

# **ПРАКТИЧНИЙ КУРС** **ПЕРШОЇ ІНОЗЕМНОЇ МОВИ** **ТА ПРАКТИКА ПЕРЕКЛАДУ**

Методичні вказівки до практичних занять та самостійної роботи  
здобувачів вищої освіти спеціальності «Філологія»  
(спеціалізація «Германські мови та літератури  
(переклад включно), перша – англійська»),  
освітній рівень – магістр



## **ПРАКТИЧНИЙ КУРС ПЕРШОЇ ІНОЗЕМНОЇ МОВИ ТА ПРАКТИКА ПЕРЕКЛАДУ**

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(спеціалізація 035.041 «Германські мови та літератури  
(переклад включно), перша – англійська»),  
освітній рівень – магістр*

*Затверджено на засіданні  
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## Вступ

Методичні вказівки призначені для практичної роботи з дисципліни в рамках спеціалізації здобувачів-перекладачів спеціальності 035 «Філологія», (035.041 «Германські мови та літератури (переклад включно), перша – англійська»), а також може використовуватись здобувачами мовних спеціальностей закладів вищої освіти магістерського рівня (заочна форма навчання).

Метою видання є забезпечити професійну підготовку фахівця, сформувати особистість перекладача, здатного правильно розуміти й аналізувати явища мовного спілкування, озброїти здобувачів системою практичних умінь і навичок володіння іноземною мовою.

Здобувач, який успішно завершив вивчення дисципліни, повинен: упевнено **володіти** державною та іноземною мовами для реалізації письмової та усної комунікації, зокрема в ситуаціях професійного й наукового спілкування; **презентувати** результати досліджень державною та іноземною мовами; **уміти** передавати зміст прослуханого чи прочитаного тексту, застосовуючи вивчені структурні елементи мовлення; **здійснювати** синтетичне, аналітичне читання текстів; **виконувати** реферативний та адаптований переклад текстів; ефективно **спілкуватися** у різних сферах та комунікативних ситуаціях, пов'язаних із темами курсу: форми та методи спілкування, соціальні проблеми, екологія та навколишнє середовище, система судочинства, журналістика; **володіти** навиками перекладу художнього стилю; **перекладати** усно та письмово лінгвокраїнознавчі тексти, тексти публіцистичного стилю; **реалізувати** навички аудіювання у межах вивчених тем; **уміти** використовувати ідіоматичні вирази, фразові дієслова, кліше за темами вивчення; **реалізувати** набуті уміння та навички у формі виконаних проектів відповідно до вивчених тем.

# 1. Structure of practical classes for part-time students

## Semester I

| Topic                                                                                                                                  | Academic hours |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1. "Communication. Getting a Message across". Vocabulary practice                                                                      | 2              |
| 2. "Communication. Getting a Message across". Phrasal verbs. Idioms                                                                    | 2              |
| 3. Письмовий переклад прочитаних текстів. Усний переклад прочитаних текстів. Синтетичне читання текстів лінгвокраїнознавчого характеру | 2              |
| 4. "Social issues, historical events". Vocabulary practice                                                                             | 2              |
| 5. "Social issues, historical events". Phrasal verbs. Idioms                                                                           | 2              |
| Semester I total                                                                                                                       | 10             |

## Semester II

| Topic                                                                                                                              | Academic hours |
|------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1. "Our Planet, Our Home". Vocabulary practice                                                                                     | 2              |
| 2. "Our Planet, Our Home". Phrasal verbs. Idioms                                                                                   | 2              |
| 3. Аналітичне читання текстів лінгвокраїнознавчого характеру. Реферативний переклад. Пошукове читання та переклад художніх текстів | 2              |
| 4. "Courts and Trials". Vocabulary practice                                                                                        | 2              |
| 5. "Courts and Trials". Phrasal verbs. Idioms. Legislation in the UK, the USA, Ukraine                                             | 2              |
| Semester II total                                                                                                                  | 10             |

## Semester III

| Topic                                                                                                             | Academic hours |
|-------------------------------------------------------------------------------------------------------------------|----------------|
| 1. "Media, Journalism". Vocabulary practice                                                                       | 2              |
| 2. "Media, Journalism". Phrasal verbs. Idioms.                                                                    | 2              |
| 3. "Media, Journalism". Vocabulary practice. Presentations                                                        | 2              |
| 4. Адаптований переклад художніх текстів. Переглядове читання та переклад текстів суспільно-політичного характеру | 2              |
| Semester III total                                                                                                | 8              |

## 2. Structure of individual work for part-time students

| Topic                                        | Description                                                                                                                                                                                                                        | Academic hours |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Semester I</b>                            |                                                                                                                                                                                                                                    |                |
| 1                                            | Опрацювання опорного тексту з підручника.<br>Text: “Dots and Dashes Still Alive”<br>(Upstream C2 Proficiency, p. 8–9). Переказ тексту, знання виділеної лексики, виконання до текстових та після текстових вправ (ex. 6–11 p. 8–9) | 10             |
|                                              | Опрацювання лексичних вправ<br>(Upstream C2 Proficiency: ex. 12–21 p. 10–12)                                                                                                                                                       | 10             |
|                                              | Підготовка усної доповіді на тему “The Art of Communication”                                                                                                                                                                       | 10             |
|                                              | Опрацювання матеріалу з практики перекладу. Виконання письмового перекладу текстів лінгвокраїнознавчого характеру (текст 1, 2)                                                                                                     | 10             |
| <b>Підготовка до індивідуального читання</b> |                                                                                                                                                                                                                                    | 8              |
| 2                                            | Опрацювання опорного тексту з підручника.<br>Text: “Colouring People” (Upstream C2 Proficiency, p. 166–197). Переказ тексту, знання виділеної лексики, виконання до текстових та після текстових вправ (ex. 5–8 p. 166–197)        | 10             |
|                                              | Опрацювання лексичних вправ.<br>(Upstream C2 Proficiency: ex. 9–17 p. 168–170)                                                                                                                                                     | 10             |
|                                              | Підготовка усної доповіді на тему “Current Social Issue in our Society”.<br>Підготовка до задачі проекту Group Mini-Project (презентація та доповідь по виконаній роботі)                                                          | 10             |
|                                              | Опрацювання матеріалу з практики перекладу. Письмовий переклад прочитаних та прослуханих. Синтетичне читання текстів лінгвокраїнознавчого характеру (текст 3–6)                                                                    | 10             |
| <b>Підготовка до індивідуального читання</b> |                                                                                                                                                                                                                                    | 8              |
| <b>Виконання контрольної роботи</b>          |                                                                                                                                                                                                                                    | 14             |
| <b>Semester I total</b>                      |                                                                                                                                                                                                                                    | <b>110</b>     |
| <b>Semester II</b>                           |                                                                                                                                                                                                                                    |                |
| 3                                            | Опрацювання опорного тексту з підручника.<br>Text: “Oil Against Caribou” (Upstream C2 Proficiency, p. 214–215). Переказ тексту, знання виділеної лексики, виконання до текстових та після текстових вправ (ex. 5–8 p. 214–215)     | 10             |
|                                              | Опрацювання лексичних вправ.<br>(Upstream C2 Proficiency: ex. 9–20 p. 216–218)                                                                                                                                                     | 10             |
|                                              | Підготовка усної доповіді на тему “Environmental Protection in Modern World”                                                                                                                                                       | 10             |

| Topic                                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Academic hours |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 3                                            | Опрацювання матеріалу з практики перекладу. Аналітичне читання, лексико-стилістичний аналіз текстів лінгвокраїнознавчого характеру (текст 7, 8)                                                                                                                                                                                                                                                                                                                                        | 10             |
| <b>Підготовка до індивідуального читання</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 8              |
| 4                                            | Опрацювання опорного тексту з підручника.<br>Texts: “UK, US, Ukraine Law Systems” (Practical English Course. Advanced, p. 62–64). Переказ тексту, знання тематичної лексики, виконання до текстових та після текстових вправ (ex. 1–8 p. 62–66)                                                                                                                                                                                                                                        | 10             |
|                                              | Опрацювання лексичних вправ.<br>(Practical English Course. Advanced, ex. 1, 4, 5, 6, 8 p. 69–72; ex. 1–4, 6, 7, 10 p. 75; ex. 1–8 p. 82; ex. 1–4, 9 p. 90–95; ex. 1–4, 11 p. 97–103)                                                                                                                                                                                                                                                                                                   | 10             |
|                                              | Виконання вправ на переклад.<br>(Practical English Course. Advanced, ex. 11, p. 73; ex. 11, p. 67; ex. 12, p. 80; ex. 11, p. 88; ex. 12, p. 96; ex. 13, p. 103). Підготовка усної доповіді на тему “Courts and Trials in Ukraine”.<br>Підготовка до здачі проекту Group Mini-Project (презентація та доповідь по виконаній роботі).<br>Опрацювання матеріалу з практики перекладу.<br>Реферативний переклад. Пошукове читання та переклад художніх текстів (текст 9, 10; текст 11, 12) | 20             |
|                                              | <b>Підготовка до індивідуального читання</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | 8              |
| <b>Виконання контрольної роботи</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 14             |
| <b>Semester II total</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>110</b>     |
| <b>Semester III</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| 5                                            | Опрацювання опорного тексту з підручника.<br>Text: “Some Things Will Simply Not Change” (Upstream C2 Proficiency, p. 54–55).<br>Переказ тексту, знання виділеної лексики, виконання до текстових та після текстових вправ (ex. 6–9 p. 54–55)                                                                                                                                                                                                                                           | 14             |
|                                              | Опрацювання лексичних вправ. (Upstream C2 Proficiency: ex. 10–20 p. 56–59).                                                                                                                                                                                                                                                                                                                                                                                                            | 14             |
|                                              | Підготовка усної доповіді на тему “The Influence of Mass Media on Society”<br>Підготовка до здачі проекту Group Mini-Project (презентація та доповідь по виконаній роботі)                                                                                                                                                                                                                                                                                                             | 14             |
|                                              | Опрацювання матеріалу з практики перекладу. Адаптований переклад художніх текстів на рідну мову. Переглядове читання та переклад текстів суспільно-політичного характеру (текст 13, 14; текст 15, 16)                                                                                                                                                                                                                                                                                  | 14             |
| <b>Підготовка до індивідуального читання</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 14             |
| <b>Виконання контрольної роботи</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 12             |
| <b>Semester III total</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>82</b>      |

## Group mini-projects

This assignment is based on developing a plan to implement a project in the community (the university or your hometown) related to our unit topics for each semester. The project may be completed individually or in groups (student's choice).

Again, this is a **practical** course in English and **practical translation**, so you will have the opportunity to use the topical vocabulary in a **practical** manner. The project must focus on accepted unit topics for the semester, but it is designed to allow students to use their new vocabulary to work on something interesting to them.

While options for the final project include a term or research paper, they may also include (but are not limited to) writing poetry or lyrics, developing a website or computer application, writing a short story, creating a piece of art, filming and producing a video, recording a podcast, proposed solutions for current issues in our community or other approved projects. Regardless of the project type, a writing component will be a part of all of them.

The projects are to be submitted at the end of each semester in the form of presentations. During the presentation, students shall elaborate on the idea, the object of the project, its implementation, and perspectives for further projects.

## Questions for self-examination

1. Communication. Getting a Message across.
2. Means of Communication.
3. Ways of Speaking.
4. Gesture, Mannerism and Body Language.
5. Facial Expressions.
6. Social issues, historical events.
7. Racism.
8. Social issues. Politics.
9. Politics and human rights.
10. Globalization.
11. Ageism.
12. Our Planet, Our Home.
13. Wonders of the World.
14. The Plant World.
15. The Animal World.
16. Environment. Environmental Issues.
17. Recycle, Restyle.
18. Courts and Trials.
19. Legal Systems in Great Britain, USA, Ukraine.
20. Types of Law and Courts.
21. Procedures in Civil and Criminal Cases.
22. Types of Offences. Jury and witnesses. Penalties and incarcerations.
23. Sentencing. Verdict. Post-trial Procedures.

24. Media, journalism.
25. Newspapers, newspaper advertising.
26. Television, TV advertising.
27. News broadcasting.

### 3. Practical assignments (semester I)

**I. Match the following words with their equivalents from Unit 1 (Upstream C2):** чіткий; викривлений, спотворений; розсудливість; стукіт, гуркіт; захопити (контроль, владу); нудний; дивний; спадщина; вийти переможцем; зникнути з поля зору соціуму; пересуватись навіпамацки; вимкнутись (про електрику); сяяти від щастя; самовдоволено посміхатися; кривитися від болю; багатослівний; говорити захлинаючись; бурмотіти; тонкощі (повідомлення); верещати; висота (звуку, тону); заїкатися.

**II. Use appropriate words from Unit 1 (Upstream C2) in the following sentences:**

- 1) It was a rather ... lecture; everyone wanted to go home.
- 2) The Morse code is a ... of sounds they convey letters of English alphabet.
- 3) I don't trust this guy. Look at the way he ... . He is definitely up to something.
- 4) He ... something so that we did not understand what he wanted to say.
- 5) Your ... manner of conversation will someday get you into trouble. You don't always have to say everything you think.
- 6) When reading this book you need to appreciate all the ... of the meaning of author's message.
- 7) The radio was broken so all we could hear was a ... voice of the singer.
- 8) Back at that time, it was hard to believe that anyone who will start using this gadget will eventually ... enjoying all its benefits, which give the advantage over those who only start using this gadget.
- 9) We need to ... this project as we don't show any progress and the government stopped funding us.
- 10) He is ... as he's got a big splinter in palm and it hurts.

**III. Study the idioms from Unit 1 (Upstream C2):**

(A) Match the following definitions with the idioms:

- 1) a person or thing that many people in a town, city, etc., are talking about in an interested or excited way;
- 2) used to say that you do not believe someone will do what they say;
- 3) to speak in a very direct and honest way without worrying about offending someone;
- 4) to tell someone information that not many people know;

- 5) a person who does not talk very much;
- 6) to remain silent;
- 7) express one's opinions frankly;
- 8) polite conversation about unimportant or uncontroversial matters, especially as engaged in on social occasions;
- 9) by being told by another person.

(B) *Translate the following sentences using idioms:*

- 1) Ми ні про що важливе не говорили, так, потеревенили ні про що та й все.
- 2) Навряд чи у вас вийде нормально поспілкуватися – він скупий на слова.
- 3) Язиком плести – не діло робити!
- 4) Твій минулий виступ зараз у всіх на вустах.
- 5) Я тобі дещо розповім, але це тільки між нами.
- 6) Не приховуй в собі нічого, вискаже все, що думаєш!
- 7) Я тебе прошу, просто тримай язик за зубами і все.
- 8) Не потрібно добирати слова, просто вискажи йому все в обличчя!
- 9) Як ти дізнався про наш ресторан? – Сарафанне радіо!

**IV. Match the following phrasal verbs with their definitions (Note: two or more definitions may apply to the same phrasal verb):**

*Break out; break down; break in; break through; break up; break with; break open; break off; break in on; break away; act up; act out; act on.*

- 1) To make new shoes or clothes comfortable by wearing them.
- 2) Perform a scene from a play, a charade or an exercise.
- 3) To divide something into smaller pieces.
- 4) To become separate, move away or leave something.
- 5) To open something by force.
- 6) Express ideas or desires through actions rather than words.
- 7) To stop working (usually referring to a machine, vehicle, or computer).
- 8) When something suddenly begins.
- 9) Act decisively on the basis of information received or deduced.
- 10) Misbehave; cause trouble.
- 11) To become very upset or emotional.
- 12) When something suddenly begins (often dangerous or unpleasant).
- 13) Take action against something.
- 14) Unable to hear someone when you're talking on the phone.
- 15) To interrupt or interject a conversation.
- 16) To stop doing something that is normal or traditional.
- 17) To stop talking or doing something.
- 18) When a discussion or relationship stops being successful.
- 19) To get higher than a certain or expected level.

**V. Choose the correct phrasal verb to complete the sentence below (note: Some phrasal verb may be used more than once!).**

- 1) She broke down/broke open/broke apart when she heard the news.
- 2) I heard he broke down/broke out/broke off the engagement.
- 3) The burglars broke into/broke down/broke off the shopping centre.
- 4) The protestors broke up/broke through/broke in on the fence.
- 5) Children may act up/act on/act out in class in an effort to get attention.
- 6) When I thought I might miss the train I broke into/broke out/broke open a jog.
- 7) Mark and Olivia broke down/broke up/broke with yesterday! I thought they made a nice couple, but it didn't work out for them.
- 8) A number of priests broke down/broke away/broke open from the Catholic Church because they disagreed with the new Pope.
- 9) Despite already being aware, he will be acting out/ acting on/ acting up the pretence of a surprise.
- 10) France and the UK couldn't agree on the terms of the deal so the talks broke down/broke open/broke with.

**VI. Fill in the gaps with an appropriate 'break' phrasal verb (note: Some phrasal verbs may be used more than once!).**

- 1) The train ... so I'm going to be home very late tonight.
- 2) These new shoes hurt! I'll have to ... them ...
- 3) The new restaurant ... all sales expectations.
- 4) My computer has been ... recently so I can't download those files.
- 5) I can't wait to ... for summer holidays next week!
- 6) I'm not sure why she suddenly ... in mid sentence; perhaps John thought he was listening to the conversation.
- 7) The drought caused a famine to ...
- 8) The policeman decided to ... the tip from his informant.
- 9) He'd always wanted a career in journalism and finally he managed to ...
- 10) He grabbed me but I ...

**VII. Match the following words with their equivalents from Unit 8 (Upstream C2):** безліч, велика кількість; захисник (теорії, ідеї); триматися, дотримуватися; сумнівний, неясний; суміш; бути у великій кількості; залишки; особистий порядок денний; увічнювати; довільний, свавільний; наділений; підроблений; прищеплювати, вселяти; тупий, приглушений (звук); той, що не звертає уваги; лихий, підступний; безлад; зводиться до; нав'язування; шукачі притулку; бідні райони забудовані халупами; виплати безробітнім; вплив людей похилого віку; соціальне виключення; відрізка, огида; протиріччя; збори, сходка; фракція; посередник; сутички; фаворитизм; упереджена думка; зіткнення; клопотання; декрет, указ.

**VIII. Use appropriate words from Unit 1 (Upstream C2) in the following sentences.**

- 1) Our government is still ... old-fashion model of reformation. They need to change their approach.
  - 2) Local government had to declare state of emergency as ... between the supporters of the president and opposition break out across the city.
  - 3) Your ... does not allow you to see what kind of person she really is.
  - 4) Her ... smile gave her away. I knew she has planned something evil.
  - 5) In our society all women are ... with the same rights as men.
  - 6) Her ... answer made me doubt the project. Lots of things seemed unclear.
  - 7) The new candidate suggests ... to be the main tool to govern the country.
- He says people should be the decisive factor for state policy.
- 8) I wouldn't have broken up with you if you had not been ... to my feelings. You didn't care at all.
  - 9) Unfortunately, racism ... in our society. We cannot eradicate it.
  - 10) So, basically, our research ... the discovery of a new model.

### **IX. Study the idioms from Unit 8 (Upstream C2):**

(A) Match the following definitions with the idioms:

- 1) well known to everyone;
- 2) not managing to solve the problem;
- 3) to create hostility between;
- 4) to stay too long, and to be no longer wanted;
- 5) a big fuss about nothing/something trivial;
- 6) someone who behaves independently, ignoring rules and conventions;
- 7) a very small amount;
- 8) not doing much/enough;
- 9) to be overambitious;
- 10) to make something trivial seem more important than it is.

(B) Translate the following sentences using idioms:

- 1) Ці гроші – просто крапля в морі. Для завершення проекту потрібно значно більше.
- 2) І знову вона робить з мухи слона – не подарував їй квіти, то це вже трагедія на все життя.
- 3) Тобі не здається, що вона занадто багато на себе бере?
- 4) Ти просто б'єшся наче горохом об стінку. Спробуй інший підхід до розв'язання цієї проблеми.
- 5) Наше керівництво і пальцем не поворухне для покращення умов праці.
- 6) Своїми діями ти вносиш роздор між ними. Стій осторонь – вони самі розберуться.
- 7) Ти нічого не вдієш – він сам собі керівник, робить що захоче.
- 8) Не переживай, там немає нічого страшного – вона завжди здійснює бурю в склянці води.
- 9) Ти вже засидівся на цій посаді. Настав час тебе замінити кимось.
- 10) Всі вже знають, що вони не живуть разом.

**X. Match the following phrasal verbs with their definitions:** *settle up; settle down (2); settle for; settle in; see through; see about; see to; see smb. off; see things through.*

- 1) to become used to being there and feel at home;
- 2) to arrange, make sure;
- 3) to take me to the airport and say goodbye;
- 4) to pay the bill;
- 5) to start living a quiet life in one place, get married and have children;
- 6) to become calm;
- 7) to continue till completed;
- 8) to realize the truth behind the lies;
- 9) to chose to accept;
- 10) to arrange.

**XI. Choose the correct phrasal verb to complete the sentence below:**

- 1) It a complicated case. We need to see about / see things through / see to it.
- 2) The teacher to see to / see through / see about providing the students with the up-to-date information.
- 3) The most difficult job for a teacher is to make students settle down / settle for/settle up.
- 4) Having no other options he had to settle in/settle up/settle for the small compensation.
- 5) We just moved into a new apartment so we need some time to settle in/settle down/settle for.
- 6) Fortunately, she was able to see to/see through/see about his intentions to take over the company.
- 7) You need to be more diligent to see to/see things through/see off and succeed.
- 8) It's getting dark. You need to see me through/see me off/see me about to my place.
- 9) Only after I realized I wanted to live here and found a steady job I settled up/settled down/settled in.
- 10) One always has to settle up/settle down/settle for when it comes to bills.

### **Suggested topics for oral presentations**

- 1) The Art of Communication.
- 2) Mistakes to Avoid when Communicating to Others.
- 3) Importance of Non-Verbal Means of Communication.
- 4) Effective Means for Effective Communication.
- 5) Mimicking and Facial Expression as a Way to express Feelings.
- 6) Current Social Issues around the World.
- 7) Racism as one of the Most Urgent Social Issues Nowadays.
- 8) Poverty in our Country and the Ways to Solve this Social Issue.

- 9) Education as Social Issue: Problems and Impact on Society.  
10) Respect to Minorities.

### Semester vocabulary

|                  |                             |                        |
|------------------|-----------------------------|------------------------|
| silent           | prudence                    | scream                 |
| tedious          | distorted                   | yelp                   |
| skilled          | virtually                   | shout                  |
| quaint           | to come out on top          | shriek                 |
| basic            | take over                   | shadows                |
| to go off        | clatter                     | subtleties             |
| reliable         | to recede from public view  | nuances                |
| distinctive      | flexible                    | tones                  |
| legacy           | to grope around             | absorb                 |
| routinely        | to beam                     | interest               |
| to relay         | to smirk                    | capture                |
| to shut down     | to glare                    | comprehend             |
| to break down    | to frown                    | straightforward        |
| mumble           | to wince                    | shortcut               |
| mutter           | to grimace                  | modest                 |
| stutter          | to shrug                    | minimalist             |
| splutter         | retort                      | verbose                |
| tendency         | to read between the lines   | long-winded            |
| pitch            | to catch up with one's news | elongated              |
| expression       | to drop somebody a line     | stretched-out          |
| tone             | on the tip of one's tongue  | let you in on a secret |
| clear            | bad news travels fast       | to act up              |
| clean            | mince my words              | to act out             |
| hard             | making small talk           | to break off           |
| striking         | a man of few words          | to break up            |
| to break in, on  | hold my tongue              | to break down          |
| to break out     | by word of mouth            | to break away          |
| to act one's age | the talk of the town        | to break down          |
| to act the part  | speak your mind             | to break the news      |
| to break even    | talk is cheap               | to break silence       |

## 4. Revision test (semester I)

### I. Paraphrase the following sentences using idioms from unit 1 and 8:

- 1) Stop promising all those things. It's easy to say, but I doubt you can do it.
- 2) He doesn't talk too much and very often is aloof.
- 3) His new restaurant is very popular in town right now. Everyone talks about it.
- 4) Don't soften your words. Say what you really think.
- 5) I found the library because someone told where to find it.

- 6) This failure is not crucial at all. Don't make a big deal out of it.
- 7) Our bosses aren't doing much over the increase of salaries.
- 8) She was a perspective specialist in our office, but stayed in the same position for too long and was no longer wanted in our company.
- 9) You have to change your approach as you only create hostility between the two sides.
- 10) Stop wasting your time, you are not managing to solve the problem.

**II. Paraphrase the following sentences using phrasal verbs and expressions from unit 1 and 8:**

- 1) At first he experienced a kind of cultural shock but in a few months he adapted to living in this country.
- 2) Hard work will help you continue and complete the project.
- 3) After losing the debate she had to accept lower position.
- 4) Don't worry, I will take you to the train station to say good bye.
- 5) The board will have to arrange new regulations.
- 6) Always be attentive and try to see the hidden meaning.
- 7) I haven't seen her for ages and I need to learn all the news about her life.
- 8) Unfortunately, people always get to know something bad almost as soon as it happens.
- 9) My friend promised to pay my bill.
- 10) When the teacher asked me to translate it, I wanted to say the word, but could not remember it.

**III. Translate the following sentences into English using words and word combinations from unit 1 and 8:**

- 1) Він завжди був дуже балакучою людиною, за що його час не любили в різних компаніях.
- 2) Лекція була дуже довгою та нудною – студенти не могли дочекатися, коли підуть додому.
- 3) В минулому відомий політик, він зробив багато помилок і з часом зник поля зору суспільства.
- 4) В підвалі перегоріла лампочка і мені довелося пересуватися навіпомацки.
- 5) Праці цієї письменниці становлять велику спадщину для літератури нашої країни.
- 6) Туриста з Норвегії вразили дивні та самобутні села України, які осі зберігали національний історичний колорит.
- 7) Людина, що веде переговори, повинна вміти відчувати всі тонкощі розмови із партнерами по бізнесу.
- 8) Він щось пробурмотів та вийшов з кімнати.
- 9) Вона широко посміхалася до всіх присутнім, чим дала зрозуміти, що принесла хороші новини.
- 10) Якщо ти плануєш давати презентації, тобі необхідно перестати заїкатися і мати чітке, поставлення мовлення.

- 11) Після падіння з мотоциклу він одразу відчув глухий біль.
- 12) Після довгих років переговорів, ворогуючі країни нарешті домовились про перемир'я.
- 13) Проблема полягає лише в одному – недостатня сума коштів.
- 14) Минулого року країна прийняла тисячі людей, які шукають притулок.
- 15) Багато українських письменників продовжували боротьбу за свободу України попри загрозу бути засудженими.
- 16) У нього вселилась надія після того, як він отримав цю чудову звістку.
- 17) Багато політиків відстоюються права меншин, однак через блокування їхніх голосів в парламенті, їхні ініціативи досі залишаються марними.
- 18) Нажаль, в сучасному світі ми досі спостерігаємо розрізнення класів, що створює прірву між бідними та багатими.
- 19) Наше покоління не повинно намагатися увічнити застарілі норми расової ненависті.
- 20) Різке збільшення рівня бідності в країні призвело до появи великої кількості наметових містечок.

## 5. Semester II

**I. Match the following words with their equivalents from Unit 10 (Upstream C2):** переходити, подорожувати, мігрувати (про тварин); ненадійно; сховище, притулок; болотистий; закостенілий, порожній; вплив; первісний; низькі дерева; величний; витися, звиватися; незаплямований, бездоганний; біорозкладний; знищення лісів; озоновий шар; ареал проживання; виснаження, вичерпування; вихлопи, дими; добриво; пестицид; гербіцид; атомна енергія; сонячна енергія; вимирання; заповідник; збереження; забруднювати; сміттєзвалище.

**II. Use appropriate words from Unit 10 (Upstream C2) in the following sentences:**

- 1) This area is covered with ... trees that do not provide shelter.
- 2) It is now hard to breathe due to huge amount of ... produced by cars.
- 3) ... has become a serious problem as trees produce oxygen.
- 4) Suddenly, we stepped into the area of ... landscape and nature where human has never steeped foot in.
- 5) Lots of animals had to ... to the north because of the urban sprawl and industrial development in this region.
- 6) The only safe place for animals nowadays is a ... .
- 7) This factory ... the river and causes serious problems for the environment.
- 8) Extensive use of chemical ... on the field will not increase the crops but deteriorate the nature.
- 9) We can't cross this ... area; it seems like a grassy field, but there's plenty of water here.
- 10) Many animals lose their ... because of human activity.

### **III. Study the idioms from Unit 10 (Upstream C2).**

*(A) Match the following definitions with the idioms:*

- 1) to find (something, such as information) by careful searching;
- 2) to get oneself into (a desired position, situation, etc.) in a gradual and usually clever or dishonest way;
- 3) to trick by ingenuity or cunning; to outwit;
- 4) to be able to remember things easily and for a long period of time;
- 5) to work in a very active and energetic way;
- 6) to eat very little;
- 7) to do things that are not useful or serious;
- 8) to exult, or boast over; to triumph over, overbear, overpower;
- 9) to cause you trouble for a long time;
- 10) to run with great speed;
- 11) to eat something very quickly or ravenously;
- 12) harass, persecute, or pursue relentlessly;
- 13) repeatedly ask (someone) to do something, pester.

*(B) Translate the following sentences using idioms:*

- 1) Він цілий тиждень важко робив і тепер просто хоче відпочити.
- 2) Він кулею помчався на кухню, коли почув запах пригорілого.
- 3) Мені не довелося замовляти багато їжі – вона їсть як горобець.
- 4) Вона якимось чином спромоглася потрапити в цю компанію і отримати посаду менеджера з продажів.
- 5) Слухай, перестань «гратися» з моїми інструментами.
- 6) Не звертай на нього уваги, його «побило» життя.
- 7) Він накинувся на їжу наче приїхав з голодного краю.
- 8) Детективу вдалося «нарити» багато компромату на цього бізнесмена.
- 9) Перестань переслідувати її!
- 10) Діяти завжди діймають своїх батьків щоб ті купили їм нову іграшку.
- 11) Не переживай, у нього феноменальна пам'ять.
- 12) Не можна насміхатися над своїм суперником. Пам'ятай – завтра програти можеш і ти.
- 13) Як тобі вдалося надурити мене?

**IV. Match the following phrasal verbs with their definitions (Note: two or more definitions may apply to the same phrasal verb):** *turn to; turn off/out; turn back; turn out; turn over; wear on; wear out; wear down; wear away; wear off.*

- 1) to switch off;
- 2) to reverse;
- 3) to pass, to go by;
- 4) to corrode;
- 5) can no longer be worn/exhausted the fabric of;
- 6) to disappear;
- 7) to give it to sb else;

- 8) to make weaker through pressure;
- 9) proved to be/happened to be;
- 10) to adopt, choose, opt for.

**V. Choose the correct phrasal verb to complete the sentence below:**

- 1) He turned over/turned to/turned out to be a villain.
- 2) This old machine is simply worn off/worn away/worn down.
- 3) This is your responsibility. Don't even try to turn it over/turn it to/turn it off to somebody else.
- 4) Take this pill. Its effect will wear off/wear down/wear away gradually.
- 5) This substance will easily wear on/wear away/wear off a soft surface.
- 6) My brother hasn't worn out/worn away/worn on his sweater. So, you can use it.
- 7) Nowadays, more people turn back/turn over/turn to new means of communication.
- 8) I think it's impossible to turn everything around/turn everything out/turn everything over so fast.
- 9) If you don't need to write anything, please turn to/turn over/turn off the lights.
- 10) As time wears out/wears on/wears away, the problems of lower-class people grow.

**VI. Match the types of crime with their definition:**

- 1) Murder.
- 2) Kidnapping.
- 3) Burglary.
- 4) Mugging.
- 5) Pickpocketing.
- 6) Arson.
- 7) Rape.
- 8) Hijacking.
- 9) Fraud.
- 10) Theft.
- 11) Manslaughter.
- 12) Smuggling.
- 13) Shoplifting.
- a) to take something by force from someone, often in the street;
- b) unlawfully and deliberately killing someone;
- c) to violently attack a person sexually;
- d) taking somebody by and demanding money or conditions to free that person;
- e) to bring illegal goods, like drugs, into a country or to bring goods into a country without paying taxes;
- f) to steal things while pretending to shop;
- g) to steal from someone's pocket etc, without them realizing;
- h) to enter a building, often while no one is in it, and steal money or objects;

- i) to set fire to a building illegally;
- j) killing someone by accident through a careless or dangerous act;
- k) to use force to take control of a plane, ship, train, etc;
- l) to deceive or cheat someone to get money;
- m) stealing-usually secretly and without violence.

**VII. Match these crime descriptions (a–m) with the crimes from the previous task (1–13).**

- a) David Smith got drunk one night and decided to drive home. As he turned a corner he crashed into another car and killed the driver.
- b) John James pretended to start a business and persuaded some people to lend him some money. He used the money to go on a holiday to the Caribbean.
- c) Ronnie Tyler pulled out a gun from his pocket and shot the bank guard five times in the head.
- d) Peter Short stole a computer from the company he worked for.
- e) Vincent Tapper took a pistol and ordered the pilot to fly to Miami.
- f) Johnnie Smeghurst set fire to his school after failing all his exams.
- g) Joe Sykes forced his ex-girlfriend to make love with him.
- h) Paul Winters and Jennifer Summers stopped millionaire William Gates outside his home and forced him to go with them. They demanded 30 million dollars from the family to free him.
- i) Nigel Handy waited until night, carefully forced open the window and climbed into the house. He took the TV and a lot of money.
- j) Pete Murphy often went to the shopping center and took wallets from the people. They never felt a thing!
- k) Anne Clinton walked around the department store and, making sure shopping. No one was watching, put two expensive watches into her bag.
- l) Harry Lee waited on a dark corner until the young woman turned into the street. Then he jumped out, hit her in the face, and ran off with her leather handbag.
- m) John Bottomless was caught at the customs with \$500,000 worth of cocaine hidden in the doors of his car.

**VIII. Describe trial process for each of the case. How would you build a case if you were a: a) prosecutor; b) lawyer; c) judge.**

**Suggested topics for oral presentations**

- 1) Human vs. Nature: Possible Consequences of the Battle.
- 2) Environment as Planet's Health.
- 3) The Biggest Dangers to Environment Nowadays.
- 4) The Most Effective Ways to Save our Planet.
- 5) Importance of Flora and Fauna for People.
- 6) Then Trial System in Ukraine.
- 7) The most Well-Known Criminal Cases in the World.

- 8) Trial Process: from Start to Finish.
- 9) The Best Systems of Courts in the World.
- 10) People in the Court: their Roles and Actions.

### Semester vocabulary

|                 |                           |                       |
|-----------------|---------------------------|-----------------------|
| abundance       | single-parent family      | hostility             |
| mischievous     | social exclusion          | abhorrence            |
| obtuse          | poverty trap              | opposition            |
| remnants        | police harassment         | contradiction         |
| to abound in    | grey power                | antagonism            |
| phenotypic      | asylum seekers            | debate                |
| oblivious       | industrial action         | quarrel               |
| endowed         | class distinctions        | dispute               |
| to floor        | people power              | tiff                  |
| to be bigoted   | inner-city unrest         | clash                 |
| perpetuate      | minimum wage              | incident              |
| personal agenda | job seeker's allowance    | event                 |
| preaching       | cardboard box cities      | happening             |
| turmoil         | strife                    | occurrence            |
| advocate        | collision                 | occasion              |
| imposition      | struggle                  | congregation          |
| boil down to    | challenge                 | committee             |
| doctrine        | friction                  | rally                 |
| dubious         | declaration               | commission            |
| footing         | announcement              | demonstration         |
| to cling to     | decree                    | ceasefire             |
| apportioned     | deposition                | truce                 |
| to blend        | motion                    | pact                  |
| arbitrary       | to settle in              | treaty                |
| intermingling   | to see smb. off           | peace                 |
| bogus           | to see through            | factions              |
| construct       | to settle for             | sets                  |
| instill         | to see to                 | parts                 |
| settler         | to fight a losing battle  | sides                 |
| mediator        | to bite off more than one | syndicates            |
| diplomat        | can chew                  | to settle up          |
| intermediary    | common knowledge          | to see things through |
| interceptor     | a law unto himself        | to see about          |
| distinction     | to make a mountain out of | to settle down        |
| favoritism      | a molehill                | to settle down        |
| prejudice       | to outstay one's welcome  | to drag one's feet    |
| discrimination  | to drive a wedge between  | a storm in a teacup   |
| inclination     |                           | a drop in the ocean   |

## 6. Revision test (semester II)

### **I. Give equivalents to the following words and word combinations:**

нафтові плями; мігрувати, переходити на нові території (про тварин); той, що в'ється; сонячний; забруднювач; болотистий; винищення лісів; біорозкладний; ареал проживання тварин; злочин, що інкримінується; судовий пристав; закривати справу; оголошувати вердикт; чинний закон; судовий процес; позивач; прокурор; мрів участь у злочинні; вердикт журі (присяжних); спростувати; сторона, якій заподіяли збитки; виклик до суду.

### **II. Paraphrase using idioms and phrasal verbs (unit 10):**

- 1) The effect of alcohol will disappear in 5 hours.
- 2) When you stop wearing your clothes give them to the poor.
- 3) We will have to ask for your help if don't find anybody else.
- 4) It is never a good idea to mock your opponent after beating him in a fair competition.
- 5) The detective managed to find information about the serial killer.
- 6) Write it on a sheet of paper as she's got a very poor memory.
- 7) They were rather annoying; they pestered and interfered with him until he finally agreed.
- 8) She ran very quickly and managed to catch up with him.
- 9) At the end of the play the main character appeared to be the thief.
- 10) As the time passes, we learn more and more things.

### **III. Translate the following sentences:**

- 1) Він був звинувачений у вбивстві та засуджений на 10 років ув'язнення.
- 2) Апеляційний суд шойно виніс рішення по даній справі.
- 3) Відповідач у суді завжди має право на захист зі сторони держави.
- 4) Ми змушені будемо подати клопотання щодо відсторонення тебе від цієї справи.
- 5) Вона не може подати скаргу, адже суд виніс заборону на будь-які оскарження.
- 6) Переробка сміття допоможе нам змінити світ на краще.
- 7) В нашій країні створено чимало заповідників для збереження різних видів тварин.
- 8) Людство повинно відмовитися від використання викопного палива.
- 9) Ядерні відходи сильно забруднюють річки та інші водні ресурси країни.
- 10) Екологи намагаються врятувати види тварин та рослин, що знаходяться на межі вимирання.

### **IV. Translate one page of fiction literature (the book of your choice for individual reading).**

## 7. Semester III

**I. Match the following words with their equivalents from Unit 3 (Upstream C2):** бурмотіти; керівник; ухильний; старший; катушка; бобіна, моток; приховувати, тримати в собі; уводити; законний; банальність, тривіальність; початок, відправна точка; зрадник; некролог; редакційна стаття; тираж; газета великого формату; репортаж, висвітлення події; цензура; таблоїд; коло читачів; двічі на рік; інформаційний бюлетень; раз на два тижні; ведучий телепрограми; любительський журнал

**II. Use appropriate words from Unit 3 (Upstream C2) in the following sentences:**

- 1) His speeches lack seriousness. One ... is followed by another. No important aspects are mentioned.
- 2) He was an old ... man who never known as sociable.
- 3) This month's ... of this newspaper is the biggest we've ever had!
- 4) I'm not sure the ... will understand the message of this issue. We may lose some of them.
- 5) He is obviously not going to last long. He needs to stop ... all the anger and hatred. Otherwise, this may lead to unfortunate consequences.
- 6) It was a real fun when she was ... to the principal's office.
- 7) Don't give those ... answers. I need to know the truth.
- 8) You can get all the information from our weekly ...
- 9) We will be able to gain benefits from this project only after a year from its ...
- 10) Our broadcasting company will provide an extensive ... of this even. Stay tuned!

**III. Study the idioms from Unit 3 (Upstream C2).**

(A) Match the following definitions with the idioms:

- 1) to progress too slowly, not keep up to a schedule;
- 2) be persistent in completing all the stages necessary to achieve sth or get to the end of a task;
- 3) to become less intense;
- 4) to buy new equipment;
- 5) sth in reserve, sth to rely on when all else fails;
- 6) to encourage sb to do sth foolish/dangerous;
- 7) to proceed slowly, in a long and boring way.

(B) Translate the following sentences using idioms:

- 1) Новий мультимедійний клас «нафарширований» сучасною технікою.
- 2) Навчись, будь ласка, доводити все до кінця, інакше – вилетиш з роботи!
- 3) Я тут трохи відстав від графіка, не допоможеш мені?
- 4) На щастя, у нас завжди є запасний варіант.

- 5) Слухай, не доколуй пуй його робити всякі дурниці.
- 6) Думаю, ця запекла суперечка ще не скоро затихне.
- 7) Як же довго тягнеться ця лекція!

**IV. Match the following phrasal verbs with their definitions (Note: two or more definitions may apply to the same phrasal verb):** *done without; done for; done away with; done out; done ... out of; done ... down; done over; drive away/drive off; driving at; driven out of.*

- 1) to deprive;
- 2) to force to disappear;
- 3) to repel;
- 4) to be doomed;
- 5) to decorate;
- 6) to burgle;
- 7) to dispose of;
- 8) to allude to;
- 9) to prefer not to have;
- 10) to unfairly give smb. a bad reputation.

**V. Choose the correct phrasal verb to complete the sentence below:**

- 1) I want my room to be *done out/done away/done for* in light colors.
- 2) I don't quite understand, what are you *driving away/driving out of/driving at*?
- 3) Back then, it was impossible to believe that cell phones will be *done away with/done for/done out of* and become obsolete.
- 4) Reebok will never be *driven away/driven out of/driven off* the market.
- 5) I didn't expect my friends to *do me over/do me out/do me down*.
- 6) My house was *done without/done over/done down* last week.
- 7) I need something to *drive at/drive out of/drive away* the pack of stray dogs near my house.
- 8) She cannot *do without/do for/do over* Instagram. She uses it day and night.
- 9) When my computer crashed I thought I was *done out/done for/done without*. All the files were there.
- 10) Failing this exam had *done him out of/done him without/done him for* the diploma with honors.

### **Suggested topics for oral presentations**

- 1) Mass Media in our Life
- 2) The most Effective means of Mass Media Nowadays
- 3) Television Industry in Ukraine
- 4) Printed Press around the World
- 5) Influence of Mass Media on Society

## Semester vocabulary

|                 |                  |                           |
|-----------------|------------------|---------------------------|
| prefect         | prime time       | to do without             |
| to frog-march   | pundit           | to be done for            |
| spool           | commercial break | to be done away with      |
| to grump        | tv listings      | to be done out            |
| platitude       | columnist        | to be done ... out of     |
| inception       | extensive        | to be done ... down       |
| traitor         | gritty           | to be done over           |
| evasive         | grasping         | to drive away/drive off   |
| agenda          | grating          | to be driving at          |
| ill-inspired    | gripping         | to be driven out of       |
| to harbor       | live             | to die on                 |
| vested interest | to run           | to drag on                |
| classified ads  | broadcaster      | to egg smb. on            |
| biannual        | editorial        | something to fall back on |
| fortnightly     | circulation      | to fall behind with       |
| quarterly       | coverage         | to get smth. fitted out   |
| fanzine         | column           | to follow things through  |
| newsletter      | readership       | obituaries                |
| announcer       | tabloid          | supplement                |
| feature         | censorship       | broadsheet                |

## 8. Revision test (semester III)

### ***I. Translate the following sentences.***

1) Запрошені на вечірнє ток-шоу експерти висловили свою точку зору з приводу політичної ситуації в країні.

2) Це питання не було поставлене у порядок денний, тому ми відклали його обговорення.

3) Минулого року тираж цієї газети досягнув відмітки у 100 000 примірників.

4) Наш канал повністю висвітлюватиме матч фіналу Ліги Чемпіонів.

5) Всі ці роки він тримав у собі ненависть до свого керівника.

6) Що заважає тобі опублікувати цей матеріал? – Цензура!

7) Читачі вашої газети залишилися незадоволеними останнім матеріалом про відомого політичного діяча.

8) Всі новинки можна знайти в інформаційному бюлетені, що розсилається раз на два тижні.

9) Редакційна стаття зажди подається на першій сторінці газети, та висвітлює думку головного редактора відносно важливих подій у житті суспільства.

10) Нажаль, політики постійно дають ухильні відповіді на запитання в прямому ефірі у вечірні години перегляду.

**II. Paraphrase the following sentences using idioms or phrasal verbs from unit 3 (Upstream C2):**

- 1) When I saw the questions in the exam card I thought I was doomed.
- 2) His company was forced to leave the market by a solid competitor.
- 3) Her behavior repelled everyone.
- 4) I think I can live without your help.
- 5) His house has been burgled 5 times over the past few years.

**III. Choose appropriate preposition to complete the phrase:**

- 1) The unrest is not going to die ... overnight.
- 2) You need to fall things ... if you want to succeed.
- 3) You don't need to egg her ... . She's had enough.
- 4) After missing 5 classes, Yura has fallen ... the study material.
- 5) The lecture was dragging ... . We couldn't wait till it was finished.

## **9. Translation assignments**

### **Block 1. Written translation**

#### **Tasks**

- 1) Read the text, pick out cultural realia and the names of sport games that are peculiar to Scotland. What semantic types do they fit in?
- 2) Translate them and define the methods you applied.
- 3) Find proper name in the text. What real institutions or objects do they usually name? Translate them using the methods of transcription or transliteration. Use explication when needed.

#### **Text 1 (sem. I)**

Scottish Culture and Traditions.

What is it that makes the Scots Scottish? The history and the clans perhaps? The bagpipes? The Highland Games? Or is it whisky? Fact is that you are likely to find some unique features in Scotland and its people that you won't find easily, and originally, anywhere else in the world. For most outsiders Scotland is about clans, battles, kilts, tartan etc. It must be said though that this image is up to a certain point valid for the Highland-Gaelic area but doesn't include the lowlands of Scotland. But let's start with the typical images some of us have and deal with the other things that make the Scots Scottish later.

Highland Clans.

Many years ago the ruggedness of the land led to the separation of the Highlanders into small groups called clans. Each clan was ruled by a chief, and the members of a clan claimed descent from a common ancestor. The traditional

garment of the Highland clansmen is the kilt (belted plaid), which is suitable for climbing the rough hills. Each clan had its own colourful pattern for weaving cloth and these patterns are called a tartan. Nowadays the kilt is no longer a historic dress but a national costume, proudly worn for special occasions such as weddings etc. Visit one of the many Woollen Mills you'll find all over Scotland for some tartan related products.

#### Gaelic Language.

At the last census of 2011 there were almost 60,000 Gaelic speakers in Scotland, mostly confined to the Gaelic Heartland, the Outer Hebrides, and the other Hebridean Islands and the north-west coast. Although the language is in decline, there are many efforts to keep the Gaelic language and culture alive. Many schools in the west of Scotland either have a Gaelic unit or teach Gaelic as a second language. The Royal National Mòd is a celebration of the Gaelic language and culture and is held annually in the west and north of Scotland.

#### Highland Dress.

At formal occasions the Scots proudly wear their Highland Dress which consists of a kilt and other pieces of clothing depending on the occasion. Other accessories which are often used are a belt with embossed buckle, Argyll jacket, a kilt pin and a black knife worn in the top of the right hose.

#### Bagpipes.

Scotland is often associated with bagpipes but the interesting fact is that bagpipes aren't originally from Scotland. Bagpipes originate from southern Europe and appear in Scotland around 1400 AD. The Scottish Bagpipe, or Great Highland Bagpipe, became established in the British military and achieved the widespread prominence it enjoys today. Though widely famous for its role in military and civilian pipe bands, the Great Highland Bagpipe is also used for a solo virtuosic style called pibroch.

#### Food and Drink.

Haggis is Scotland's national dish, although a good curry comes in second and for some even in the first place. Haggis is a dish containing sheep's 'pluck' (heart, liver and lungs), minced with onion, oatmeal, suet, spices, and salt, mixed with stock, and traditionally simmered in the animal's stomach for approximately three hours. If it's prepared properly it's a real treat! Arbroath Smokie, a specially smoked type of Haddock and the name that is protected by EU regulations. There is also Irn-Bru, a carbonated fruit flavoured soft drink, which also carries the title of Scottish National Drink, or perhaps better the "other" national drink. Another typical Scottish thing is Shortbread, a buttery biscuit, available almost anywhere and specially in the tourist shops! Read more in our Scottish Food Guide.

#### Ceilidh.

If you are staying in Scotland you are likely to hear about a ceilidh, specially if you stay in the more traditional Highland hotels or smaller villages. A ceilidh is a traditional Gaelic social gathering, usually held in village halls and hotels, and involves playing folk music and dancing and this is very much the case today.

There were of course hundreds of lesser gods, semigods and heroes.

## Tasks

1) Read the dialogue from G. Swift's "Last Orders". It represents diverse group of interlocutors. Very close friends discuss the procedure of coming funerals of their intimate friend. All of them feel very awkward and desperate, as if being guilty that they are still alive. They speak, but the situation needs no words for the worst has already happened.

2) How did the author embody this atmosphere in the literary language?

3) Mind the number of nominative and elliptical sentences in the text. What is their function in the passage?

4) Why the lexis is so simple?

5) What is the function of numerous repetitions?

6) Translate this dialogue preserving the very sorrow of the scene. Would Ukrainians show their feelings colder or more tragic? Should we intensify or lessen the expressiveness in translation to keep the scene natural for the target reader?

## Text 2 (sem. I)

"So anyone tell me?" Vie says. "Why?"

"It's where we used to go", Vince says. "Sunday outings. In the old meat van."

Lenny says, "I know that, don't I, Big Boy? Think I don't remember? But this aint a Sunday outing."

I say, "It's where they went for their honeymoon."

Lenny says, "I thought they didn't have no honeymoon. I thought they were saving up for a pram at the time."

"They had a honeymoon later," I say. "After June was born. They thought at least they should have their honeymoon."

Lenny gives me a glance. "Must have been some honeymoon."

"It's true, though," Vince says. "Summer of '39."

"You were there, were you, Big Boy?" Lenny says.

Everyone goes quiet.

"From a meat van to a Merc, eh?" Lenny says. "Come to think of it, Raysy, you weren't around either."

Vince is watching us in the driving mirror. You can't see his eyes behind those shades.

I say, "Amy told me."

Lenny says, "Amy told you. She told you why she aint come along an' all?"

Everyone goes quiet.

Vie says, "Makes no difference, does it? Jack's none the wiser, is he? As a matter of fact, I told her if she wanted to forget the whole thing he'd be none the wiser either. If they scattered the ashes in the cemetery garden, he wouldn't know, would he?"

"And you an undertaker," Lenny says.

I say, "She's seeing June. Today's her day for seeing June."

"That aint the point," Lenny says. "If Amy didn't go to see June just for once, June'd be none the wiser either. June aint none the wiser about anything, is she? If Amy weren't up to it, she could have waited till she was ready, it didn't have to be done today."

Vie says, "You shouldn't judge."  
 Lenny says, "Ashes is ashes."  
 Vie says, "And best to do things prompt."  
 Lenny says, "And wishes is wishes."  
 Vince says, "How do we know he'd be none the wiser?"  
 Lenny says, "Not that I'm saying I'd be such a fool as to make such a wish myself."

"It wasn't specific," I say.  
 Lenny says, "What weren't specific?"  
 "What Jack wrote. About his wishes. It never said Amy should do it, just that he wanted it done."  
 Lenny says, "How'd you know that?"  
 "Amy showed me."  
 "Amy showed you? Seems I'm the only one here who ain't in the know."

## **Block 2. *Written translation of the text heard. Interpretation***

### **Tasks**

1) Structurally the text that follows consists of free communicative parts: affirmative, discursive and resulting. Each part differs in stylistic representation. Can you single out stylistic and linguistic units that embody the difference?

2) The topic of this text is not the simple one so solution of the problem depends on different factors. To implement this feature linguistically the author writes with complex and compound sentences (simple sentences being of rare usage), and the lexis consist of many social terms and other complicated units.

3) Translate the text. Find correspondent linguistic units to preserve its communicative structure and pragmatic impact.

4) Analyze the syntactical structures of the text. What sentences should be rendered into Ukrainian via inner and outer partition and why?

5) What devices did you mostly use in translating terms?

6) Comment on the meaning of underlined translator's false friends? How did you choose the correct equivalent?

## **Text 3 (sem. I)**

### ***Why racism is a business issue.***

In the summer of 2020 many companies across the UK, Europe and the US entered a period of introspection about the extent and nature of racism within and around their organisation, prompted by the latest phase of the Black Lives Matter (BLM) movement.

What began in May as the shocking story of yet another insulting or killing of a black person by police or simply lunatics in the US soon became a spontaneous protest. Statues of slave traders were spoiled with resin; city streets were occupied by marches at the height of the coronavirus pandemic, and many, many more stories than just George Floyd's were aired and re-aired, seen in a new light as we collectively faced up to the scale of racism in western society.

Racism is a social and a political issue but it is a business issue too – a fundamental one, not just something for HR to deal with. Yes, overt racism

happens in workplaces and should be tackled, but the problem goes much deeper than that: racism is institutional, which means that companies are discriminating on grounds of race whether they are aware of it or not.

The legacy of this phase of the BLM movement is that the message that racism is structural and institutional has reached a wider white caucasian audience than ever before. And this is why businesses need to pay attention – if yours is not actively seeking to find out how your procedures and culture discriminate against black and minority ethnic people, then this is a problem you are not addressing.

White caucasian people in western societies enjoy benefits of capital, class and culture not available to people of other ethnicities. This is structural racism: society is geared to their benefit in profound ways that run much deeper than the prejudice of individual people.

This means they have much better life outcomes – they are richer, stay in education longer, live longer and are less likely to enter the criminal justice system.

Structural racism is an actual issue for business because companies import society's racism into their own ways of working without knowing it. You can employ not a single overt racist but still have an organisation that is discriminatory.

Right now we have got companies that are trying to solve problems with systemic racism in their organisation who are, for the first time in 18 years in the case of one individual I talked to, speaking to their black employees.

So how can organisations go about tackling this problem now or for prospect? The first step is to recognise that it exists and find out how it is expressed within your organisation. That is the kind of help companies are now asking for, said Stuart Affleck of Pinsent Masons' diversity and inclusion consultancy Brook Graham.

"They are coming to us to equip them on how to have a conversation, giving them confidence and support and education around how to discuss race and ethnicity within the organisation but also looking at this as a longer-term plan that is going to identify where bias may be prevalent in the employee lifecycle, in policies and in practices, so you can unpick that hardwiring that might be built in unconsciously into organisations which is creating that inequality," he said.

Other important things an organisation can do is to encourage explicit conversations about race. When we stop pretending that bias does not exist then we move closer to minimising its effect.

## **Tasks**

**1) Read the passage from Kathryn Stockett's novel *The Help*. It represents one of the US Southern State of the second part of the 20<sup>th</sup> century; two colored helps talking in a bus on their way home. Their socializing is rather emotional: tiredness and injustice of their lives are hidden behind the words, it is implicit. Try to preserve such elusive speech manner in your translation.**

**2) The contaminated speech of the two characters constitutes great difficulty to translator. Try to render this feature by means of the Ukrainian language, without turning colored women into neither Russian speaking ladies nor Ukrainians from remote mountain villages.**

**3) The passage contains a number of stylistic devices and phraseological units. Pick them out and try your best to translate.**

### Text 4 (sem. I)

The bus cross the bridge and make the first stop in the colored neighborhood. A dozen or so maids get off. I go set in the open seat next to Minny. She smile, bump me hello with her elbow. Then she relax back in her seat cause she don't have to put on no show for me.

"How you doing? You have to iron pleats this morning?"

I laugh, nod my head. "Took me a hour and a half."

"What you feed Miss Walters at bridge club today? I worked all morning making that fool a caramel cake and then she wouldn't eat a crumb."

That makes me remember what Miss Hilly say at the table today. Any other white lady and no one would care, but we'd all want a know if Miss Hilly after us. I just don't know how to put it.

I look out the window at the colored hospital go by, the fruit stand. "I think I heard Miss Hilly say something about that, bout her mama getting skinny." I say this careful as I can. "Say maybe she getting mal-nutritious."

Minny look at me. "She did, did she?" Just the name make her eyes narrow. "What else Miss Hilly say?"

I better just go on and say it. "I think she got her eye on you, Minny. Just ... be extra careful around her."

"Miss Hilly ought to be extra careful around me. What she say, I can't cook? She say that old bag a bones ain't eating cause I can't feed her?" Minny stand up, throw her purse up on her arm.

"I'm sorry, Minny, I only told you so you stay out a her ..."

"She ever say that to me, she gone get a piece a Minny for lunch." She huff down the steps.

I watch her through the window, stomping off toward her house. Miss Hilly ain't somebody to mess with. Law, maybe I should a just kept it to myself.

### Block 3. *Synthetic reading*

#### Tasks

1) This is informative text of the publicistic style that describes the facts of real world. It doesn't contain stylistic devices, artistic images or expressive means.

2) Translate the text transmitting the information as directly and unambiguously as possible.

3) Pay attention in rendering proper names, subject matter terms, precision information units. Mind that there are homogeneous in the text and they represent and describe the topic. Try your best to distinguish the shadows or their meaning in translation.

### Text 5 (sem. I)

#### *World Poverty Is a Disaster.*

Billions of people around the world live in extreme poverty. Nearly 1 out of every 10 people in the world lives below the international poverty line. That's 689 million people struggling to survive on less than \$1.90 a day.

And nearly 2 billion people, or 26,2 % of the world's population, live on less than \$3,20 a day.

The extremely poor live without support, on the sidelines, watching economic growth and prosperity pass them by. They are shunned by the world economy. They live lives abundant in scarcity. Without enough food, access to clean water or proper sanitation. Without access to safe shelter, health care or education.

What Does It Mean to Live in Poverty?

Although the World Bank established the most widely held and understood definition of poverty, they have also described poverty as:

- Hunger.
- Lack of shelter.
- Being sick and not being able to see a doctor.
- Not having access to school and not knowing how to read.
- Not having a job.
- Fear for the future.
- Living one day at a time.
- Losing a child to illness brought about by unclean water.
- Powerlessness.
- Lack of representation and freedom.

This understanding and description of poverty shows a broadening of the global definition of poverty, but it doesn't replace the World Bank's \$1,90 per day standard for extreme poverty used to measure the global poverty rate.

The World Bank has also developed indicators to assess non-income dimensions of poverty. These indicators include education, health, access to social services, vulnerability, social exclusion and access to social capital. Indicators such as these offer key ideas into what global poverty is and remind us that poverty is a complex issue with complex solutions depending on region, country, community and family.

The Environmental Inequality of Poverty in the World.

Even the environment attacks poor people. When nature strikes, the world's poor suffer the most. Poverty and the environment are closely connected, and those living below the poverty line are deeply impacted by deforestation, lack of safe water and natural disasters.

Each year 26 million people fall into poverty due to natural disasters. Earthquakes, along with the tsunamis they spawned, killed more people than all other types of disasters combined, claiming nearly 750,000 lives between 1994 and 2013. Hurricanes have a devastating effect on poverty as they slow development and cause a drop in employment. In particular, hurricanes cause a decrease in development and a loss of GDP. In 1998, Hurricane Mitch caused 30 years of decreased development in Honduras and Nicaragua. Hurricane Ivan led to losses of more than 200 % of Grenada's GDP in 2004.

Drought affected more than 1 billion people between 1994 and 2013, or 25 % of the global population. More than 40 % of droughts were in Africa, indicating that lower-income countries are still being overwhelmed by drought despite effective

early warnings being in place The good news is 1.1 billion people have moved out of extreme poverty since 1990, and 15 countries have made rapid progress in extreme poverty. Several countries in Asia, including China, Moldova and Vietnam, effectively ended extreme poverty in 2015. Tanzania, one of seven sub-Saharan countries on the list, almost halved its extreme poverty in just over a decade!

Although the world has made huge progress on extreme poverty reduction, progress hasn't been even. The majority of the 689 million people still living on less than \$1.90 a day are in sub-Saharan Africa. Even among sub-Saharan high-performers such as Tanzania, rates of extreme poverty remain above 40%.

In addition, the pace of decline in the overall extreme poverty rate has slowed since 2013, and the world isn't on track to hit the target of ending poverty by 2030. The pandemic has also dramatically slowed the reduction of poverty across the globe.

### Tasks

1) This is an example of scientific text. Such texts are usually translated with the help of faithful model which doesn't need developed transformations and pragmatic compensations.

2) Find here: subject field terms, asydetic attributive word groups, passive constructions impersonal constructions. Mind the restricted use of stylistic devices.

3) Translate the text.

### Text 6 (sem. I)

#### *Xenophobia, prejudice, and right-wing populism in East-Central Europe.*

Right-wing populist parties have been particularly successful in East-Central Europe in the second decade of the 21st century. We explain this phenomenon using a demand – supply framework. We review studies about characteristics of East-Central European nationalism and intergroup tensions with minorities on the psychological demand side and the anti-immigrant political discourse on the political supply side. We conclude that the success of right-wing populism can be explained by a high, but unstable national identity in the region's countries based on the experiences of the fragile national sovereignty, the deeply embedded and socially acceptable (i.e. normative) intergroup hostilities with minorities (especially toward the Roma minority), and the effective use of immigrant threat in this context.

Successful mobilization by nationalist far-right politics is not unique to East-Central Europe (i.e. the former socialist countries of Europe), as far-right parties have been massively successful in Western Europe as well. In fact, support for genuine far-right parties (e.g. Greater Romania Party, Slovakian National Party, Ataka in Bulgaria) tends to be more volatile in East-Central Europe than in the West. However, these parties endorse ideologies far more extreme than their Western European counterparts. The main difference is that nationalistic and exclusionist discourses of populist right-wing parties are mainstream and represent the center of the political spectrum in East-Central Europe.

According to Minkenberg, this can be explained by the unfinished process of nation-building in East-Central Europe which is connected to its turbulent history in which most of the time, nations experienced limited or no sovereignty. Secondly, conservatism is ideologically and psychologically different in the region than in Western Europe, due to the heritage of socialism.

It seems that prejudice and intergroup hostility are rooted in both nationalism and its milder form of national attachment or cultural identity in the region, underlining that exclusive nationalism is more mainstream in the region.

The stronger connection between national identity and intergroup hostility may be explained by the specific content of national identity. Definitions of the nation as an imagined community reflect the unique characteristics of the historical, political, and cultural context that individuals adapt to different degrees. If membership in a nation is defined in exclusive terms, a mere sense of belonging can also predict intergroup hostility. Citizens of Western countries embrace their national pride in democratic political institutions more strongly than citizens in Eastern countries, suggesting the existence of differences in national identity content that in turn can affect intergroup attitudes and hostility.

The level of prejudice is not simply an aggregate of individual attitudes of a country's citizens. Prejudice (the way it is expressed and the choice of its targets) is also a strategic expression of ingroup identity in the sense that intergroup attitudes can be both unacceptable forms of behavior (i.e. prejudice) and acceptable forms of conduct. This means that the harsh treatment of certain groups can be considered a rational response to perceived norm violations and not considered problematic.

#### **Block 4. Analytical reading**

##### **Tasks**

**1) Read the text. Analyze its key structural components (introduction, main part, conclusions);**

a) How does the author introduce the topic?

b) does he make any conclusions and provides solution to the problem?

**2) Write a plan (structural pattern) for presenting the information of the text.**

**3) Write out all the unknown words and translate them using dictionary.**

**4) Point out all the lexical units related to the topic "Environment. Ecology" in the text.**

**5) Point out all the sentences containing topical lexical units and unknown words. Analyze interrelation of their meaning and the context. State whether these lexical units can change their meaning in other contexts.**

**6) Analyze grammatical structure of the text:**

a) tense forms used to talk about environmental issues;

b) verbal nouns and noun clusters;

c) non-finite forms of the verb, related constructions;

d) phraseological units (if any);

e) modal verbs;

f) syntax.

**7) Analyze the text in terms of stylistics. Point out emotionally-colored words or stylistic devices (if any). State how the author renders the information. Does he use emotional or logical appeal more? What creates the emotional impact of the speech?**

**8) Translate the text.**

## Text 7 (sem. II)

### ***World's biggest environmental problems.***

These five megatrends present major global threats for planet Earth – problems that must be solved if the world is to remain a supportive habitat for humans and other species. DW looks at causes and possible solutions.

### ***Air pollution and climate change.***

Overloading of the atmosphere and of ocean waters with carbon. Atmospheric CO<sub>2</sub> absorbs and re-emits infrared-wavelength radiation, leading to warmer air, soils, and ocean surface waters – which is good: The planet would be frozen solid without this.

Unfortunately, there's now too much carbon in the air. Burning of fossil fuels, deforestation for agriculture, and industrial activities have pushed up atmospheric CO<sub>2</sub> concentrations from 280 parts per million (ppm) 200 years ago, to about 400 ppm today. That's an unprecedented rise, in both size and speed. The result: climate disruption.

Carbon overloading is only one form of air pollution caused by burning coal, oil, gas and wood. The World Health Organization recently estimated that one in nine deaths in 2012 were attributable to diseases caused by carcinogens and other poisons in polluted air.

### ***Deforestation.***

Species-rich wild forests are being destroyed, especially in the tropics, often to make way for cattle ranching, soybean or palm oil plantations, or other agricultural monocultures.

Today, about 30 percent of the planet's land area is covered by forests – which is about half as much as before agriculture got started around 11,000 years ago. About 7.3 million hectares (18 million acres) of forest are destroyed each year, mostly in the tropics. Tropical forests used to cover about 15 percent of the planet's land area; they're now down to 6 or 7 percent. Much of this remainder has been degraded by logging or burning.

Not only do natural forests act as biodiversity reserves, they are also carbon sinks, keeping carbon out of the atmosphere and oceans.

### ***Species extinction.***

On land, wild animals are being hunted to extinction for bushmeat, ivory, or “medicinal” products. At sea, huge industrial fishing boats equipped with bottom-trawling or purse-seine nets clean out entire fish populations. The loss and destruction of habitat are also major factors contributing to a wave of extinction – unprecedented in that it is caused by a single species: humans. The IUCN's Red List of threatened and endangered species continues to grow.

Not only do species inherently deserve to exist, they also provide products and “services” essential to human survival. Think bees and their pollinating prowess – necessary for growing food.

### ***Soil degradation.***

Overgrazing, monoculture planting, erosion, soil compaction, overexposure to pollutants, land-use conversion – there's a long list of ways that soils are being

damaged. About 12 million hectares of farmland a year get seriously degraded, according to UN estimates.

## **Text 8 (sem. II)**

### ***Antarctic ozone hole.***

The most severe case of ozone depletion was first documented in 1985 in a paper by British Antarctic Survey (BAS) scientists Joseph C. Farman, Brian G. Gardiner, and Jonathan D. Shanklin. Beginning in the late 1970s, a large and rapid decrease in total ozone, often by more than 60 percent relative to the global average, has been observed in the springtime (September to November) over Antarctica. Farman and his colleagues first documented this phenomenon over their BAS station at Halley Bay, Antarctica. Their analyses attracted the attention of the scientific community, which found that these decreases in the total ozone column were greater than 50 percent compared with historical values observed by both ground-based and satellite techniques.

As a result of the Farman paper, a number of hypotheses arose that attempted to explain the Antarctic “ozone hole.” It was initially proposed that the ozone decrease might be explained by the chlorine catalytic cycle, in which single chlorine atoms and their compounds strip single oxygen atoms from ozone molecules. Since more ozone loss occurred than could be explained by the supply of reactive chlorine available in the polar regions by known processes at that time, other hypotheses arose. A special measurement campaign conducted by the National Aeronautics and Space Administration (NASA) and the National Oceanic and Atmospheric Administration (NOAA) in 1987, as well as later measurements, proved that chlorine and bromine chemistry were indeed responsible for the ozone hole, but for another reason: the hole appeared to be the product of chemical reactions occurring on particles that make up polar stratospheric clouds (PSCs) in the lower stratosphere.

During the winter the air over the Antarctic becomes extremely cold as a result of the lack of sunlight and a reduced mixing of lower stratospheric air over Antarctica with air outside the region. This reduced mixing is caused by the circumpolar vortex, also called the polar winter vortex. Bounded by a stratospheric jet of wind circulating between approximately 50° and 65° S, the air over Antarctica and its adjacent seas is effectively isolated from air outside the region. The extremely cold temperatures inside the vortex lead to the formation of PSCs, which occur at altitudes of roughly 12 to 22 km (about 7 to 14 miles). Chemical reactions that take place on PSC particles convert less-reactive chlorine-containing molecules to more-reactive forms such as molecular chlorine (Cl<sub>2</sub>) that accumulate during the polar night. (Bromine compounds and nitrogen oxides can also react with these cloud particles.) When day returns to Antarctica in the early spring, sunlight breaks the molecular chlorine into single chlorine atoms that can react with and destroy ozone. Ozone destruction continues until the breakup of the polar vortex, which usually takes place in November.

A polar winter vortex also forms in the Northern Hemisphere. However, in general, it is neither as strong nor as cold as the one that forms in the Antarctic. Although polar stratospheric clouds can form in the Arctic, they rarely last long enough for extensive decreases in ozone. Arctic ozone decreases of as much as 40 percent have been measured. This thinning typically occurs during years when lower-stratospheric temperatures in the Arctic vortex have been sufficiently low to lead to ozone-destruction processes similar to those found in the Antarctic ozone hole. As with Antarctica, large increases in concentrations in reactive chlorine have been measured in Arctic regions where high levels of ozone destruction occur.

### **Block 5. Summary translation**

#### **Tasks**

- 1) Read the text.
- 2) Highlight key information;
- 3) Formulate the main idea of each section and the most important evidence supporting this idea? then the main idea of the whole text.
- 4) Cut out "empty", traditional wording, introductory words, repetitions.
- 5) Make structured presentation of the received text.
- 6) Compose the text of the abstract, starting with the formulation of the main idea of the text.
- 7) Paraphrase main fragments;
- 8) Generalize parts that carry a semantic load;
- 9) Build up the abstract translation (you are to completely distract from the original language, keeping in mind just denotative meaning of the words).
- 10) Make transduction of semantic parts into the language of translation;

### **Text 9 (sem. II)**

#### ***IPCC: Climate change report to sound warning on impacts.***

This will be the second of three major reports from the Intergovernmental Panel on Climate Change (IPCC) and its first since November's COP26 summit.

Researchers are formed into three working groups that look at the basic science, the scale of the impacts and the options for tackling the problem. For many major cities and developing countries, the report will highlight that tackling climate change is not about cutting emissions and hitting net zero sometime in the future, but about dealing with far more short-term threats.

"It is always the immediate, that takes precedence. So if you've got to deal with a big influx of migrants, or a massive flood event, that's where the focus is going to be," said Mark Watts, the executive director of the C40 group, a network of around 100 major cities that are collaborating to tackle climate change.

"In the global south, there really aren't any city climate programme funds at the moment. Of those that exist, almost none of them are about adaptation. They're all trying to get poor countries that have relatively low emissions, to reduce their emissions further, not about adapting to the impacts that they're already feeling."

Under the umbrella of the IPCC, scientists working on the report, who all volunteer for this work, review and write up thousands of papers to summarise the latest findings.

They then meet with government officials to go through their findings line by line and, upon reaching consensus, a short summary of their findings is published.

The study will also outline key “tipping points” that are likely to be passed as the world warms – some of which are irreversible like the disintegration of the Greenland ice sheet.

The report will also look at some of the technological solutions to climate change, but is likely to be quite dismissive of efforts to manage solar radiation or even to remove carbon dioxide from the atmosphere.

Overall it will have a much broader focus than just the science of what we can do about climate change. Home to more than 24 million, Lagos in Nigeria is Africa's most populated city – but one that's hugely vulnerable to flooding and sea level rise. Making the situation worse is the problem of rubbish and waste that collects in canals and rivers. Dealing with this issue could be key to helping the city cope with the changes brought about by a changing climate.

“One of the one of the things that needs to change in Lagos to reduce that flooding impact is actually to get a grip of the waste management system,” said Mark Watts from C40. “Supportive investing in the city for them to get really strong municipal waste collection, proper household collection, and getting it properly treated is going to solve two things at once.”

“The report will talk about social justice more, and it will talk about sustainable development more. It does talk about indigenous and traditional knowledge, not just published Western science,” said Dr Stephen Cornelius from WWF. “This is about the impacts on people and nature, the risks they face and the limits to adaptation as well.” But as scientists and officials meet virtually to thrash out the final details, a tussle has emerged over the use of a key phrase in the text.

For years, developing countries have been trying to get the richer world to respond within UN climate negotiation to the issue of “loss and damage”.

They define the phrase to mean the impacts of climate change that countries cannot adapt to, including severe weather such as major storms but also slow-onset events like sea level rise or desertification. Richer countries have long opposed the concept, fearing they could be held legally and financially responsible for centuries for the disruption caused by historic emissions of carbon dioxide. As a result this issue has become a hugely divisive political issue within global climate talks.

In this new report, the IPCC scientists are seeking to use a slightly amended version of the term, talking about “losses and damages,” which they say has a different, less political meaning.

But officials from several richer governments attending the approval session have objected, fearing that if the idea appears in a key report, it will give backing to those countries who want “loss and damage” to be the top priority for international negotiations.

## Tasks

- 1) Read the text and highlight the main semantic parts.
- 2) Draw up a logical plan.
- 3) Identify the main theme and purpose of the text.
- 4) Pick out key words.
- 5) Compile the main parts of the annotation in compliance with all the rules.
- 6) Substitute groups of words in one general word (huge reserves of coal, brown coal, oil, gas, peat and other combustible minerals – on there are large deposits of combustible minerals);
- 7) Omit the word, or groups of words without loss of important information
- 8) Combine two or several sentences that contain the same elements.
- 9) Make the paraphrasing when two or three sentences convey the content of a paragraph or text.
- 10) Make thesis translation of the text.

## Text 10 (sem. II)

***Habitat and species loss leaves just 3 % of world's land ecosystems intact, study suggests.*** Just under 3 % of the world's land remains ecologically intact, with undisturbed habitat and minimal loss of its original animal species, a new study suggests. The research, published Thursday in the journal *Frontiers in Forests and Global Change*, combined maps showing human damage to habitat with maps showing where animals have disappeared from their original ranges or are too low in number to maintain a healthy ecosystem to reach its conclusions.

The study paints a gloomier picture than previous analyses of wilderness areas, focused on human impact on habitat, which estimated that 20 to 40 % of the earth's terrestrial surface has been little affected by humans.

“Areas identified as functionally intact included east Siberia and northern Canada for boreal and tundra biomes, parts of the Amazon and Congo basin tropical forests, and the Sahara Desert,” according to the authors.

Our survival depends on treating nature with more respect

The researchers, led by Andrew Plumptre, from the Key Biodiversity Areas Secretariat and BirdLife International, based in the UK city of Cambridge, looked at three types of intactness to assess ecological integrity.

These are habitat intactness, or the degree to which human activity has affected the land, faunal intactness, or the loss of animal species, and functional intactness, which assesses whether there are enough animals of the individual species for the ecosystem to remain healthy.

“While wilderness areas are increasingly recognized as important for biodiversity conservation, few areas of the world remain that can be characterized as having outstanding ecological integrity,” the authors wrote.

“We found that only 2,8 % of the terrestrial surface of the planet is represented in areas of 10,000 km<sup>2</sup> or larger with low human footprint, no known species loss and no species known to be reduced below functional densities.”

Only 11 % of the areas identified by the researchers as functionally intact are included within existing protected areas, the study notes. But, it adds, “many of

the areas identified as ecologically intact coincide with territories managed by indigenous communities, who have played a vital role in maintaining the ecological integrity of these areas.”

Daniele Baisero, an author of the report and technical officer for the Key Biodiversity Areas Secretariat, told CNN the findings had been surprising to the researchers. “There is much less ecological intactness than we previously thought,” he said. But, Baisero added: “While the 3 % figure that we found is low, the paper also highlights the opportunity to restore up to 20 % of the land to close to intactness.”

The study, which did not include Antarctica, is far from the first to highlight the threat posed by humankind to the world's ecosystems.

In January, a team of leading international scientists warned that accelerating climate change and biodiversity loss threatened the survival of all of the planet's species unless world leaders took urgent action.

And recent research from the World Wide Fund for Nature found that the world's wildlife populations have fallen by an average of 68 % in just over four decades, with human consumption behind the devastating decline.

Some scientists believe a sixth mass extinction is gaining pace, and humans are in the driving seat, having already wiped out hundreds of species and pushed many more to the brink of extinction through wildlife trade, pollution, habitat loss and the use of toxic substances.

“This study adds to other evidence that very little of our planet remains untouched or tainted by human activity,” said Paul de Zylva, senior sustainability analyst for Friends of the Earth. “There are few truly wild places left and too many are under assault from oil and gas exploration, mining and land grabs. Our political and business leaders know what needs to be done to restore the natural state. They need to stand up to vested interests who seek to profit at the expense of both people and planet,” de Zylva added.

## **Block 6. Search reading**

### **Tasks**

1) Read the text for specific information – quickly find the specific information you need (main conflict, characters, psychological motivation etc.)

2) During the pre-text stage determine whether the text is needed genre or has idiosyncratic features you require.

3) During the text stage review determine:

- a) for which category of readers, it may be interesting and why;
- b) which of topics and motives is given special attention in the text;
- c) which places in the text give answers to plot conflicts;

4) Post-text stage:

- a) find in the text the facts relevant to your topic;
- b) pick out conclusions (final scene) in the text.

5) What does a dog symbolize in this passage? What are the other details that motivate the scene?

6) The descriptive part of the passages is formed by complex and compound sentences, while dialogue's parts are mostly simple sentences. What is the functional and artistic role of such contrasting structure?

7) Make the translation of the text.

## Text 11 (sem. II)

*The next morning*, I head down Cale Street to the aqueduct. The path is thirteen miles long, and my plan is to walk for long enough to clear my head. Last night, at the Emerald Gate, I asked Lewis, "Are you going to look for him?"

"Yes," he said. He might already be in Snaith. I can't imagine how the search will work now, after fifteen years. It was difficult enough in the weeks immediately after the attack.

I duck under a gap in the hedge and emerge onto the aqueduct, at the part of the trail where people bring their dogs after work and at the weekend. My heart skips. Three weeks ago Rachel and I came here with Fenno. We took turns throwing the tennis ball for him, wiping our hands on our jeans. When a Portuguese water dog arrived off Cale Street, Rachel folded in half laughing at Fenno's reaction.

As he bowled over to greet the other dog, Rachel wiped tears from her eyes, her mouth pulled down into a crescent. "He's literally quivering with happiness," I said. "I know," she said, "I know."

Rachel chose the dog for protection. She bought him five years ago, soon after she moved here. Lewis thinks she felt unsafe living alone in the countryside, more exposed than in London. Maybe she thought he would find her.

I walk down the aqueduct away from town. The fuel that's always in my stomach now catches and I am sheeted in flames. I can't hear anything, which I don't notice until I am far past the village and realize my shoes must have been making that sound on the path since I started walking.

I stalk between the farms, the flames rippling over me. The rage doesn't go away. After two or three miles I stop and weep into my hands. I drop to my knees. Even with my legs pressed to the frozen ground, I still burn, the fire bristling off my spine.

On my way back, I come through a copse of hazels and around a bend, and there is a figure on the path in front of me.

As I draw closer, I see that it is a man in a long coat. He has a Staffordshire bull terrier on a lead, which is strange. Most people let their dogs run on the aqueduct. When we are close, the dog trots over to greet me, tugging him nearer. The man smiles. He is bald, with a strong chin and a flattened nose, like a boxer.

He says, "This is Brandy." I hold my hand out for the dog to sniff. She presses her wet nose to it and pain sluices through me. I scratch behind her ears, and her eyes crease and her tail swings back and forth. Even though it's cold, she has been sweating. I can see her pink skin through the damp raked lines of her coat.

The stranger isn't wearing gloves, and his hand on the lead is red and chapped. The slight swell of his stomach presses against his coat. "Sweet girl," I say to the dog. Her eyes fasten on mine with the attention specific to bull terriers, and I wonder if he attacked me if she would lunge for me or him.

A crow calls from the field, and when he turns toward it, I flip the dog's tag over. Denton. They live on Bray Lane, near the common. I can't tell if he caught me reading it.

"Does she run away?" I ask, and point at the lead.

"No," he says. "A friend of mine let his Staffie off lead and his neighbor shot her."

The dog sniffs my wrist, her eyes wide and a little crossed. "They used to be nanny dogs," I say.

"I know. My friend told that to the police. Nothing happened to the shooter. He wasn't even cautioned."

I recognize the grain reaper in the field next to us and realize how far we still are from town. A mile, at least.

"Are you Nora?" he asks. We've never met before. He has gray stubble and a few deep lines across his forehead.

"Yes."

"We used to see Rachel out here," he says. "I can't believe it."

The dog snaps to attention. I turn to look behind me, but the path is empty.

"I saw her just that morning," he says.

My mouth goes dry. His coat sleeve has a small rip at its hem, did my sister do that?

"Where?"

"At her house. The bath sprang a leak. It had been going for a few days before she noticed. There's a crack halfway across the ceiling."

I straighten. We are alone, between drab, stippled fields. I watch his red hand twist the lead. "And she called you?"

"I'm a plumber. If you need help with the house or anything, let me know," he says. His coat is zipped to his chin, leaving only his hands and head exposed. I check for scratches or bruises, but if he has any they are hidden. "My mum died last year. There's a lot to sort out, I'm happy to help."

He walks away. I start toward Marlow, and once he is out of sight, I run.

### **Tasks**

1) Find in the text intertextual elements, allusions and stylistic devices that create the very poetic atmosphere of the passage.

2) Comment on ways of lexical cohesion in the passage.

3) What is the role of repetition in the passage?

4) What artistic image constitutes the protagonist of the passage?

5) What objects of the landscape described help reader to immerse in the atmosphere of "tropical heaven"?

6) Pick out individual, regularly reproduced features of Hemingway's creative manner.

7) Conjunction "and", prepositions of direction, movement and space (through, up, to, close etc.), contrast logical elements (there-here, weak-strong, love-hate, etc.)

### **Text 12 (sem. II)**

The house felt almost as much like a ship as a house. Placed there to ride out storms, it was built into the island as though it were a part of it; but you saw the

sea from all the windows and there was good cross ventilation so that you slept cool on the hottest nights. The house was painted white to be cool in the summer and it could be seen from a long way out in the Gulf Stream. It was the highest thing on the island except for the long planting of tall casuarina trees that were the first thing you saw as you raised the island out of the sea. Soon after you saw the dark blur of casuarina trees above the line of the sea, you would see the white bulk of the house. Then, as you came closer, you raised the whole length of the island with the coconut palms, the clapboarded houses, the white line of the beach, and the green of the South Island stretching beyond it. Thomas Hudson never saw his house, there on that island, but that the sight of her made him happy. He always thought of the house as her exactly as he would have thought of a ship. In the winter, when the northers blew and it was really cold, the house was warm and comfortable because it had the only fireplace on the island. It was a big open fireplace and Thomas Hudson burned driftwood in it.

He had a big pile of driftwood stacked against the south wall of the house. It was whitened by the sun and sand-scoured by the wind and he would become fond of different pieces so that he would hate to burn them. But there was always more driftwood along the beach after the big storms and he found it was fun to burn even the pieces he was fond of. He knew the sea would sculpt more, and on a cold night he would sit in the big chair in front of the fire, reading by the lamp that stood on the heavy plank table and look up while he was reading to hear the northwester blowing outside and the crashing of the surf and watch the great, bleached pieces of driftwood burning.

Sometimes he would put the lamp out and lie on the rug on the floor and watch the edges of color that the sea salt and the sand in the wood made in the flame as they burned. On the floor his eyes were even with the line of the burning wood and he could see the line of the flame when it left the wood and it made him both sad and happy. All wood that burned affected him in this way. But burning driftwood did something to him that he could not define. He thought that it was probably wrong to burn it when he was so fond of it; but he felt no guilt about it.

As he lay on the floor he felt under the wind although, really, the wind whipped at the lower corners of the house and at the lowest grass on the island and into the roots of the sea grass and the cockleburs and into the sand itself. On the floor he could feel the pounding of the surf the way he remembered feeling the firing of heavy guns when he had lain on the earth close by some battery a long time ago when he had been a boy.

## **Block 7. *Adaptive translation of fiction***

### **Text 13 (sem. III)**

#### **Tasks**

**Nowadays translating fiction, we distinguish between dynamic and static artistic texts. Dynamic texts mostly belong to modernist and post modernist genres**

while static text are off realistic style. Depending on their content and structural features such text may need adaptive translation that can be all three main types: foreignization, domestication, free translation. Study the following examples how William Shakespeare's drama King Lear is rendered by foreignization method and then by domestication method.

*Lear [...] Look'd black upon me; **struck me with her tongue,**  
**Most serpent-like, upon the very heart.**  
**All the stor'd vengeance of Heaven fall**  
**On her ingrateful top! Strike her young bones,**  
**You taking airs, with lameness!**  
**You nimble lightnings, dart your blinding flames**  
**Into her scornful eyes! Infect her beauty,**  
**You *fen-suck'd fogs*, draw'n by the pow'rful sun,**  
**To fall and blister her!***

В. Барка:

*Лір [...] Гляділа чорно, **язиком жалила**  
**Якнайзмійнінше посеред серця.**  
**Усі впадять, *назбирані відплати неба,***  
**На голову її невдячну! Бийте юні кості,**  
**Ви, *пошесті ядучі*, – з кульготою!**  
**Мчіть, бистрі блискавки, осліпний пламінь**  
**В її презируваті очі! Заразять красу,**  
***Болотно-виссані тумани:* гнані сонцем дужим,**  
**Впадять і *виязвять її гординю!****

М. Рильський:

*Лір [...] Дивилась **непривітно**, язиком  
Мене діймала, **наче та гадюка.**  
**Нехай поб'є її небесна кара!**  
**Нехай чума їй надламає кості**  
**Кульготою гидкою!**  
**Ви, бистрі блискавки, вогнем сліпучим**  
**Зухвалі очі засліпіте їй!**  
**Ви, сонцем розколихані тумани,**  
**Спадять на неї, і затруйте вроду,**  
**І гордоці неситі оскверніть!***

Read the text and pick out elements that can be rendered equivalently and those that need domestication. Translate the text. Name transformations you applied in your translation.

'39

In the year of '39, assembled here the volunteers  
In the days when lands were few  
Here the ship sailed out into the blue and sunny morn  
The sweetest sight ever seen

And the night followed day  
 And the story tellers say  
 That the score brave souls inside  
 For many a lonely day sailed across the milky seas  
 Ne'er looked back, never feared, never cried  
     Don't you hear my call though you're many years away  
 Don't you hear me calling you  
 Write your letters in the sand  
 For the day I take your hand  
 In the land that our grandchildren knew  
     In the year of '39 came a ship in from the blue  
 The volunteers came home that day  
 And they bring good news of a world so newly born  
 Though their hearts so heavily weigh  
 For the Earth is old and grey, little darling, we'll away  
 But my love, this cannot be  
 Oh, so many years have gone though I'm older but a year  
 Your mother's eyes, from your eyes, cry to me  
     Don't you hear my call though you're many years away?  
 Don't you hear me calling you?  
 Write your letters in the sand for the day I take your hand  
 In the land that our grandchildren knew  
     Don't you hear my call though you're many years away?  
 Don't you hear me calling you?  
 All your letters in the sand cannot heal me like your hand  
 For my life  
 Still ahead  
 Pity me

### **Tasks**

- 1) Read the passage from Malcolm Bradbury's novel "The history man".**
- 2) Find lexical unit that may be difficult to translation: realia, slang, cliché, translators false friends etc. Find the appropriate way to render them in Ukrainian translation.**
- 3) Adopt needed phenomena of British culture and everyday life to Ukrainian reader. Name lexical and stylistic transformations you applied.**
- 4) Translate this text both with the help of for foreignization model and with the help of domestication model.**
- 5) What are the main differences in translated texts concerning coherence and cohesion, poetic, images, and linguistic stuff.**

### **Text 14 (sem. III)**

And she, too, is a familiar figure, in the streets, as she blocks them with others to show that traffic is not inevitable, and in the supermarkets, as she leads her daily deputation to the manager with comparative, up-to-the-minute lists

showing how Fine Fare, on lard, is one pence up on Sainsbury's, or vice versa. She moves through playgroups and schools, surgeries and parks, in a constant indignation; she writes, when it is her turn, for the community newspaper. When you visit the Kirks, there is always a new kind of Viennese coffee-cake to eat, and a petition to sign. And, as for the Kirks together, the well-known couple, they are a familiar pair in the high-rise council flats, going up and down in the obscenity-scrawled Otis lifts, hunting out instances of deprivation to show the welfare people, of careless motherhood to take to the family planning clinic; in the council offices, where they throw open doors behind which officials sit to thrust forward, in all their rebuking and total humanity, the fleshed-out statistic, the family that has not had its rights, not had just benefits, not been rehoused; and in the town in general, raising consciousness, raising instructive hell. The Kirks are active in the world as it is, in all its pathetic contingency; but they have higher hopes yet. They wake each morning and inspect the sky meticulously for dark hands, thunderbolts, white horse-men: evidence that the poor reality they so seriously tend has at least been wonderfully transformed, a new world, a new order, come overnight.

They live together in a tall, thin, stuccoed Georgian house, which is in a slum-clearance area right in the middle of the town. It is an ideal situation for the Kirks, close to the real social problems, the beach, the radical bookshop, the family planning clinic, the macrobiotic food store, the welfare offices, the high-rise council flats, and the rapid ninety minute electric train service up to London, close, in short, to the stuff of ongoing life. From time to time, being passionate, liberated, consciousness-conscious people, they live apart, or with someone else, for a spell. But these always seem mature, well-thought interludes and infidelities, expressing their own separate individuality without disturbing their common Kirkness, and so somehow they always manage to be back together again within the month, and hence to seem, in the eyes of their friends, and presumably in their own eyes as well, a settled, but not an absurdly settled, couple. For the Kirks always generate excitement, curiosity. They are experimental people, intimates with change and liberation and history, and they are always busy and always going.

## **Block 8. Revision reading**

### **Tasks**

**1) Read the title of the text and state what this text refers to (topic, ideas etc.)**

**What social area/field of science is described in this text?**

- democracy;
- politics;
- economy;
- social issues;
- professions;
- career development;
- everyday life;
- technology;
- the world around us.

**2) Point out all unknown word; try to guess their meaning based on the context.**

**3) Define key meaningful parts of the text and the ways the author connects them.**

- 4) Define the key features of the object described in the text.
- 5) Translate the text at sight.
- 6) Translate the text in writing.

### Text 15 (sem. III)

***The elements of journalism.*** Good decision-making depends on people having reliable, accurate facts put in a meaningful context. Journalism does not pursue truth in an absolute or philosophical sense, but in a capacity that is more down to earth.

“All truths – even the laws of science – are subject to revision, but we operate by them in the meantime because they are necessary and they work,” Kovach and Rosenstiel write in the book. Journalism, they continue, thus seeks “a practical and functional form of truth.” It is not the truth in the absolute or philosophical or scientific sense but rather a pursuit of “the truths by which we can operate on a day-to-day basis.”

This “journalistic truth” is a process that begins with the professional discipline of assembling and verifying facts. Then journalists try to convey a fair and reliable account of their meaning, subject to further investigation.

Journalists should be as transparent as possible about sources and methods so audiences can make their own assessment of the information. Even in a world of expanding voices, “getting it right” is the foundation upon which everything else is built – context, interpretation, comment, criticism, analysis and debate. The larger truth, over time, emerges from this forum.

As citizens encounter an ever-greater flow of data, they have more need – not less – for suppliers of information dedicated to finding and verifying the news and putting it in context.

The publisher of journalism – whether a media corporation answering to advertisers and shareholders or a blogger with his own personal beliefs and priorities – must show an ultimate allegiance to citizens. They must strive to put the public interest and the truth – above their own self-interest or assumptions.

A commitment to citizens is an implied covenant with the audience and a foundation of the journalistic business model – journalism provided “without fear or favor” is perceived to be more valuable than content from other information sources.

Commitment to citizens also means journalism should seek to present a representative picture of constituent groups in society. Ignoring certain citizens has the effect of disenfranchising them.

The theory underlying the modern news industry has been the belief that credibility builds a broad and loyal audience and that economic success follows in turn. In that regard, the business people in a news organization also must nurture – not exploit – their allegiance to the audience ahead of other considerations.

Technology may change but trust – when earned and nurtured – will endure.

Journalists rely on a professional discipline for verifying information.

While there is no standardized code as such, every journalist uses certain methods to assess and test information to “get it right.”

Being impartial or neutral *is not* a core principle of journalism. Because the journalist must make decisions, he or she is not and cannot be objective. But journalistic *methods* are objective.

When the concept of objectivity originally evolved, it did not imply that journalists were free of bias. It called, rather, for a consistent method of testing information – a transparent approach to evidence – precisely so that personal and cultural biases would not undermine the accuracy of the work. The method is objective, not the journalist.

Seeking out multiple witnesses, disclosing as much as possible about sources, or asking various sides for comment, all signal such standards. This discipline of verification is what separates journalism from other forms of communication such as propaganda, advertising, fiction, or entertainment.

*Bill Kovach and Tom Rosenstiel*

### **Text 16 (sem. 3)**

#### **Role and Impact of Mass Media.**

Mass media is a tremendous source of information for individuals as well as society. In the previous section, you have learnt about the role of mass media in a democracy. We have seen how powerful the mass media are. By their very nature media and the media people meaning journalists of the print media, radio and television are quite powerful. So politicians, bureaucrats and the police look at them with apprehension. Generally they do not want to be in the media if the reports are not in their favour. If the media people praise them, they are happy. So by and large people try to be friendly with the media. But for the media this power comes with tremendous responsibility. If they misuse that power to do wrong things or trouble others, people will stop trusting them. Like in any other profession, like law or medicine, the media also need to have a code of ethics or guidelines on what is right or wrong. In the case of lawyers and doctors, there are clear codes of ethics, and anyone who violates the code can be punished, or removed from the profession. But in the case of the mass media there are only a few guidelines and no strict code of conduct. The Press Council of India is one of the organizations which issues guidelines on media ethics. To keep the fair name of the profession, the media practitioners need to follow certain ethical codes which are listed below:

a) **Accuracy:** The information provided by media persons in the print media, radio, television and internet has to be accurate. If incorrect or baseless information is given, it can harm the interests of individuals, institutions and the country. For being accurate, media persons have to verify the correctness of their facts. For example, if only 50 people have died in an accident, the media cannot give out the figure as 200 or 500. If a media person writes against anybody or

accuses someone of dishonesty, that person should be given an opportunity to give his or her version of the story.

b) Confidentiality: A media person maintains confidentiality of information revealed by various sources.

c) Protection of sources: A source which has provided confidential information should never be revealed. For example if a government official provides information pertaining to his department, media person should not reveal the name of the person in order to protect him from any harm.

d) Right to privacy: A journalist should respect the right of a person to have privacy. That would mean that a journalist should not write about the private life of ordinary citizens.

e) No incitement to violence: Mass media should not motivate or provoke people to indulge in violence or crime. Glorifying violence in writings should also be avoided.

f) No vulgarity or obscenity: Mass Media should not write, display or broadcast anything that is vulgar or obscene.

g) No Communal writing: India is a country where people follow diverse faiths and religions. Our Constitution believes in secularism, which means respect for all faiths and religions. It is easy for the media to create problems between sections with different faiths and religions by writing about them or broadcasting issues which can promote communal problems. There have been several occasions when communal riots and killings have taken place based on media reports.

The media has to ensure that it works in the interest of the public.

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