\_ ease and, before the evening had finished, I was \_\_\_\_\_ her admirers.
23. This book is nothing \_\_\_\_\_ the author's first novel.
24. The thief held a dagger \_\_\_\_\_ his long cloak.

## TAPESCRIPTS.

### UNIT 1.

#### Lesson 1.

#### Part 1, exercise 7.

#### Grand Canyon

One of the most spectacular sights in the entire United States is the Grand Canyon of the Colorado River. Each year thousands of people visit Northern Arizona to see it. Actually, the Grand Canyon is a huge gorge cut by the Colorado River. The gorge itself is two hundred seventeen miles long and it is more than one mile deep. It varies in width from four to eighteen miles. The area around the Grand Canyon averages between 5 thousand and 10 thousand feet in height. The North rim of the Grand Canyon is one thousand feet higher than the South rim. So, the North rim has much colder temperatures than the South rim does. As for the amount of rainfall in the Grand Canyon, the North rim has an average annual rainfall of about 26 inches, while the South rim has only about 16 inches. On the floor of the Grand Canyon there is less than 10 inches of rainfall in a year.

The North Rim of the Grand Canyon is one of the wettest dry spots in the world. Despite an average annual rainfall of more than 22 inches and an average annual snowfall of more than 120 inches, there is no groundwater. It disappears into the 250-foot-thick layer of limestone that forms the capping formation of the north and south rims. This limestone is readily dissolved by water with a slight acid base. The pine forests on the northern rim add just the right touch of acid to the rain and snow.

As it was mentioned before, the Grand Canyon's walls were cut by the Colorado River and they hold a long record of geologic change. You can see many plant and animal fossils in these walls. Today, plant and animal life in the Grand Canyon is quite abundant and varied. The Grand Canyon Park contains one thousand kinds of plants, more than 200 species or varieties of birds and about 67 species of mammals.

The first Europeans to see the Grand Canyon were Spaniards. They were members of Coronado's expedition of 1540. These first European visitors were guided by Hopi Indians. Today, Indians occupy much of the land around the Grand Canyon. The Navaho Indians live on a 15 million-acre reservation just east of the Park. In the Center of the Navaho reservation lies the 631 thousand-acre Hopi Indian reservation. About 200 Havasupai Indians live on a small 518 acre reservation near the Grand Canyon. In the year 1919 President Woodrow Wilson established the Grand

Canyon National Park in order to protect and preserve the Park's land and its wild life. President Wilson said that the Gr. C. was the one sight that every American should see. Today, many Americans and many foreigners visit the Gr. C., one of nature's finest monuments.

**Lesson 1.**

**Part 2, exercise 9.**

**JOHN F. KENNEDY**

**PART 1.**

On November 22, 1963, when he was hardly past his first thousand days in office, John Fitzgerald Kennedy was killed by an assassin's bullets as his motorcade wound through Dallas, Texas. Kennedy was the youngest man elected President; he was the youngest to die.

Of Irish descent, he was born in Brookline, Massachusetts, on May 29, 1917. Graduating from Harvard in 1940, he entered the Navy. In 1943, when his boat was sunk by a Japanese ship, Kennedy, despite serious injuries, led the survivors to safety.

It seems that John Fitzgerald Kennedy has been honored after his death as he never was during his life. Along with such men as George Washington, Abraham Lincoln and Thomas Jefferson he has been given a place in legend. Kennedy's murder has become a symbol of the tragedy and a senselessness of life. Kennedy was quite a surprising person. He never did things when others were doing them. He went to Congress and to the White House earlier than most people. He was only 29 years old when he won his first political election in 1947. He was elected President of the United States when he was only 43 years old. At the age of 46 he was assassinated. He was also the first American president born in the 1900s. Although Kennedy was young, well-educated, and rich, things did not always go smoothly for him. He suffered a series of mishaps and tragedies during his life. During World War II he suffered a serious back injury. He had major surgery in 1954 and again in 1955 to correct the injury. However his back bothered him for the rest of his life. While he was president, his son died, soon after birth. His life was a mixture of political triumph and personal misfortune. To judge Kennedy's 1000 days in the White House is not easy. One of the reasons is that for a man who had such a keen sense of history, he was really quite disorderedly about keeping records of what influenced his own political decisions. It is said that he often made these decisions alone after a series of private talks with his many advisors and with his younger brother Robert Kennedy, who was also assassinated in 1968. From the numerous accounts of the Kennedy years, it seems that none of these advisors actually took part in the whole process of Kennedy's decision-making. Apparently he spent very little time talking to even his closest associates about how he made final decision. As a result we don't

have the full story on the two Cuban crises. The disastrous invasion of the Bay of Pigs in 1961, and the Russian attempt to install missiles in Cuba in 1962. We also don't know why during his administration the United States became more and more deeply involved in a civil war in Vietnam. We don't even have all the background on what led up to the Atomic Test Ban Treaty of 1963. Under this treaty the United States, England and the USSR agreed not to test any more nuclear weapons in the earth's atmosphere, in outer space or underwater. I guess we could say that Kennedy relied heavily on his own judgment in making political decisions. Many of these decisions reflect Kennedy's idealism and sometimes his lack of realism.

In his handling of American foreign policy, for instance, Kennedy envisioned a strong interdependent Atlantic world. That was his idea, but the reality was something else. For example, the North Atlantic Treaty Organization, or NATO, was in rather poor shape during most of his administration. Only three years after Kennedy's death, France withdrew from the military affairs of NATO. In Latin America he won admiration with this plans for the Alliance for Progress but again, as anyone in Latin America will tell you, the alliance was much more a dream than reality.

**Lesson 1.**

**Part 3, exercise 9.**

**JOHN F. KENNEDY**

**PART 2.**

Kennedy had a soothing effect upon Americans. The public's fear of nuclear war actually lessened following the missile crisis. Nationally, in April 1963, only 5 % expected a world war in the next year – the lowest level recorded during the 1950s and 1960s. Likewise, only 24 % thought that a world war would occur within five years. This was also one of the lowest levels in the 1950s and 1960s, and the 58 % who thought war would not happen was the highest during this period.

At the crisis' peak (October 22–28, 1962) people's thoughts did focus on the international situation in general and on atomic war and fall-out in particular, but the public was neither traumatized nor paralyzed by events. Cuba did not dominate people's worries, and concerns about Cuba did not center on fears of nuclear war and survival. Thoughts of death were actually less common during the climax week than before the crisis. Also, just 11 % said that their lives during that week differed from most weeks because of the Cuban situation.

One of Kennedy's more successful idealistic plans was the creation of the Peace Corps, which was supposed to make American technical skills available to some of the developing countries. But because of this idealism his youth and his personal charm, I think most people will agree on one thing – president Kennedy was a lot more effective in the world of international diplomacy, than he ever was in the world of American domestic politics. He enjoyed meeting with the heads of foreign coun-

tries and with foreign students at the White House. And he had a rare combination of informality and dignity that made him very effective in this role. But to make small talk, to chit-chat with self-important American congressmen really bored him and he simply would not take the time to do it, as his successor president Lyndon Johnson did with such political success.

Kennedy and the American Congress did not get along well. As a result, Kennedy had a great deal of difficulty getting his domestic programs approved by Congress. "The new frontier", as his administration was called, had some successes in its first year. For example, congress established the Peace Corps, it raised the minimum wage from \$ 1.00 to \$ 1.25 per hour. Congress also increased social security benefits, which is the money, that is paid to people 65 years and older. Kennedy also succeeded in getting more money for space exploration programs. During his administration American astronauts made their first space-flights and began their preparations to send men to the Moon. Just 6 years after Kennedy's death the first men actually landed on the Moon.

However, the congress refused to pass many proposals that Kennedy suggested. Let me list just a few of these: free medical care for people over 65; the creation of a Department of Urban Affairs – American cities were in a state of decay; federal aid to education; tax reform and tax reduction.

It's quite possible that because the country was experiencing general prosperity, it was difficult to convince the Congress or the American people of the need for serious social and political change in the US. When Kennedy was assassinated in 1963, his entire domestic program was in big trouble. And yet part of the Kennedy legend is connected with his introduction of the most radical legislation affecting the black Americans in the United States in this century. He was responsible for the bill that prohibited discrimination. In this case racial discrimination in employment and in public facilities such as public transportation, in restaurants, in restrooms and so on. He was also responsible for the bill that outlawed school segregation. This bill, however was passed by Congress, but not until after Kennedy's death.

Although the promise and tragedy of John Kennedy was in many ways a lot greater than any of his actual accomplishments, the tragedy of his death resulted in definite social reform in the United States. And it left the hope that a youthful idealistic person, like John Kennedy, will appear on the American political scene, another president who will remind the American people to "Ask not, what your country can do for you, ask what you can do for your country!"

## **Lesson 2.**

### **Part 1, exercise 9.**

#### **THE IRISH**

The republic of Ireland is a small country in North Western Europe. It occupies most of the island of Ireland. Its land area is only 26,600 square miles. Its population is a little less than three million. A part of the island, which is called Northern

Ireland, is a member of the British Commonwealth. Northern Ireland then is a political unit, which is quite separate from the Republic of Ireland.

The controversy between Northern Ireland and the rest of the country has lasted for centuries. Some analysts believe that Northern Catholics are not interested in the people of Ireland. Northern nationalists look down on southerners, regarding them as backward. Newspapers from Ireland sell poorly in Northern Ireland. Few northern nationalists watch or listen to the Republic's broadcasting service. It all goes back to the ice age.

In the early Middle Ages, in the fifth and sixth centuries AD, Ireland was one of the principal cultural centers of Europe. When the Barbarians conquered the continent of Europe; it was Ireland that kept alive Western culture and learning. Later however, in the late 12<sup>th</sup> century, the Norman English conquest of Ireland began. By the 16<sup>th</sup> century, England had gained control over the whole of Ireland. By the 1500s, England had subjugated the whole country. During this time, Irish lands were taken from their owners and given to the English and Scottish settlers. Of course, the Irish people continually rebelled against the English, but these rebellions were always put down or completely crushed. Throughout the 18<sup>th</sup> century, that is throughout the 1700s, the Irish suffered from economic exploitation and political and religious prosecution. As a result of this exploitation and prosecution, the majority of the Irish people lived in great poverty.

In the late 1840s a disaster hit Ireland. The potato crop failed because of the bad weather. The potato had been the principal food of the majority of the Irish population up to that time. The disaster resulted in a horrible outcome – in the 1830s the population of Ireland was around nine mln people. In the four years after the potato crop failure, more than one mln people died of starvation, and more than a million and a half people left Ireland in ships for Canada, the United States and other countries. These ships were often called "floating coffins" because of the large number of people who died on board during the journey across the ocean.

In the early 19<sup>th</sup> century, Irish was spoken almost everywhere in Ireland. After the great potato famine of 1847 however, and after the massive immigration of the following years, the use of the Irish language in Ireland decreased rapidly. The English language replaced the Irish language. By 1870, only 20 % of the Irish people spoke the national language. During the latter half of the 19<sup>th</sup> century English was the only language taught in the schools in Ireland. And English was the language of the politicians, the clergy and the landlords. English was in fact, the language of the rulers, while Irish was the language of the ruled.

After years of struggle Ireland finally achieved self-government from England in 1922 and became a free republic in 1949. At that time, nationalistic feelings of pride and independence from England started a movement in Ireland to make Irish the national language of Ireland. And so the government decreed that knowledge of the Irish language was required for all elementary school teachers. As a result, by the year 1949, only 8.2 % of the Irish teachers lacked the certificate to teach Irish

to the school children. And today, Irish is a required subject in all state schools. Knowledge of Irish has been a requirement for college matriculation in Irish colleges since 1913, except for the famous Trinity College, in the capital city of Dublin.

Today, all government papers must be in the two languages. Newspapers publish articles in Irish as well as in English. And you can be sure that any Irish politician, who wants to get elected in Ireland today, must be able to make a speech in Irish, not just in English. And so the near extinction of a language spoken for more than two thousand years, has, perhaps, been slowed, or even stopped altogether.

## Lesson 2.

### Part 2, exercise 9.

#### LAWRENCE OF ARABIA

Many people believe that Tomas Edward Lawrence or, as he is more often called, Lawrence of Arabia, was one of the most adventurous, colorful European personalities to come out of World War I. But before talking about the role he played, in World War I, let us consider his background, his boyhood and youth.

He was born on August 15, 1888 in Wales. He spent his early childhood in France, but most of his boyhood and youth – in Oxford, England. When he was in college, he became keenly interested in archeology, especially, in Middle Eastern archeology. While he was in college, he also studied Arabic. So, he had actually gain some knowledge of the language and culture of the Middel East long before the War began. His knowlege of Arabic proved to be great benefit to him during the war.

When World War I broke out in 1914, Lawrence was assigned to the intelligent section of the British Army. At that time, Britain was at war with Germany and Turkey. The British leadres desperately wanted an Arabic rebellion against the Turks to erupt, and, of course,,to succeed in order to secure a victory for England against the Turks. In the early 1900s the Ottoman Empire controlled virtually the whole of the Arabic Peninsula. However, secret Arab societies such as the Ahab and the Fetah, were busy prepering a rebellion and uprising against the Turks. One of the leaders of theis planned rebellion, was a man called Falsa Al Housein who became a friend and comrade of Lawrence. And so this young Arabic speaking English T. E. Lawrence, was sent by the British government to Arabia to help organize the Arabic revolt against the Turks from 1916 to 1918. He joined the Arab forces under Falsa Al Housein, Falsa I. Now in order to weld the scattered arab forces into a fighting unit, the Englishman adopted the Arab lifestyle. He spoke only Arabic, wore Arab clothing, and rode on a camel rather than a horse. You might say that he followed the rule “When in Rome, do as the Romans do”. While fighting alongside Arabs, it appeared that he became passionately devoted to the course of Arab liberation and independence. Moreover, he promised, his Arab friends to work for their liberation

from the colonial rule. Lawrence and his Arab comrades used guerilla-type tacticts instead of conventional type warfare. As a result of that, a few thousand Arab guerillas succeeded in tying down and in grippling and destroying the Turkish forces. One of the most daring and important things they did, was the sabotaging of the supply trains in Hejaz. Well, this eventually led to the defeat of teh Turks and to victory of both the Arabs and the allies.

After World War I ended, Lawrence went with the British delegation to the Paris Peace Conference in 1919. It was in January 1919 that he went. At the Conference, he unsuccessfully pleaded for the Arabian independence. What he did actually was this: he promoted the formation of an independent Arab state, because during the war he had promised freedom to the Arabs and in the name of Great Britain. The Arabs certainly, would not have fought against the Turks just to pass from Turkish hands, into those of the English and the French. And yet, this is exactly what happened after the War. Lawrence was not able to to make his country keep the promise he had made in its name. From 1921 to 1922 Lawrence served as Advisor on Arab Affairs in the Middle East Division of the Colonial Office. But he became so deeply diappointed and so very frustrated by the British policy towards the Arabs, that he resigned from the Colonial Office. He seems to have felt that his failure to win Arab independence had betrayed his friends. On August 30, 1932 he joined the Royal Air Force and later, in March, 1923, – the British Tank Corps. Both times he enlisted under pseudonyms. Instead of the fame and glory war heroes usually seek and receive, he sought anonymity. During this time of seclusion he wrote several books, one of them, *The Seven Pillars of Wisdom*, is the story of his experience in Arabia.

It seems ironic indeed, that after all the dangers Lawrence had faced and all the battles he had fought during the war, his life should come to an end not on a desert field of battle, but on a peaceful English country road in May of 1935. He was killed in a motorcycle accident. People’s reaction to this colorful Englishman is varied. He has been called a hero by some and a traitor by others, to some he is a saint, to others – a devil. His admrers consider him a corageous, dedicated leader of men, his critics consider him an ambitious, weak and confused man. Whatever peopel may think, Lawrence of Arabia was certainly an unusual, strange and complex Englishman, a living legend of the early 1900s.

## UNIT 2.

### Lesson 1.

#### Part 1, exercise 9.

#### A RARE CREATURE

How long does it take for a committed theatre company to build its own base, a venue it can call home? In the case of the Unicorn company, the decades passed. But now, a purpose-built, £13.5m Unicorn theatre has finally emerged near Tower Bridge. It has taken 45 years to get there.



Totally new theatres in Britain are rare, and good ones rarer still. As for good examples for children, two have come along at once: the *Egg*, in Bath, inserted into a historic building; and this all-new one by the architect Keith Williams. It is the accomplishment of the dream of a national theatre for children, as envisaged by Unicorn's founder, Caryl Jenner, in 1960. She had already been on the road since 1947, having started out touring productions in a second-hand truck. Later, the company settled in London's Arts Theatre, only to be kicked out after several years when the place was sold. Plans to build for themselves, abandoned in the mid-1970s, were revived in the lottery era.

So, this was a matter both of re-imagining theatre from the ground up and of seeing it through the eyes of children. To report that the building does not feel remotely kiddified is high praise. Williams has ingeniously made a place that is sophisticated in an entirely grown-up way. Or, as my 10-year-old daughter put it, it's cool.

The new Unicorn is a modernist tower house or enchanted castle, with a copper-clad auditorium perched up in the air and a thoroughly dramatic glass-clad foyer rising dizzily high, backed by a stack of concrete-and-glass balconies looking down Tooley Street towards London Bridge.

This is a building that quietly deploys structural gymnastics to achieve Williams's architectural effects. With horizontal cantilevers rather than vertical columns, everything seems to hover. There are no columns to get in the way.

The foyer, a grand L-shaped affair, gives you the sense of arriving somewhere glamorous. The walnut stairs and their balconies provide an intriguing interlude as you spiral up and up. And the main 340-seat auditorium is as intense a space as any conventional layout can be. The elliptical seating in the stalls is overlaid by a circle level, and the stage is a thrust one, with the seats curving around it – for Williams, theatre of this kind is storytelling, and to tell a story properly, you must gather your audience around you. However, it is flexible: for the opening production, a section of island seating occupies the thrust part, separated from the rest of the stalls by a curving strip of stage. Occasionally, the actors scoot right round the back of this bit of the audience.

The auditorium is excellent acoustically and visually. As for the curving, blue-upholstered bench seating, supposedly designed for ages 4–12, the back rests were uncomfortably low for a 10-year-old, let alone me. The auditorium was over-chilled, too, though they will presumably adjust that soon enough. But those are about the only criticisms I can level at a fine piece of architecture..

The play, Tom's Midnight Garden, is all about a cold-war longing for a golden age. The same idea of a portal to a lovelier world is there, the same messing with time. A vanished garden and its inhabitants are discovered by Tom when he is quarantined at the flat of his aunt and uncle, with its mysterious, clock-obsessed elderly landlady. As lonely as any wartime evacuee, he befriends the girl in the garden and – well, you probably know the rest. This stage adaptation is by David Wood.

Unicorn's method is to work on children's imaginations by suggestion rather than anything much in the way of props or sets. A door, a clock, a stair, a platform,

lots of rope: it's enough. The lighting and sound effects are minimal. You never see any image of the garden except what's described. So it's down to the actors.

The novel was written in the late 1950s. Now, it's nearly 50 years in the past, so for today's children, this represents a double time shift, one the Unicorn handles deftly. It's an interesting thought: how best to entertain children in what then seemed a world quivering on the brink of apocalypse? How does that attitude play in today's no less dangerous world?

## Lesson 1.

### Part 2, exercise 9.

Theatre is the branch of the performing arts concerned with acting out stories in front of an audience using combinations of speech, gesture, music, dance, sound and spectacle. In addition to the standard narrative dialogue style, theatre takes such forms as opera, ballet, kabuki, Sanskrit drama, Chinese drama, mummers' plays, and pantomime.

«Drama» (literally translated, *Action*, from a verbal root meaning «I do») is that branch of theatre in which speech, either from written text (plays), or improvised is paramount. «Musical theatre» is a form of theatre combining music, songs, dance routines, and spoken dialogue. However, theatre is more than just what one sees on stage. Theatre involves an entire world behind the scenes that creates the costumes, sets and lighting to make the overall effect interesting. There is a particularly long tradition of political theatre, intended to educate audiences on contemporary issues and encourage social change. Various creeds, Catholicism for instance, have built upon the entertainment value of theatre and created (for example) passion plays, mystery plays and morality plays.

There is an enormous variety of philosophies, artistic processes, and theatrical approaches to creating plays and drama. Some are connected to political or spiritual ideologies, and some are based on purely «artistic» concerns. Some processes focus on a story, some on theatre as an event, some on theatre as a catalyst for social change. According to Aristotle's seminal theatrical critique Poetics, there are six elements necessary for theatre. They are Plot, Character, Idea, Language, Song, and Spectacle. The 17th-century Spanish writer Lope de Vega wrote that for theatre one needs «three boards, two actors, and one passion». Others notable for their contribution to theatrical philosophy are Konstantin Stanislavski and Bertolt Brecht.

## Lesson 2.

### Part 2, exercise 17.

Ця вправа є факультативною і відсутня у підручнику. Викладач може пропустити її або дати для виконання дома чи виконати у класі, залежно від бю-



джету часу, який він / вона має. Завдання для студентів можна копіювати з “Книги для викладача”.

You will hear five speakers (A-E) describing their experience of seeing a musical. For questions 1-16 match the statements with the speakers (A-E).

**WHICH OF THE SPEAKERS.**

**A. Samantha Samuel, USA**

**B. Linda Philips, Maine, USA**

**C. Pamela Links, Scotland**

**D. Jane Karol, Colorado, USA**

**E. Sally Nickson, United Kingdom**

1	strongly recommends to see a Broadway show	A, B, C, E	9	states the popularity of Broadway does not depend on the spectators' social background	E
2	had very good seats	C,	10	does not mention <i>Phantom of the Opera</i>	B, E
3	praises the musical side of the show	B	11	advises on the type of wear to put on	D
4	warns against excessive economizing	D	12	found a way to save money	A, D
5	admit that Broadway tickets are not cheap	A, D, E	13	believes Broadway to represent the American way of life	E
6	Is ready for a certain amount of hardship	D	14	was impressed by professionalism	B
7	had seen musicals outside Broadway before	B	15	admits that some shows are not that good	E
8	saw a Broadway show for the first time	A, B, D	16	Had problems with getting a ticket	C

**A. Samantha Samuel, Arizona, USA**

Me and my husband just saw our first Broadway show – *Phantom Of The Opera*. What can I say – the whole experience was just amazing. Going to Broadway is nothing like going to the theater – there is a certain magic to Broadway that you can only feel when you are there. Also, I saw some people here talking about expensive prices, but we managed to find a proper web site and planned our trip. Using its discount code we got ticket 3 weeks in advance for almost half the price. Save

your money and attend a couple of shows. That is an experience of a lifetime. Go to Broadway everyone – it's great!

**B. Linda Philips, Maine, USA**

Over the years I've had the opportunity to attend plays in Chicago, London, as well as some touring shows in my home town. However, this last Saturday was my first time to see a play on the one and only Broadway and what an absolutely thrilling experience it was! This area was a dream that came true for me! I love the theater, and this whole area was just full of energy and excitement, especially at night. The play was *Hairspray* and I have never seen such a wonderful or more professionally done production in my life. The performers never missed a beat, the story was funny and the music was so good it was hard to keep from dancing in the aisles. Most of all, it was just such a thrill to be in one of the most famous sections of one of the most amazing places on earth! Broadway – nowhere else is like it. Magnificent theatre. If you have the chance and you enjoy live theatre – don't hesitate to experience Broadway!

**C. Pamela Links, Scotland, United Kingdom**

It depends on what play you see. My boyfriend and I saw *Phantom of the Opera* at the Majestic Theater in August 2002 and it was a great experience. She loves the live performance and had persuaded me to go to *Miss Saigon* and *Jesus Christ Superstar* here in Glasgow (UK) the same year. I had enjoyed them and was looking forward to *Phantom* on Broadway. It took quite a while to wait for a ticket, but it was worth it – good seats on the Grand Circle with a great view of everything. Terrific performances from the cast and good sets and artwork. I'd recommend it highly. When we came out of the Majestic that afternoon, my boyfriend was so overwhelmed that he tried to convince me to see *Les Miserables* that same night.

**D. Jane Karol, Colorado, USA**

I rated this as 5 because I truly enjoyed the *Phantom of the Opera*, but it is the only Broadway play I've seen, so I don't know how accurate my rating is. If you eat dinner in a restaurant in the area, then go to the show, you can sometimes get discounts on parking or your meal. I recommend doing this since everything is so expensive. Be prepared to do a lot of walking. I know you'll probably want to dress up for the occasion, but don't make the mistake of wearing uncomfortable shoes. Taking a cab may be well worth the price, depending on where you are coming from. Don't risk being late for the show because you were too cheap to spend \$ 5–10 on a cab.

**E. Sally Nickson, England, United Kingdom**

The whole experience of going to a Broadway play is awesome! If there was one way to really feel New York's life and all of its diversity, it would be to visit a Broadway Show. They attract so many people from different backgrounds. There's something magical about Broadway productions. It has this aura that keeps you wanting more, capturing the curiosity of your inner spirit. Everyone needs to see

one show before they die – it’s a MUST. American theater is one of our greatest arts! Not every show may be a winner, but try one. You may be surprised! And trust me; the expensive tickets are worth it.

**Lesson 3.**  
**Part 1, exercise 10.**  
**HOW TO MAKE A FILM**  
**SCREENWRITING TODAY**

Screenwriters today are important and often powerful players in the filmmaking process. They are paid as well as directors and producers are, and their work is considered an art. Screenplays are often published and sold to the general public in bookstores just like novels and plays. Though rare in the 1930s and 1940s, many screenwriters today are asking to direct in order to guide their script through the filmmaking process. The number of writers who turn to directing steadily increases year after year. Even if they do not direct, screenwriters often have a say in the project from script through production, collaborating closely with actors and directors to foster their ideas through to finished film.

**Assembling the Cast and Crew**

The people you work with, both the actors and the crew who will make things work behind the scenes, are crucial to the film’s success. The right people will understand and respect your vision, work well with one another, and bring their own unique gifts to the filmmaking process. The film’s producer normally hires the crew, but the director will have input into crucial hires such as lead actors.

A production designer is responsible for the believability of a film’s scenery and sets. In essence, the production designer is the architect of the film, working to make your vision, as director, a reality. The production designer also works closely with the art director and set decorator, making certain all the visual details are accurate and the style and period of the film reflect your wishes.

The cinematographer, or director of photography, helps to translate your vision to film, scene by scene, planning shots and supervising camera operators. Often, cinematographers are artists with experience in painting and photography. Their job is to create and capture the images that best tell the story.

The actors you choose will bring your story to life. Your casting decisions will be based on such factors as availability and whether or not an actor is suitable for lead or ensemble acting, as well as on a healthy dose of intuition. Often a casting director or producer will help you select the cast.

**Cuts and Transitions: Assembling the Scene**

Editors select sounds and images from all the film that has been shot and arrange them to make the movie. They also plan how one shot will best transition

to the next. There are dozens of possible transitions the editor can choose, each of which will create a different feeling.

Editing often begins as soon as film has been shot. Early scenes are assembled for the producer and director to view. Occasionally, the actors will also view these early scenes. Many directors choose not to show actors these edited scenes for fear that they will affect the actors’ performance. The first cut of a film, called a “rough cut,” takes up to three months to complete. The final cut may take another month to finish.

**Lesson 3.**  
**Part 2, exercise 4.**  
**THE MOTION PICTURE ASSOCIATION**  
**OF AMERICA FILM RATING SYSTEM**

The MPAA (Motion Picture Association of America) film rating system was instituted on November 1, 1968, as a response to complaints about the presence of sexual content, graphic violence, and profanity in American film following the MPAA revisions to the Production Code of America in 1965. Although the revisions allowed a designation of “SMA – Suggested for Mature Audiences,” along with the Code seal, this warning was hardly very descriptive and its enforcement was far from standardized. The United States came rather late to motion picture rating, as many other countries had been using rating systems for decades.

The erosion of the film production code had several effects: while it allowed for certain kinds of artistic movies like Alfred Hitchcock’s Psycho (1960) to be filmed, it also sparked a rise in low budget exploitation films that became more and more explicit in their sexual and violent content.

In 1967, two movies (Ulysses and I’ll Never Forget What’s isname) were released containing an obscene word in their dialogue. This precipitated the public demand for the reintroduction of self-regulation. After a series of meetings with government representatives, the Motion Picture Association of America and National Association of Theatre Owners agreed to provide a uniform ratings system for all of its movies, a system that would be theoretically enforced by the film exhibitors.

The original movie ratings (in use 1968–1970) consisted of:

- Rated G: Suggested for General Audiences. All ages admitted.
- Rated M: Suggested for Mature Audiences. Parental discretion advised.
- Rated R: Persons under 16 are not admitted unless accompanied by parent or adult guardian.
- Rated X: Persons under 17 are not admitted.

Many parents were confused as to whether films rated M contained more mature content than those rated R. This confusion led in 1970 to the replacement of rat-

ing M by the designation GP: Rated GP: Parental Guidance Suggested. At the same time the ages on the R and X ratings were increased from 16 to 17, although the age on the X rating would still vary until it was officially changed to an NC-17.

By 1972, a number of problems with the GP rating emerged. The rating now sounded too permissive, and was not indicative of the film's actual content. Today the rating reads: Rated PG: Parental Guidance Suggested. Some material may not be suitable for children.

From the adoption of the system through the mid-1970s, it was not uncommon for mainstream films such as Airport, Planet of the Apes, Tora! Tora! Tora!, The Odd Couple, and 2001: A Space Odyssey to be released with G ratings, but by 1978 the G rating had become increasingly associated with films intended specifically for children, while the PG rating became increasingly acceptable for designating "family" films.

Prior to 1984, three films associated with Steven Spielberg triggered calls for yet another addition to the list of ratings. The summer of 1982 featured Poltergeist, which was highly frightening for a PG-rated film (yet not severe enough for an R). Violent scenes in the 1984 PG-rated films Indiana Jones and the Temple of Doom (which he directed) and Gremlins (which he produced), were the final straws. In 1984 the PG-13 rating was established and effectively restored the clear distinction between films with lighter and heavier content levels. Nowadays the PG-13 rating means: Parents Strongly Cautioned – Some material may be inappropriate for children under 13. These films contain some nudity, sexuality, language, humour, and/or violence.

In the early years of the ratings system, X-rated movies such as Midnight Cowboy (1969) and A Clockwork Orange (1971) could win Oscar nominations and awards. But the rating, which was not trademarked by the MPAA, was self applied by the "adult entertainment" segment of the industry to the point where an X rating could be equated strictly with film pornography, which was never the intent behind the original rating.

This concern led to the introduction of the NC-17 (No Children Under 17 Admitted) rating on September 27, 1990, to finally make an official and standardized classification that could allow these films to be distributed with the MPAA seal. Part of this calculation was that the adult XXX markets tended to have no reason to pay the fee to submit their product by that point (since the films were distributed either through independent theaters or simply direct to video), and a differentiation could therefore be inferred by viewers that MPAA rated NC-17 films were legitimate motion pictures with actual stories and developed characters, as with the first such film, Universal Pictures' Henry & June (1990), rather than merely prurient/pornographic fare.

Later, in 1996, the age for the NC-17 category was subtly increased by one year by changing the wording from "No Children Under 17 Admitted" to "No One 17 And Under Admitted." The label NC-17 stayed even though the words it represents, the letter "C" no longer stands for "Children", that was replaced by the word "One."

### Lesson 3.

#### Part 2, exercise 9.

##### A. Ann Stone, London

I started going to the cinema seriously in 1987. It was *E.T.* at the Empire Leicester Square that did it for me. You don't have to go to the West End any more to find good cinemas. There was a time when just about every local cinema, or so it seemed to me, was not exactly state of the art. It certainly took the bosses long enough to realize that if they didn't bring them up to scratch, it was only a matter of time before they would be forced to close through poor ticket sales, since today's average cinemagoer is more discerning than he/she used to be. Happily though, new cinemas are being built, and despite them being of the multiplex variety, they are of a certain standard. I now frequent the Warner Village Cinemas in Dagenham. This would have been unthinkable for me in the 80's. Me, not go to the West End? I still miss those 1,800 seat cinemas in or around Leicester Square, but now that the 'local' cinemas have improved, it's not necessary to go west. I would still go for the 'biggies', only we don't seem to get the heady excitement that accompanies the blockbuster today. West End audiences were unbeatable when it came to creating atmosphere.

##### B. David Pine, London

My best experience was a screening of *The Rocketeer* at the Odeon Marble Arch. This was shortly after they had installed a new screen for *Lawrence of Arabia*. They also added a new Dolby sound system at the same time. I can't recall whether it was a 70mm print or not, but I think it must have been (it was in the days when 70mm presentations were fairly common). The print was immaculate, I waited and waited for a blemish, a speck of dirt, something. It didn't happen. Fantastic. Oh yes, the sound was amazing too. Now, the Odeon Marble Arch was a fabulous cinema. Was, because it's now a multiscreen and I can't believe it. It would be okay if they had left the original theatre untouched and not ruined it by making it much, much smaller to make way for new preview theatre size screens. Tragic and it's all because of the location. Had it been in Leicester Square, it would have remained the best or second best cinema in the country.

##### C. Joan Cusak, Wellington

I do have a confession. I did, in an earlier life, well in my teenage years, have a tendency to forget about the cinema and go for the quick fix approach. In my old town of Stratford, on a route which took me to and from school, lurked a very tempting monster. The pirate video collection. These things I was happy to accept. *Back to the Future*, *Aliens*, *Batman*. Seeing these films before they were available on video, and frequently before they were shown in the cinema, was too much to turn away from at the time. It had to end of course –with *War of the Roses*. I'd heard good things about it. Michael Douglas and Kathleen Turner back together again.

The unmarked video in hand, I marched home and was shocked with what I was viewing. Someone had actually gone into a cinema, presumably in the US, with a camcorder and shot the entire film from the back row! People's heads bobbed up and down along the bottom of the frame. There was even the pirate video version of an interval. This being when the cameraman presumably replaced battery. That's it, I thought. No more pirates from now on.

#### Lesson 4.

##### Part 1, exercise 10.

#### BRITISH CINEMA

The British film industry had the same beginnings and innovations as its counterparts in Europe and America. Britain had William Friese-Green, the photographer who devoted his time and finances on inventing a camera that could photograph moving images. He also experimented with stereo images, colour and a method of applying sound to film.

G. A. Smith devised the first colour system, Kinemacolor, in 1908. Britain had foreign influences practically from the start. Leon Gaumont and Charles Pathe had both opened film companies by 1909 and there were many films flooded onto the British market from Europe.

The British Board Of Film Censors was founded in 1912 primarily to control foreign imports on the pretext of unsuitability. Home-grown productions had an easier time passing the censors. The certificates U, for universal and A, for Adult were introduced. There was a minor invasion from the United States in 1913 when US professionals began making films in the UK using American actors and technicians.

This was halted by the WW1 in 1914. It left behind fully active, feature length film production in some thirty studios up and down the country. The problem with the British film industry was it did not keep pace with the advances being made abroad and quickly became technically out of date. The films also remained very theatre orientated, filming a play exactly as it had been performed on stage and with the same actors and sets.

The advent of the First World War caused more problems. The British public wanted to see American films. By 1918, there was no money left for home production. Even with private sponsorship, the decline continued until in 1924 all production had been closed down. Fortunately, before this occurred, several notable careers had been launched. A small group of men, with a very young man called Alfred Hitchcock among them, were anxious to rebuild the industry. They joined forces to make the outstandingly successful '*Woman to Woman*' in 1923 starring the American actress Betty Compson. These men, with Anthony Asquith, the son of the Prime Minister, kept the embryonic industry alive. 1927 saw Parliament bring in

the Cinematographers Trade Bill, designed to ensure there was a guaranteed home market for British made films.

It required that a minimum of 5 % of the total number of movies shown had to be home produced, rising to 20 % by 1936. The result was more movies, but the majority being of very poor quality. Sound offered more challenges to the industry's financial stability. In 1929 138 films were made, in 1933 – 159. Most of them were very bad, with some exceptions that stood out, such as the brilliantly successful Korda's production *The Private Life of Henry VIII*.

Korda had failed in Hollywood, and when the boom started in the UK, he decided to try his luck there. He founded London Films and built, reputedly, the finest studios in the world at Denham. Here he made *Katherine the Great*; *Don Juan*, with Douglas Fairbanks jr., *Things to Come*, *The Man Who Could Work Miracles*; *Rembrandt*; *The Elephant Boy* and *The Four Feathers*. Merl Oberon, Korda's second wife, appeared in many of them.

Boom turned to slump in 1937. The year before, the British film industry had overproduced, making 220 pictures. Studio space had increased seven fold in ten years. The result was poorly made, rushed films that were not worth watching and nobody wanted. This opened the door to the American industry, and American companies moved into the UK to make quality British films that would qualify them for the home market quota.

All the major film producers started to take over studios. MGM-British, Warner, Radio, 20<sup>th</sup> Century Fox, they all moved in to virtually swallow up the failing industry. This was a period of classic movies. *The Citadel* with Robert Donat and Rosalind Russell, *Goodbye, Mr Chips* also with Donat; *Pygmalion* with Leslie Howard and Wendy Hiller; '*Victoria The Great*', '*Nell Gwynn*' and '*Glorious Days*' all with Anna Neagle; *The Man Who Knew Too Much*; *The 39 Steps*; *The Secret Agent*; *Sabotage*; *The Lady Vanishes*; and *Jamaica Inn*. Two other valuable assets that came along during the 1930's were the British Film Institute and the National Film Archives. They maintained, and still do, a film library not just of British films, but international ones too. They restore damaged prints and transfer nitrate stock onto safety film, as well as fund projects. Without them, many classics would be lost today.

##### Part 2, exercise 10.

The Second World War caused a small miracle to happen to movie making in the UK. A new spirit of austerity and strenuous work led to the abandonment of the stupidity and extravagance of the past decade.

With many of the employees being engaged in war work, available manpower was reduced to one third and half of the studio space was requisitioned, only sixty films were produced annually. New realism in wartime pictures and a demand for

documentaries gave a whole new look to British films. Initially, many cinemas closed down for fear of air raids, but the public needed a way of escaping the reality of war, and turned to the more genteel, sanitized versions available in the cinema. The majority was war related, *The Stars Look Down*; *49<sup>th</sup> Parallel*; *'Convoy'* and *'This Happy Breed'*. There were also other subjects, the wonderful *'Brief Encounter'*; *'Thunder Rock'*; *'The Wicked Lady'*; *'The Man In Grey'*; *'Kips'* and Olivier's *'Henry V'*. New directors, artists and writers came to the fore, David Lean as a director, Frank Launder as a writer, and Richard Attenborough, Michael Redgrave, David Niven and Stewart Granger were elevated to stardom.

In post-war Britain, during the period 1945–1955, the Rank Organization was the dominant force in film production and distribution. Their rivals, Korda's London Films continued to expand. 1949 was a bad year financially partly due to good, but big-budget movies: *'The Red Shoes'*; *'Hamlet'*; *'Fallen Idol'*; *'Great Expectations'* and *'Oliver Twist'*. Smaller budget productions also left their mark. It was symptomatic of the changing entertainment habits of the general public that Rank sold their Lime Grove Studios in West London to the BBC in 1949.

Television was just beginning to have an effect on the film industry. During the 1950's and early 1960's films had to learn to be more exportable and welcome to foreign audiences. Many achieved both of these criteria. Films like *'The Lady Killers'*; *'Genevieve'*; *'The Cruel Sea'* and *'The Colditz Story'* helped to keep the UK's reputation high. Funding was also kept up by well-made popular, but erring on schoolboy bathroom humour series, which included the *'Doctor'* and the *'Carry On'* series.

The competition from television that had insidiously been creeping up on the movie industry really took hold in the mid 1960's. The majority of people owned TVs and preferred to watch their entertainment from the comfort of home. Cinemas were turned into ballrooms and Bingo halls or simply torn down. The younger generation of moviemakers was turned to for inspiration and new actors who would appeal to the new, young audiences.

Film censorship discarded some of its old prohibitions, now freer speech was allowed as well as previously taboo subjects like homosexuality, illegitimacy and abortion. The new movies challenged British society and its conventions with *'Room at the Top'*; *'Saturday Night, Sunday Morning'*; *'Look Back In Anger'*; *'A Taste Of Honey'* and *'The Killing Of Sister George'*. The boundaries were pushed further by *'Alfie'*; *'Up The Junction'* and *'Women in Love'*. New, young actors were needed. In the 1970's, spurred on by his success with *'Women In Love'*, Ken Russell challenged the censors wildly with *'The Music Lovers'* and *'The Devils'* only just managing to get a certificate. Not all movies were of this genre. David Lean made

*'Bridge over the River Kwai'* and *'Lawrence of Arabia'*, amongst others there was *'Oliver!'*; *'The Pumpkin Eaters'*; *'Charge Of The Light Brigade'*; *'Isadora'* and the beginnings of the *'James Bond'* series of movies.

Another factor giving life to the ailing industry was the arrival of refugees from American McCarthyism, notably Carl Foreman and Joseph Losey. Other American filmmakers followed suite, preferring to work in the UK, Sam Speigle, John Houston, Stanley Kubrick and John Strick. They were responsible for *'Clockwork Orange'*; *'Dr Strangelove'* and *'2001, A Space Odyssey'*. In fact, during this time American finances virtually took over the industry, until, suddenly in 1970 the recession in the US led to an easing off of funding, and it was left to stand on its own feet.

Television was really biting hard and many films were made specifically for the T.V. market. Some of the more notable stage productions also made the transfer onto the big screen, *'Othello'*; *'King Lear'*; *'A Midsummer's Nights Dream'*; *'The Three Sisters'*; *'The Caretaker'* and *'Inadmissible Evidence'*. The 1980's saw the British film industry deep in the doldrums with all the studios split up, either being closed, used for T.V. production or hired out for independent film production.

A saving grace was the special effects industry that had sprung up as an important part of movie making. Many big Hollywood blockbusters that relied heavily on special effects were made exclusively, or at least in part, there. *'Superman'*; *'Star Wars'* and *'James Bond'* movies continued to be made at Pinewood. A resurgence has begun in the 1990's with independently made British movies, made with home-grown talent. *'The Crying Game'* had a phenomenal success internationally, but still, financing has to be found. Unlike most film-producing countries, government support is severely lacking.

### Unit 3.

#### Lesson 1.

##### Part 1. exercise 9.

The baggage screening chaos scenario could still be avoided through some political maneuvering. After the Republican victories last week in Congress, it became more likely that lawmakers will pass some sort of «flexibility legislation» that could give the TSA as much as another year to finish the job in some airports. The exceptions are embedded in some versions of a homeland-security bill, which President Bush says is a top priority. The issue could be taken up as early as this week, when Congress will convene for a lame-duck session in which Republicans could seize power straight away. Failing that, the issue may not be resolved until next year, after a chaotic New Year rush.

For airports and the TSA, Congress's mandate became like a nightmare home-improvement project-and what home-improvement project gets done on time?

Part of the problem is that airports are like snowflakes: no two are exactly alike. Floors needed to be reinforced to accommodate the massive CTX machines, and power sources and cooling ducts had to be reconfigured. The TSA hired consultants from aircraft manufacturer Boeing to help figure out the logistics for each airport. Teams of engineers modeled the complex passenger flows at different ticket counters; business travelers tend not to check many bags, for example, but international travelers do.

Some city airports will avoid the mayhem. Salt Lake City International, for instance, has been screening all checked bags on its own since the Olympics last winter. It uses both the bulky CTX machines and smaller trace detectors in the lobby. The airport's executive director, Tim Campbell, says the airport screened bags for 34,000 passengers each day during the Olympic rush (thousands more than on a typical winter holiday), and the process took less than a minute per bag. At Boston's Logan airport, officials spent \$ 146 million to construct an efficient «inline» screening system below the terminal's surface. The airport's director, Thomas Kinton, says they are still on track to get it done by the New Year.

Other transitions won't be so smooth. At Seattle International, officials are getting creative, considering building hanging platforms that would support a 17,000-pound CTX machine and the personnel to run it. But that's an immense construction project and probably couldn't be completed in time for the deadline. In the short term, the TSA may have to stuff some equipment into Seattle International's crowded lobby, which airport officials acknowledge is not an ideal solution.

Few blame the TSA for the baggage-screening mess, though airline executives have been known to dub the agency «Thousands Standing Around.» But most agree that no bureaucracy could manage such a mammoth task in so short a time, and say the agency's attitude has improved dramatically under its new chief, James Loy. Instead, executives blame Congress, which rushed to improve security after September 11. The current plan «isn't based on facts and data,» says Continental Airlines Chief Executive Officer Gordon Bethune. «This is going to cause immense heartburn.» Executives want more time to fine-tune the system, develop new technology and install permanent solutions that won't be so disruptive. But how do you tell that to someone, whose son was killed in 1988 when an onboard bomb blew up Pan Am Flight 103? «How many people need to get killed before we take security seriously?» he asks. Countless Americans affected by the tragedies of September 11 surely feel the same urgency. The problem is that, in practice, few travelers will tolerate the long waits. Security delays could send business travelers away in droves, as they did after the September attacks, further hammering an already struggling sector of our nation's economy. With all the new security, we may gain some peace of mind over the holidays. But after a season of grinding hassles, we also just might lose our minds altogether.

To sum it up, here are some suggestions to ease the pain this holiday season.

### **DON'T WRAP GIFTS.**

Baggage screeners may open packages. Best to wrap them when you get to your destination.

### **SHOW UP EARLY.**

Heavy holiday traffic and new screeners will mean delays. So get there more than an hour before the flight.

### **DON'T LOCK BAGS.**

Screeners may examine the contents of your suitcase. And don't overpack, making it harder to close the bag.

## **Lesson 2.**

### **Part 1, exercise 13.**

#### **Miami International**

**Volume:** 23 million passengers

**Hub:** Pan Am, Eastern, American

Millions of travelers to and from Latin America or the Caribbean can count on spending time at Miami International, the major U.S. hub for travel south. So it's too bad that the airport's mazelike concourses and disappointing on-time arrival record in winter make it such a depressing place to begin a vacation. Newly carpeted furnished and expanded American and Pan Am terminals have classed up the place, but many concourses in other terminals are narrow, congested and reek of mildew. Nowhere are smoking bans more egregiously ignored. And the city's reputation for fiery Cuban cooking notwithstanding, the restaurants are surprisingly bland.

- **Making connections.** More than a fourth of all passengers connect with another flight, and they are in for some surprises. USAir's gates H-2a to H-2g sound close to the main terminal because of the low number: but they're in a new satellite building a thousand-foot trek from the carrier's other gates. Video screens along the way flash only Delta flight information. Tracing the maze from Eastern (Terminal B) to, say, Pan Am (Terminal F) takes 2 minutes, with frequent bottlenecks near the foreign-airline ticket counters at Terminal E. The secret solution is the airport's third-floor «Skyride,» moving sidewalks between the terminals that halve the average 5 to 10-minute trip from one to the next. Airport signs to Skyride don't explain what it might be, so most riders are airport workers.
- **Roadblocks.** Highways dump drivers onto neighborhood streets near the airport, where stoplights often create hourlong backups, especially during evening commuting hours on weekdays. Weekend trips to the airport are usually a breeze. It's helpful to know whether your flight to another U.S. city

originated in South America; if so, it will probably board at the E-20 to E-50 international gates, reached only by a quick train ride from the main terminal, E. The trip adds 5 to 10 minutes.

- **On time.** Thunderstorms often create tie-ups, but 88 percent of all flights arrived on time in September and 92 percent left on schedule. Last December, a third of all flights landed late and a fourth of all takeoffs were delayed. Most arrival delays occur from 4 p.m. to 6 p.m. Best departure times: Before noon and from 7 p.m. to 9 p.m.
- **Downtime.** Checker's, in the E-20 international area, is one of the few bright spots; Cuban treats such as guava stuffed with cheese sell for \$1.18. Otherwise, the fare at the airport's restaurants is repetitive. The airport hotel has a new health spa, where for \$5 anyone with a longish layover can jog on a track, swim or play racquetball.

- **Getting to town.** Taxi to downtown, 7 miles, \$14; van, \$7.

§ **Amenities.** Health club, Rooms by the hour, Diaper-changing facilities.

§ **Degree of pain** – 4,8.

## Los Angeles International

**Volume:** 45 million passengers

**Hub:** None

After a midair collision in 1986 and a rash of close calls the following year, pilots ranked this airport the nation's most dangerous. That raised everybody's safety consciousness and today Los Angeles International is no longer a threat to your physical well-being. Its vintage California traffic jams, long lines at customs and singular distaste for directional signs, however, could jeopardize your sanity. Yet even with five suburban airports to offer some relief, most passengers still head for this one since it offers hundreds more nights and is closer to downtown and the bustling west side.

- **Making connections.** Walking between terminals is tiring, maddening and unnecessary, since free shuttle buses leave every 5 minutes. The path between TWA and United, for example, cuts through two parking lots with no signs to guide you. Incoming overseas passengers should allow three hours between flights: 2-hour backups at customs in the new Bradley International Terminal are the rule. Travelers with nothing to declare can use the «Express Line,» where delays seldom exceed a half hour.
- **Roadblocks.** During busy times, it could easily take 40 minutes to cover the 2 miles from the 405 Freeway to the terminals. Cut the time in half by exiting a mile early at the La Tijera ramp and following the signs (a notable exception) from there. With the Pan Am parking lot under construction, parking in the main terminal lot (\$ 16 a day) is unusually scarce. The long-term lots are half the price and are serviced by free shuttle buses on the quarter hour. But, again,

there are no signs to them from the freeway. Look for Sepulveda Boulevard (Lot C) or Aviation Boulevard (Lot B).

- **On time.** Although 82 percent of flights arrive on time, five of the nation's worst latecomers began or ended here in September. TWA's 6:40 p.m. San Francisco flight was consistently close to 50 minutes late; Delta's 8:15 a.m. flight to Orlando typically ran a half-hour behind schedule. Even so, 88 percent of all flights left Los Angeles on time, and the average runway delay is just 9 minutes, excellent for such a busy airport. Best times to depart: Before 10 a.m. or between 2 p.m. and 4 p.m.
- **Downtime.** Food here is strictly airport issue; travelers with time should take a 5-minute cab ride to Proud Bird Restaurant on Aviation Boulevard. Pilots go for the \$ 12.95 prime-rib platters, and everyone likes listening to the air tower through the earphones at every table. A new gallery in the international terminal will feature movie costumes and makeup in February.
  - **Getting to town.** Taxi to downtown, 15 miles, \$ 25; door-to-door van, \$ 12.
  - **Amenities.** Rooms by the hour, Diaper-changing facilities.

§ **Degree of pain** – 4,8.

## Stapleton, Denver

**Volume:** 25.8 million passengers

**Hub:** Continental, United

A huge, \$ 2 billion airport is going up on the plains 18 miles northeast of Denver – and for good reason. Stapleton's runways are dangerously close together for use during bad weather, so delays stack up with the thunderheads. Twice as many people as intended crowd into the airport, and ski-toting travelers sometimes flatten unwary passengers in narrow concourses. But free short-term parking, a superb children's play area and cheap taxi fares to town help compensate for other annoyances.

- **Making connections.** Bottlenecks are worst at the entrance to international Terminal C, which houses many of Continental's domestic gates as well as customs. Dashing to a flight is all but impossible here, with the crowds greeting arriving overseas passengers and long lines at security gates. When ski season kicks in, all of Stapleton seems like Terminal C. Skiers landing from Vail and Aspen on commuter flights should allot at least a half-hour for connections. United runs shuttles from its remote commuter gates to its main concourse, B. Continental drops commuters off in Concourse D, but most domestic flights leave from C. If possible, avoid Stapleton on Thursdays; it's unusually crowded then, the last day when supersaver fares are valid.
- **Roadblocks.** Because of many traffic lights on the streets surrounding Stapleton, gridlock near the airport is virtually unavoidable. Driving directly to the arrivals area on winter weekends also guarantees mayhem, particularly

Saturdays, when ski resorts swap one set of visitors for another. Stapleton is one of the few airports that provide free 30-minute parking close to the terminal, and using it to pick up arriving passengers avoids the snarled roads. The airport has a toll-free number, (800) AIR-2DEN, where operators – not machines – tell you about flight delays and road and ski conditions.

- **On time.** Timeliness is a fair-weather sport here. About 88 percent of flights arrived on time in September, with United and Continental tied for promptness. An impressive 92 percent of flights left on schedule as well. But last December, a third of all flights arrived late and nearly as many left more than 15 minutes late, too.
  - **Downtime.** A 10-minute taxi ride transports you from airport madness to the quiet of City Park Zoo. Those with short layovers may want to throw back raw oysters in the classy Signature Restaurant in Concourse E or watch the kids scamper up a practice rock-climbing wall in the Kidsport area, run by the Denver Children's Museum.
  - **Getting to town.** Taxi to downtown, 7 miles, \$ 10 to \$ 12; shuttle vans, \$ 5; bus, \$ 1.
  - **Amenities.** Diaper-changing facilities, children's playroom.
- § Degree of pain – 4,0.

#### Unit 4.

#### Lesson 2.

#### Part 1, exercise 8.

##### A. Razgulyaev

One relaxes almost instantaneously upon entering the Razgulyaev resort complex, out beyond the city on the road to Boryspil. You feel an odd serenity, walking amongst the snow-covered summerhouses that scatter the ground. Odd, because the environment is calming as it is, feels almost artificial, manufactured – like a wooded playground.

Besides the summer houses, the complex includes small cottages, the main manor and of course the restaurant. You'll find several rooms in which to host private gatherings of different sizes: the kitschy ship-themed room can hold around 50 revelers. There's a playroom for kids, with anything a five- or six-year-old needs, from a VCR and TV to a play-bench tiled with Logos.

While Razgulyaev restaurant does serve Ukrainian and Russian dishes, the main reason to go to Razgulyaev is the Caucasian-Turkish cuisine, specifically their juicy kebabs. The chicken and lamb lyulya kebabs (Hr 35 and Hr 43) in particular will make your taste buds dance a happy little jig, and there's a lovely kebab sauce that tastes even better when you dip your lavash bread into it. If you are a fish fan, you can't avoid the white-sturgeon kebab (Hr 75). Unfortunately the Armenia salad (Hr 32), a mix of fresh vegetables and a sharp wine-oil dressing, was less than impressive.

With the massive menu typical of Ukrainian restaurants, Razgulyaev also offers a huge selection of oilier dishes, from borshch to deruny to a phenomenal assortment of desserts.

From the restaurant, make your way through the trees and over the bridge to the saunas for some additional R&R. Sauna prices range from Hr 150 per hour to Hr 400 per hour (for a so-called VIP sauna). Although that's a tad pricey, if you're going all the way out here to relax, it's worth it.

Of course, during the summer months, the rustic ambiance just shouts at visitors to take a dip in the pool, before and after the sauna. In the winter it can be kind of fun to walk outside wearing only a towel after a sauna jaunt.

After the sauna, go back to the hotel, just a quick dash away. Rooms range from Hr 300 for an old-fashioned room to Hr 490 for VIP numbers.

Just a skip away from Kyiv, Razgulyaev is still a wonderful place to get away from the urban bustle – either for dinner or for the whole weekend.

##### B. Impresa Hotel

This hotel is located in the heart of atmospheric Podil, just a short walk from the river, the Andriyivsky Uzviz and more – and it boasts one of the city's best Italian restaurants. You likely have no idea which hotel this is, either, unless you've been lucky enough to stay there.

In just eight years, the Impresa Hotel on Sahaidachnoho has become one of Kyiv's better places to stay. But it's small. With just 17 rooms, the Impresa hasn't the volume of clients that other hotels boast, but in terms of refinements and excellence of service, it's hard to imagine sending friends and loved ones anywhere else. It's one of Kyiv's best-kept secrets.

Seated beside Walter's Italian restaurant, near the Poshtova Ploshcha metro, the Impresa is a great place to stay because so much of the city, including downtown, is accessible from there. Plus it's quiet, understated and truly Western-oriented with plenty of English-speaking staff.

The hotel rooms are divided into four categories: Standard, Semi-Luxury, Suite and Apartment. Each room is modern and well-appointed with digital touch-tone phones, 36-channel cable TV, air conditioning and complimentary fresh fruit. Breakfast downstairs at Waller's is included with the room price. Standard rooms (Hr 900 per night) happen to be a little on the small side (20 square meters), so consider an upgrade to a Semi-Luxury (Hr 1080 per night: 30 square meters), or even a Suite (Hr 1320 per night: 35 square meters). For business travelers, all upgraded rooms have cable modems for computer and fax machines, and the Suite-class rooms also offer king-sized beds instead of twin, as in the Standard and Semi-Luxury. Check out the enlargeable thumbnail photos online to get a good peek into all the rooms.



A weekend special at the hotel right now offers any upgraded room at the price of a Standard room. The special includes candles, flowers, champagne and sweets in your room in addition to the fruit, and breakfast in bed for two.

Right now, however, during tourist high season, the Impresa hotel is booked solid. Viktoria at the hotel reception told me in English that reservations may have to be made as much as one month in advance, but that there's always the chance of a last-minute cancellation. Guests can book online using Visa, MasterCard or American Express on the hotel's outstanding Web site, or they can simply call direct.

### C. Kozatskyi Hotel

Back in the USSR, man! That's the inevitable thought you get as you enter this hotel, located in one of those buildings that create the arch around Independence Square. The chairs in the dark gray hall probably held the Communist boss Volodymyr Shcherbytskyi back in 1983 when he was present at the establishment's opening ceremonies. The *Kozatskyi* was opened as a departmental hotel for the Kyiv Military Corps. 22 years later it still belongs to the Ministry of Defense. The staff members, from the General Manager down to a porter, look typically Soviet.

Despite the ragged carpets and lack of any signs of recent reconstruction along the corridors, the suits are fairly acceptable. Somewhat shabby walls and carpets are compensated for by an aura of cleanness and low prices. The best thing is that de-lux suites for two (Hr 468 per night) have a magnificent view over Independence Square. That makes the hotel popular among those who want to enjoy New Year's celebrations on Independence Square. You can sit on the suite balcony and enjoy the concerts, the views, the fireworks, and your own champagne.

Visitors are heavily Ukrainians, on business trips, or Russians coming down during holidays. There aren't many Westerners at all, but the personnel claim to know some basic English, and they understand clients' simple needs.

If you want to experience how the Soviet era felt, hurry up: this exotic isle of old-time Kyiv might finally be closed for reconstructions.

## Lesson 2.

### Part 2, exercise 6.

Recent trends in Ukraine's hospitality industry suggest that although the shortage of quality hotels remains an issue, the industry has been exhibiting strong signs of growth. In addition to several international operators that successfully entered the market last year, small privately-owned hotels have also been proliferating, especially in western Ukraine.

Lyudmila Meshcherskykh, the head of the State Tourism Administration, said that more than Hr 2 billion (\$ 400 million) was invested into improving and widening Ukraine's network of hotels in 2005, a 40 percent increase from the Hr 800 million (\$ 160 million) invested the year before.

Contributing to this growth in investment was the opening of several large four- and five-star hotels in 2005, most notably the Radisson SAS in Kyiv, the Rixos Hotel Prikarpatye in Truskavets (Lviv region) and the Opera Hotel in the city of Lviv.

Radisson SAS opened a four-star, \$ 57.3 million hotel with 235 rooms in what is known as Kyiv's diplomatic district in 2005. The Turkish hotel operator Rixos opened its five-star Prikarpatye hotel complex with 370 rooms and a diagnostic medical facility in the spa town of Truskavets the same year. Lviv's Opera Hotel opened in March 2006.

These openings have added to a growing network of higher-end hotels that includes the Donbass Palace in Donetsk and Kyiv's Premier Palace, both considered five-star. Premier Palace is part of Ukraine's first national hotel network, Premier Hotels, which comprises the Oreanda in Yalta, the Dnister in Lviv, the Star in Mukachevo, the Londonskaya in Odessa and the Kosmopolit in Kharkiv, all being four-star.

Last month, Hilton International announced that it would open its first hotel in Ukraine on Tarasa Shevchenko Boulevard in Kyiv. The \$ 70-million, five-star luxury hotel is slated to be completed in mid-2009 and will offer 257 rooms, suggesting that this niche of the hotel market will continue to expand in the near future.

According to the hotel chain's April 20 press release, Hilton will operate the hotel for 20 years under agreements signed with International Business Center Ltd and its wholly-owned subsidiary, Hotel Business Development Company. International Business Center is the owner of the assets in the Hilton Kyiv project.

With their first-class accommodations and range of services, including wireless Internet, executive suites and conference halls, the clientele of these hotels is largely comprised of business tourists and travelers who do not find their rates prohibitively high. At the Opera Hotel, for example, prices range from about \$ 84 a night for a standard single room to \$ 305 a night for a two-room deluxe suite. Prices at the Radisson SAS range from approximately \$ 306 for a standard guestroom to \$ 580 for a one-bedroom suite.

The hotel market for travelers with more modest budgets is also growing, according to Meshcherskykh, although its scope is nearly impossible to measure. She noted that the growing number of small hotels is hard to gauge because they often don't report their revenues, expenditures, or how much they've invested in expansion to government agencies.

The occupancy rate for Ukraine overall was roughly 20 percent in 2004, based on the State Tourism Administration's statistics available for 2005. In 2004, Kyiv's occupancy rate was 56 percent, said Meshcherskykh. This figure fluctuates monthly, depending on the season, and by large conferences or events held in the city, like Eurovision – 2005, when reports of hotel shortages were legion. The statistics are based on figures reported by legal entities, and thus reflect only a fraction of Ukraine's hospitality industry, she added.

Officially, there are about 1,192 hotels in Ukraine. However, the number of unregistered providers of hospitality services makes the unofficial total much higher. Meshcherskykh noted that in Crimea alone the State Tourism Administration estimates that about 2,958 informal hotels operated as of 2004.

The number of tourists coming to Ukraine continues to rise, and a projected 19.6 million visitors are expected to come to Ukraine in 2006, the Administration reported on its website. Meshcherskykh said “the Schengen visa zone is right on Ukraine’s border,” and with EU nationals no longer needing visas to Ukraine, the number of visitors from neighboring countries should continue to grow. The tempo of building new and often smaller hotels was the fastest in western Ukraine and Transcarpathia in 2005, she said.

Roman Motychak, the head of the external communications department at Optima Group, a holding which owns Optima-Capital, an asset-management company that invested approximately \$ 3 million to \$ 4 million into the Opera Hotel, said that the average occupancy rate for Lviv’s hotels is around 65 percent, quite high given the national average of 20 percent. The demand for the 51 rooms at the Opera Hotel, which opened in March 2006, has doubled in its first two months.

The hotel has the exclusive rights to use the Lviv Opera House’s image in the development of its brand, and with its furnishings and interior design, has capitalized on Lviv’s architectural richness.

However, Lviv’s city infrastructure is sorely in need of repair and continues to have problems with its water supply and sanitation and transportation systems, said Motychak. For example, to provide its clients with a continuous water supply, in a city where the water is shut off for most of the day, the hotel has had to develop its own infrastructure and operates “entirely autonomously,” Motyshak said. The hotel also recently bought a power generator for the same reasons.

Without significant investment in improving Lviv’s infrastructure and public utilities, a growing number of tourists with more modest budgets will be hard-pressed to find clean, inexpensive hotel rooms with basic services.

## Unit 5.

### Lesson 1.

#### Part 1, exercise 9.

#### Spare Parts of the Future

##### Skin

Cultured from human skin cells, a sheet of new skin big enough to cover a man can be grown in three weeks

##### Nerve chips

Embedded in the stump of a limb, this microchip will pick up impulses from nerve fibers leading from the brain and transmit them to an external computer that controls an artificial limb

##### Organoids

Organs, such as the liver, as well as blood vessels will be grown from human cells on a spongelike polymer scaffold and then implanted

##### Cartilage

Like organoids, human cartilage cells can be grown in the lab and will one day take the place of a lost ear, or parts of joints

##### Lungs

Placed in a blood vessel, a plastic device that exchanges oxygen with blood can handle 50 percent of the lungs’ work for a few days

##### Eyes

A light-sensitive device with electrodes leading to the brain will crudely simulate vision

##### Bone

Artificial bones will stimulate the growth of real bone to take their place

## Lesson 1.

### Part 2, exercise 5.

#### Immune warriors

**Virus** – an organism that can reproduce only by invading cells and forcing them to make more viruses.

**Macrophage** – an immune cell that acts as a hunter, consuming dead cells and foreign matter, including invading microbes.

**Helper T-cell** – a white blood cell that communicates with other cells in the immune system, calling them to arms when a virus or bacterium strikes.

**Killer T-cell** – a white blood cell that tracks down and destroys body cells infected with microbes.

**Antibody** – a protein that neutralizes foreign invaders.

**B-cell** – a white blood cell that matures in the bone marrow and which manufactures antibodies.

**Major histocompatibility complex molecule (MHC)** – an identity badge found on macrophages and other cells. The MHC reveals cells as friend or foe. It also holds antigen for T-cells to recognize.

**Antigen** – any fragment of protein that migrates from inside the macrophage to its surface, where it is held up by an MHC molecule for the helper T-cell receptor to find.

## Lesson 1.

### Part 3, exercise 6.

#### IMMUNE SYSTEM DISEASES

When the body is ill, it is not always fighting off foreign invaders. Some diseases occur when the immune system becomes confused and stops functioning, or actually attacks the body's own cells.

**Addison's disease** is caused by immune proteins, called antibodies, attacking the adrenal glands, resulting in hormone imbalances that lead to darkening of the skin, abdominal pain and sometimes coma.

**AIDS** viruses kill immune-system cells, leaving the body susceptible to infections and cancer.

**Allergies** strike when the immune system overreacts to ordinarily harmless substances like dust or the droplet of toxin in a bee sting, causing inflammation.

**Juvenile diabetes** occurs when immune cells destroy cells of the pancreas, leading to an inability to produce insulin, the hormone that helps the body use glucose. Weight loss, kidney failure and blindness can result.

**Multiple sclerosis** results from immune cells damaging the central nervous system, causing tingling, blindness and paralysis.

**Myasthenia gravis** occurs when antibodies destroy the receptors in muscles that pick up nerve signals, making muscles weak and easily tired. The eyes, face, throat and limbs are most often affected.

**Rheumatoid arthritis** can be one of the more severe types of arthritis. Immune cells attack and inflame the joints and surrounding soft tissue, causing pain and deformity.

**Lupus**, usually afflicts women. Antibodies attack genetic material damaging the kidneys, skin, heart and joints. Victims suffer from facial rashes, fever and anemia.

## Lesson 2.

### Part 2, exercise 8.

As we all know, both humans and animals communicate with their own species, but unlike us, animals do not communicate with words and sentences. They use signals such as gestures, sounds and smells. For instance, a dog barks to show excitement but it snarls to show annoyance or anger. A cat purrs to indicate contentment. Guerillas will shake their heads from side to side to show that they mean no harm, but their steady stare is a definite threat or warning. Thus we can be sure that an animal can show joy, anger, dislike, or even fear through its voice and actions, but it seems that the animal can not carry its message of anger, fear and so forth beyond the immediate situation. Human beings, on the other hand, can. We mean by this that we can refer to the present, the past or to the future. We can deal with what is out of sight, and with what is millions

of miles away. We can even communicate through writing or a tape recording, with grandchildren who were born only after we are dead. To do all this we use language.

Now, in a general sense language is any form of expression used for communication. This would include writing, sign language, music, dance and painting. However we are going to focus our discussion on the basic form of language, which is of course – speech. It is a fact that no human group is without speech. Even though some groups do lack a writing system to record their speech. So it is safe to say that all humans combine sound and meaning into a complex code of communication. This code is their language. When, where and how language began is still a deep mystery. Although there are many theories on the subject. Some of them are quite funny. The problem is that there are no written records of any language that are more than several thousand years old. To the best of our knowledge, the oldest writing was done approximately 5000 years ago in Sumerian, the language of ancient Mesopotamia, a region that has become part of modern Iraq. And so we can not really know for sure whether at one time all our different modern languages, which number about 3000, did have one common source, or whether they developed from different sources in different places during our prehistory. Yet it has been possible to trace the history of our languages down through the centuries by examining the similarities and differences that exist among today's various languages. This examination is called – Comparative Linguistics. Most of the languages used in a western world today have been traced to the common yet unrecorded source, which linguists call Proto-Indo-European. The languages descended from this parent language, which was spoken as far back as 4000 B.C., include nearly all those major languages spoken in Europe and in both North and South America. Certain Persian languages as well as several of India's chief languages have also been traced to Proto-Indo-European.

### Part 3, exercise 7.

As for the major languages of the far East – Chinese and Polynesian there are more speakers of the languages of this region than there are speakers of Russian, Arabic and various Western languages put together. While Russian is spoken by about 140.000 people, Chinese is spoken by approximately 800.000.000 people. The latest statistic shows that the world's population is over 4 billion and growing and it has been estimated that the Chinese languages are gaining approximately 14 million speakers each year.

Arabic, which belongs to another historically important family, the Afro-Asiatic family, is spoken by 115.000 people, mainly in the Middle East and North Africa. Let's put aside language families for a while and talk about some of the various languages there are spoken by large groups of people today. There is Japanese spoken by 105.000.000 people, French spoken by 55.000.000 people, Ger-

man – 120.000.000 and Italian with 60 million speakers. The Persian language is spoken by 25 million people, while Vietnams and Thai are spoken by 35 million and 29 million people respectively. Finally, 184 million people speak the major language of India – Hindi. Let me emphasize, however, that it is always difficult to get accurate language-statistics of any kind. As for English, well, today it seems it have replaced French as the world’s lingua franca. It is spoken and understood by nearly 317 million people as a first language. It has become the most common second language for many millions of people all over the world. The next most popular second language for millions of people is Spanish. It is spoken by, at least, 180 million people as a first language. As I previously pointed out, the peoples of the world speak about 3.000 different languages. One linguist has put the number at 2.796 languages. It is true however that many of these languages are spoken by small groups of people numbering only a few hundred or a few thousand. For example, Spanish almost completely replaced the languages of the small groups of South Africa Nubians, while English has replaced many of the languages of North America. And yet more than 1.000 languages are still spoken by the different tribes of North American Indians. Approximately another 1.000 languages are spoken by small African and Asian groups. Actually there are really only 13 languages in the world today that are spoken by groups numbering more than 50 million people.

Because of all this linguistic diversity in the world, it is no wonder that people have been so intrigued by the idea developing an artificial universal language. At various times in the history of the Western World there have been several attempts to develop just such a language. The most well-known attempt with the development of Esperanto. This synthetic language was devised in the late 19<sup>th</sup> century by a Polish scientist Dr. Elzaminhoff. However, for the most part, Esperanto has not really been very widely used. Probably, because it is based mostly on Western European language structure and vocabulary. And so it is certainly as difficult for speakers of Arabic, Russian, Chinese and Japanese to learn as it is for them to learn French, German or English. And so until a workable artificial universal language is developed and perfected we will be forced to learn a foreign, or shall we say a second language, in order to communicate with people who do not speak our native language.

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**Ковальчук Наталя Миколаївна**

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КУРСУ АНГЛІЙСЬКОЇ МОВИ**

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