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АНГЛІЙСЬКА МОВА IV КУРС

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як підручник для студентів вищих навчальних закладів України

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Підручник націлений на формування навичок усного та писемного мовлення у майбутніх лінгвістів та перекладачів, а також на розвиток навичок усного та письмового перекладу. Автори продовжують серію підручників, ускладнену та розширену відповідно до вимог четвертого курсу. Кожен урок містить передтекстові вправи, оригінальні тексти, словник активної лексики та низку лексичних, лексико-граматичних та комунікативних вправ. До підручника додається аудіозапис автентичних текстів, спрямованих на розвиток навичок аудіювання та комунікації, здійснених носіями англійської мови.

Підручник розрахований на студентів 4 курсу (англійська мова як основна) та 4–5 курсів (англійська мова як друга) фахових факультетів вищих навчальних закладів України.

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Передмова

Підручник «Англійська мова. IV курс» є четвертим підручником із циклу вітчизняних базових підручників для факультетів перекладачів університетів, інститутів та академічних навчальних закладів, а також для студентів та викладачів факультетів філології, іноземних мов та гуманітарних факультетів вищих навчальних закладів України. Видання розраховане на студентів четвертих курсів, які вивчають англійську мову як основну, та студентів четвертих-п'ятих курсів, для яких англійська мова є другою іноземною. Підручник націлений на досягнення студентами рівня володіння англійською мовою С1+ відповідно до рекомендацій Ради Європи.

Видання містить оригінальні тексти сучасних англійських та американських авторів (Дж. О'Рурк, Дж. Паксман, І. Ранкін, Дж. Сімпсон), а також тести та інші матеріали, написані спеціально для цього підручника випускником Манчестерського університету А. Гапонівим. Вправи підручника спрямовані на розвиток комунікативних навичок усного та писемного мовлення, розширення фактичних знань про життя в англомовних країнах, розвиток навичок аналітичного читання, лінгво-стилістичного та перекладацького аналізу тексту, а також оволодіння секретами та правилами перекладацької майстерності. До підручника додаються оригінальні аудіозаписи окремих матеріалів (розділ С).

Підручник охоплює інформацію лінгвістичного, культурологічного, країнознавчого та перекладацького змісту. Автори створили цей підручник з урахуванням цілей, завдань та вимог Болонської системи освіти, рекомендацій Ради Європи та згідно з міжнародними стандартами для підручників такого типу.

Підручник розроблено, написано та апробовано на кафедрі теорії і практики перекладу з англійської мови Інституту філології Київського національного університету імені Тараса Шевченка. Матеріали підручника відповідають програмі з англійської мови для університетів та інститутів, розробленій за підтримки Британської Ради авторським колективом під керівництвом докт. пед. наук, проф. С. Ю. Ніколаєвої та канд. пед. наук М. І. Солов'я, а також програмі з англійської мови для студентів перекладацького відділення Інституту філології КНУ імені Тараса Шевченка. Загальну редакцію підручника здійснив доктор філологічних наук, професор Карабан В. І.

Структура підручника включає:

- розділи на розвиток навичок аналітичного читання (розділ А), лексико-стилістичного та перекладознавчого аналізу (розділ В) на базі оригінальних текстів пізнавального та художнього змісту з коментарем лінгвістичного, країнознавчого та перекладацького характеру;

- розділи на розвиток навичок аудіювання та говоріння англійською мовою, в яких студенти знайомляться з особливостями таких типів усної мовленнєвої діяльності, як лекція, дебати, інтерв'ю, виступ в ЗМІ тощо;
- розділи на повторення та закріплення граматичного матеріалу попередніх років навчання;
- розділи на розвиток навичок письма англійською мовою, зокрема текстів академічного, бізнесового та художнього характеру;
- розділи на розвиток навичок перекладу текстів різного жанрового спрямування (художній, науковий, публіцистичний, офіційний) та пов'язаних з цим питань синтаксичних трансформацій, перекладу безеквівалентної лексики, скорочень, заголовків тощо;
- тести на знання лексики, зокрема ідіоматичної, та граматики англійської мови, побудовані за міжнародними зразками.

Підручник також продовжує знайомити студентів з найбільш поширеними неологізмами англійської мови, цікавими мовними явищами, вчить долати труднощі перекладу мовних одиниць, що належать до фальшивих друзів перекладача.

Зміст підручника охоплює такі теми: «Освіта та наукові дослідження» (доц. Антонюк Н.М.), «Політичні системи» (доц. Возна М. О., доц. Хоменко Н. С.), «Закон та порядок» (доц. Возна М. О., доц. Хоменко Н. С.), «Засоби масової інформації» (доц. Пермінова А. В., доц. Возна М. О.). Розділи з розвитку навичок перекладу були написані доц. Перміною А.В.

Автори підручника наголошують, що мовний матеріал підручника відображає сучасний стан англійської мови в різних функціональних стилях, у тому числі і розмовному, з акцентом на відмінності між її британським та американським варіантами.

Підручник містить ключі до вправ підвищеного рівня складності та завдань на лінгвістичну ерудицію.

Авторський колектив висловлює сердечну подяку професору фонетики Джону Веллзу (Великобританія) та професору Дворжецькій М. П. за надані аудіоматеріали виступу на Міжнародній конференції у Київському національному лінгвістичному університеті.

Автори

Lesson 1

Education and Academic Research



Grammar Review Points: Simple, Progressive and Perfect Tenses, Active and Passive Voice

Academic writing: Dissertations as part of BA and MA degrees. Typical guidelines as expected of academic papers in Ukraine

Listening and speaking: Lectures

Translation: Belles-lettres Translation. Translation of equivalent-lacking lexical and grammatical units

Section A

Reading

1. Develop your thinking skills:
 1. Socrates claimed that he did not have anything to teach anyone. He simply asked questions that made people think about their world. Do you think this made him a teacher? Why or why not?
 2. Why was the invention of writing important and inevitable? List as many reasons as you can.
 3. What are the advantages and disadvantages of distance learning, a major trend in education in the 21st century?
 4. It has been said that language and communication skills make people human. Do you agree with this view? Give your reasons.

5. How can we learn about the past when there are no written records?
6. Where and why did the earliest civilizations arise?
7. At what age should children be allowed to drink alcohol? Why?
8. Should social issues such as AIDS prevention, teenage pregnancy, birth control or other sex education topics be discussed in school? Where is the best place for people to learn about these issues?
9. Many parents are concerned about body tattoos and piercing. How should society respond to these parental concerns?
10. What types of schools are there in Britain? In Ukraine? In the USA? In Canada?

2. Discuss the following quotes:

- a) “Big thinking precedes big achievement”. (Wilfred Peterson, author)

Questions to ponder:

- How lateral is my thinking?
- How can I stretch my thoughts even bigger?

- b) “We have to do the best we can. This is our sacred human responsibility”. (Albert Einstein, physicist)

Questions to ponder:

- In what areas of my life am I doing less than my best?
- What can I do today?
- Why is doing my best a responsibility?

- c) “Answers given with authority negate the search for truth”. (Neil Innes)

- Am I in the business of giving answers or facilitating solutions?
- How often do I do this myself?
- What kind of “authority” does the speaker mean here?

3. Transcribe the following words, consulting a dictionary if necessary.

Facet, methodologies, medieval, Bablake School, Coventry, Eton College, Harrow School, Rugby School, Winchester College, Westminster

College, emphasise, breadth, legate, standardized qualification, exclusivity, excellence, curriculum, affiliated, nomenclature, collegiate, Nobel prize, the Isis, Catholic, yeshiva, elitism.

4. Look through the following comments before reading the text.

Comments

1. **Public school.** In the USA, this means State education, while in the UK the opposite is meant – private, payable education. *Середня або загальноосвітня школа (у США). Приватна середня школа (у Великій Британії).*

2. **Acorn, n.** A synonym of such US words as “kindergarten”, used in the UK for pre-school education. *Дитячий садок.*

3. **House system.** A British public school tradition of dividing a school into competitive groups. *Система домів у публічних школах.*

4. **Shell, n.** The British public school traditional name for the first year at many schools. *Перший курс.*

5. **Oxbridge, n.** A term that combines the many colleges of Oxford and Cambridge universities into one group. *Оксбридж.*

6. **Tripes, n.** A typical degree at Cambridge where three distinct subjects are studied. *Ступінь бакалавра з відзнакою та відповідний іспит у Кембриджі.*

7. **Redbrick universities.** The large metropolitan universities built during Victorian times, so-called as their original main buildings were built of red brick. *Університети з червоної цегли вікторіанських часів.*

8. **Campus universities.** Universities located outside an urban area and sited on their own territory. *Університети, які мають свою територію /кампус. Сатрис – студмістечко.*

9. **The Ivy League Universities.** A group of established eastern US universities of high academic and social prestige. *Університети “Лізи плюща” (США).*

10. **Fellow, n.** A member of the governing body of some universities, also a member of learned societies. *Член ради університету або член наукового товариства.*

5. Read the following text.

Text 1: System of Education

Education isn't really a **facet** of youth – any adult serious about their world and surroundings keeps learning all their life. Yet there are formal and structured systems to help us **absorb** information and to analyze, criticize and apply that information. Some educational systems focus on the former, while today's **methodologies**



tend to focus on the latter. Over the centuries, the accent on religious teachings has migrated to a focus on science and technology, while today we seem to value communication, business, management, law and finance the most.

Education in England dates back from medieval times – Bablake School in Coventry, shown *above* for example, was founded in 1344. More famous secondary schools such as Eton College (1440), Harrow School (1572), Rugby School (1567) and Winchester College (1382) were also founded so long ago that tradition is great and long-standing. The oldest school is Westminster College, founded in 1179.

Education in England differs from the system used elsewhere in the United Kingdom as there are two basic systems: one covering England, Wales and Northern Ireland and one covering Scotland. Traditionally the English, Welsh and Northern Irish systems have emphasised depth of education whereas the Scottish system has emphasised breadth. Thus English, Welsh and Northern Irish students tend to sit a small number of more advanced examinations while Scottish students tend to sit a larger number of less advanced examinations. But English schools are allowed to vary locally, although by teenage years they have to reach identical levels for standardised qualifications.

Infant School or Primary School

Reception, **acorn** or pre-school – age 4 to 5

Years 1–2, age 5 to 7

Junior School or Primary School

Years 3–6, age 7 to 11

Secondary Education

Middle School, High School or Secondary School

Years 7–9, age 11 to 14

Upper School or Secondary School

Years 10–11, age 14 to 16 GCSE examinations

Upper School, Secondary School, or Sixth Form College

Year 12 or Lower Sixth, age 16 to 17 AS-level examinations

Year 13 or Upper Sixth, age 17 to 18 A2-level examinations.

GCSE (General Certificate of School Education) examinations determine whether the candidate will progress further. Both AS-levels (Advanced & Special) and A2-levels count towards A-levels, which determine whether the candidate will receive higher education.

The costs for a normal education in the United Kingdom are as follows:

- Primary: Free
- Secondary: Free
- Further (Secondary) Education in either a sixth form or college: Free (if under 19 in that particular academic year or on a low income).
- Higher/Tertiary Education (University): A **tuition** fee of up to £3,000 per annum

“**Public Schools**” are actually private schools and are not run by the State. “Public” schools have generally ignored the government-imposed “Year X” format of year names. Many retain the traditional First Form to Upper Sixth **nomenclature**, once used in all English schools. Those which offer education from age 9 to 18 often use the following system:

First Form, age 9 to 10. Second Form, age 10 to 11. Third Form, age 11 to 12. Lower Fourth, age 12 to 13. Upper Fourth, age 13 to 14. Lower Fifth, age 14 to 15. Upper Fifth, age 15 to 16. Lower Sixth, age 16 to 17. Upper Sixth, age 17 to 18.

Most public schools also have a **“House” system** which is vertical (as opposed to the horizontal ‘years’). The number of Houses varies by the size of the school – Hogwarts in the Harry Potter books has four Houses. Some schools name the years. This generally differs from school to school. **“Shell”** often signifies the First Form.



Eton showing the students' uniform

All levels of education are provided by “Public” schools which charge by reputation. These fees can vary from £5000 per annum to £30000 per annum for Eton, for example.

There are 102 universities in England. The most famous two are *The University of Oxford*, situated in the city of Oxford, which is the oldest university in the English-speaking world and *Cambridge University*, which are sometimes referred to collectively as **Oxbridge**. The two universities have a long history of competition with each other.

The date of Oxford university’s foundation is unknown, and indeed it may not have been a single event, but there is evidence of teaching there as early as 1096. When Henry II of England forbade English students to study at the University of Paris in 1167, Oxford began to grow very quickly. The foundation of the first halls of residence, which later became colleges, dates from that year. Following the murder of two students accused of rape in 1209, the University was disbanded (leading to the foundation of the University of Cambridge). In 1214, the University returned to Oxford with a **charter** negotiated by Nicholas de Romanis, a papal legate.

Both are collegiate universities, consisting of the university’s central facilities, such as departments and faculties, libraries and science facilities, and then 39 colleges and 7 permanent private halls (PPHs) at Oxford and 31 colleges at Cambridge. All teaching staff and **degree students** must belong to one of the colleges or PPHs. These colleges are not only houses of residence, but have substantial responsibility for the teaching of **undergraduates** and **postgraduates**. Some colleges only accept postgraduate students. Only one

of the colleges, St Hilda's, Oxford where Margaret Thatcher was taught, remains single-sex, accepting only women although several of the religious PPHs are male-only.

Cambridge has produced more Nobel prize **laureates** than any other university in the world, having 80 associated with it, about 70 of whom were students there. It regularly heads **league** tables ranking British universities, and a recent league table by the Times Higher Education Supplement rated it sixth in the world overall and first for science.

Both Oxford and Cambridge are on rivers, Oxford is on the Thames which it is called the Isis on its way through the city and Cambridge is on the Cam.



Punting is a traditional relaxation for students in both cities, the **propelling** of a small flat-bottomed boat by a long pole as shown *left*.

The colleges and PPHs of Oxbridge are effectively institutions independent of the university itself and enjoy considerable autonomy. For example, colleges decide which students they are to admit, and appoint their own **fellows** (senior members). They are responsible for the domestic arrangements and welfare of students and for small group teaching, referred to as **supervisions**.

One interesting concept at Cambridge is that becoming a 'specialist' is thought of as being too limited mentally and so first degrees are usually a '**tripos**' where three distinct subjects are studied, such as Economics, Philosophy and Politics, not one or part of one.

Other notable universities include colleges of the University of London, such as Imperial College, one of the strongest homes of science in the world, the London School of Economics and such newer groups as the "**Redbrick**" **universities**, built in Victorian times, such as the University of Manchester and Birmingham University.

In 1969, the Open University was launched and is claimed to be the first successful distance teaching university. It arose as the result of social

programmes by the Socialist Government of Britain at the time, to “break the insidious link between exclusivity and excellence” (in its own words).

The Open University (OU) was founded on the belief that communications technology could bring high quality degree-level learning to people who had not had the opportunity to attend **campus universities**. Many of its students tended to be older and had for a variety of reasons missed the opportunity of higher education in their youth.

Today the OU is large and takes on around 158,000 undergraduates every year for its 360 or so courses. It suffers from image problems, but as its website states: “The OU is the largest provider of management education in Europe, and one in five MBA students in the UK is studying with the OU”. Many of its **intake** are now in their early twenties and in the latter half of 2005, a major image makeover costing £2m (about 20m UAH) was undertaken.

In the American educational system children are generally required to attend school from the age of five or six until age 16, although most continue until they are at least 17 or 18, or have graduated from high school. The public education systems vary from one state to another but generally are organized as follows:

- Age 5: Kindergarten
- Ages 6–11: Elementary school. Grades 1 to 5 or 6.
- Ages 12–13 or 12–14: Junior high school or middle school (usually grades 7–9 or grades 6–8, respectively).
- Ages 14–18: High school.

Additionally, many children attend schools before they reach the age of five. These pre-schools are often private and not part of the public educational system although some public school systems include pre-schools.

Public education in the United States is provided by the separate states, not the federal government. It is free, but unlike many other countries, the US has no standard nationwide **curriculum**. Rather it is up to the teachers and administrators of the school districts to determine what is and is not taught, although increasingly, statewide curricula are being developed. Also, as of 2003 there is increasing state and federal pressure to use standardized tests, which lead to a more uniform curriculum.

Most of the private institutions have traditionally been religious institutions, such as Catholic schools, various Protestant schools and Jewish

yeshivas. Some private **secular** schools, military schools and multi-lingual schools are available. Private secular and multi-lingual elementary and secondary education may cost \$10,000 to \$20,000 per year per student in large metropolitan areas, placing these schools out of reach of all but the most wealthy of middle and upper class families. However, many of these schools provide academic **scholarships** and need-based assistance. Religious schools vary in price, from nearly free to costs **on a par** with private secular schools. Poorer families may send their children to these lower priced schools for a religious education, or because they consider the schools better than the available public schools. Home schooling is allowed in many states and is an alternative for a small minority of households. The motivation for home schooling is often, but not always, religious.

The United States is a great centre of higher education, boasting more than 1,500 universities, colleges, and other institutions of higher learning.

As with the lower level public education system, there is no national public university system in the United States. Each state has its own public university system. There are also many privately run colleges, universities, and trade schools, some of them religiously **affiliated**. State university tuition ranges from nearly free on up, but is generally significantly lower than at private schools, and often lower for state residents than for out-of-state students.



The Ivy League logo

The most famous universities are the eight Ivy League Universities, which include Harvard and Yale, the Massachusetts Institute of Technology and the University of California.

The Ivy League Universities are named after the **ivy** plants traditionally covering their older buildings. The term “Ivy League” has connotations of academic excellence as well as a certain amount of elitism.

The OU in Britain can be thought of as the first major system of **Distance Learning**, where students are not full-time physical attendees of an educational establishment. The development of internet technology and the spread of personal computers into so many homes now makes it easy to have interactive **remote tuition**. As well as the post and TV programme basis of the original OU, there is now true multimedia capability of audio, video, email, messaging and interactivity. Although, until there are good duplex

videophone capabilities, it won't always be easy to see if the person at the student end is really student X or overly-helpful Professor Y in their place.

Our formal education needs to change and keep changing at a rapid pace, simply because our society is accelerating in its rate of change. But the need to be able to think clearly and filter critically the vast masses of information we now receive may become the most important ability that we can learn. We simply can't **assimilate** everything we see around us while being bombarded with more and more and more, so analysis and appraisal may become the key skills in the near future.

6. Define whether the following statements are true or false according to the text, giving your reasons.

1. The educational system of Ukraine resembles that of Great Britain.
2. Distance learning became possible due to the development of internet technology and the spread of personal computers into so many homes.
3. Most private schools in Great Britain, Ukraine and the USA are free of charge.
4. All University Students get scholarships.
5. English schools are allowed to vary locally.
6. Today the accent on science and technology has shifted to communication, business, management, law and finance.
7. "Public Schools" are run by the State in Britain.
8. Most public schools have a "House" system which is horizontal.
9. The colleges and halls of residence of Oxbridge are independent of the University itself.
10. There are two basic education systems in Great Britain: one covering England, Wales and Northern Ireland and one covering Scotland.
11. Public education in the USA is provided by the Federal Government.
12. The Ivy League Universities are named after the ivy plant.
13. The US has no standard nationwide curriculum.
14. Both Cambridge and Oxford are collegiate universities.
15. At Cambridge it is believed that becoming a 'specialist' is too limited mentally and so first degrees are usually a 'tripos' where three distinct subjects are studied.
16. The "Redbrick" universities are the oldest in Great Britain.
17. We can't assimilate everything around us.

7. Answer the following questions after the first reading of the text.

1. What's your perception of the concept of "Education"?
2. What do educational systems focus on?

3. What is the historical background of English education?
4. How does education in England differ from the systems used in Ukraine?
5. What is meant by “Public Schools” and “Private Schools” in different countries?
6. What are the characteristics of a “House” system?
7. What are the most outstanding universities in England and the USA?
8. What are your opinions on the Cambridge Tripos degree?
9. How does the American educational system differ from the British and Ukrainian ones?
10. What is the “The Ivy League”?
11. What is “Distance Learning” and what are its problems?
12. Why do people always criticize the educational systems of the world?

8. Analyze and learn the following vocabulary notes. Then go through the text again and give the Ukrainian equivalents for the highlighted words.

! *Vocabulary notes*

1. Facet, n.

1) one side of a many-sided body, especially when flat and smooth; any of the cut and polished faces of a gem – грань (алмазу, кристалу та ін.). e.g. The facets of the diamond sparkled dramatically in the sunlight. The different shades of green on the planes and facets of each clipped tree.

2) *fig.* a particular side or aspect of something – аспект. e.g. He was an expert at every facet of the game. Certain sides of his character or particular facets of his personality were not known to me.

2. Absorb, v.

1) include or take something in so that it no longer has separate existence; incorporate, to be involved in something to the exclusion of everything else – бути поглиненим чимось, розчинитися в чомусь. e.g. She was so absorbed in her novel that she didn't even hear the doorbell ring.

2) suck or drink in, take up by chemical or physical action – всмоктувати, вбирати, поглинати. e.g. The carpet absorbed the spilt wine instantly. The south-facing walls of the dacha absorbed the heat of the evening sun.

3) occupy or consume – захоплювати. e.g. His job absorbed him to the exclusion of his family life. The Roman Empire absorbed many territories.

Der.: absorbability, absorbable, absorbance, absorbed, absorbedly, absorbedness, absorber, absorbing, absorbingly.

3. Methodology, n.

1) the branch of knowledge that deals with method and its application in a particular field. Also, the study of empirical research or the techniques employed in it – методологія. e.g. The methodology of naming things scientifically is taxonomy.

2) a body of methods used in a particular branch of study or activity – методи, методика. e.g. They changed their methodology and approach in order to try to achieve a breakthrough.

Der.: methodological, methodologically, methodologist.

4. Tuition, n. The action, business, or function of a teacher; teaching, instruction, especially in return for a fee – навчання. e.g. They pursued their studies under the tuition of the most skilful masters. He lectured at the college and gave private tuition to supplement his income.

5. Nomenclature, n.

1) the action of assigning names (especially systematically) to things, classes, places, etc.; the manner in which names are assigned – список, перелік, номенклатура. e.g. The nomenclature of areas of the Antarctic has exercised the ingenuity of many explorers. Zoological nomenclature is the application of distinctive names to each of the groups recognized in each classification.

2) a set of names used, or intended to be used, to designate things, classes, places, etc.; a system of technical terms used in a science or other discipline, terminology – термінологія. e.g. The pedantic nomenclature recently introduced into mineralogy caused many textbooks to have to be modified.

6. Charter, n.

1) a written document delivered by the monarch or legislature, especially granting privileges or recognizing rights, or creating a borough,

company, university, etc., a written constitution – хартія, грамота. e.g. The society was founded by a Royal Charter.

2) a publicly conceded right, a privilege; effective public permission, a license – право, привілей, пільга. e.g. The police felt that allowing pubs to open all night was a charter for drunkenness.

3) a written contract between individuals – статут, e.g. The company published its charter documents when it was founded.

4) a chartered aircraft, boat, vehicle – чартер. They took a charter flight to their holiday destination.

Comb.: Great Charter/Magna Carta – Велика Хартія вільності, програма чартистів.

7. Degree students. Undergraduates (UK) or sophomores (USA) study for bachelor's degrees, postgraduates study for Master's degrees or Doctorates. Студенти, як правило, молодших курсів. e.g. The transition from being school students to degree students is a big step in many people's lives.

8. Undergraduate, n. A student at a university who has not yet completed a first degree – студент молодшого курсу.



9. Postgraduate, n. A student who takes a postgraduate course or who goes on to further study after graduation – аспірант, докторант.

Comb.: postgraduate education – аспірантура, докторантура, postgraduate course – курси підвищення кваліфікації (без отримання вченого ступеня).

10. Laureate, n. Historically, a person who achieved glory, honour or distinction, especially a winner of a contest in Ancient Roman times, while in recent times used in academic circles to describe a person awarded a major honour for achieving distinction – лауреат. Today, the key meaning is that of a person who is pre-eminent or worthy of special distinction in a certain sphere, often given a particular title. e.g. The UK Poet Laureate is currently Andrew Motion. It is also used to describe candidates for the Nobel prize as Nobel laureates – лауреат Нобелівської премії.

11. League, n.

1) a military, political, or commercial compact made between parties for their mutual protection and assistance in matters of common interest; a body of States or people associated in such a compact – ліга, союз. e.g. The League of Nations became the United Nations after the Second World War.

2) an association of individuals, clubs, or societies for some common political, sporting, or other purpose; a group of sports clubs or a class of contestants who compete with one another for a championship – ігри, клас, ліга. The Premier League is the highest level of football in England.

3) *fig.* a category showing a certain level of competence or ability – розряд, клас, рівень. e.g. She was fairly formidable, a bit out of my league really. They were moving into a new league, where they could command whatever price they wanted.

Comb.: big league – *пр. та пер.* вища ліга, Ivy League – група найпрестижніших американських університетів, Rugby League – Ліга регбі (вид спорту, відмінний від Rugby Union), in league with – в спілці з кимось, Major League – Вища ліга бейсболу в США, league table – рейтинг ліги.

12. Punt, v. Propel a punt or other boat by thrusting a pole against the bed of a waterway. As both Oxford and Cambridge each have a river flowing through them, punting has for centuries been a summer relaxation of students and staff. Відштовхуватися жердиною, пливти на плоскодонному човні. e.g. To me, his cleverest trick was to skillfully punt a canoe. In summer we punted up rivers, streams, canals.

Punt, n. A flat-bottomed shallow boat, broad and square at both ends; specifically a long narrow boat of this kind propelled by means of a long pole thrust against the bed of a waterway, and used on inland waterways now mainly for pleasure – плоскодонний ялик, мала шаланда (човен).

13. Propel, v.

1) drive or push (a person or thing) forward, cause to move onwards – просувати вперед, штовхати, надавати руху. e.g. Each galley was propelled by huge oars. He propelled her up the ramp.

2) *fig.* urge (a person) on, encourage – рухати, спонукати, стимулювати, приводити. e.g. The rejection propelled her to apply for even more university courses.

14. Supervision, n. The action or function of supervising a person, task, etc.; management, direction, superintendence – нагляд, спостереження, керівництво, консультації. e.g. The artists renovating the altar worked under ecclesiastical supervision. Don't let children play near a swimming pool without supervision. *Comb.:* academic supervisor – науковий керівник, supervision order – наказ про здійснення нагляду.

15. Intake, n. In academic use, this is a jargon term to describe the students enrolling in a given year – набір. e.g. The 2008 intake was regarded as the strongest since the 1980s.

16. Curriculum, n. A course of study at a school, university, etc.; the subjects making up such a course – курс, навчальний план. e.g. The curriculum she was issued with had a clash on Tuesday afternoons. *Comb.:* National Curriculum (UK)/Statewide Curricula (USA) – державні програми.

17. Secular, adj. Not related to any particular religion or ideology – світський. e.g. The governing body of the university made every attempt to be secular.

18. Scholarship, n.

1) financial support given by a school, college, or university for education in reward for academic merit; an instance of this – стипендія. e.g. He was delighted to have won a scholarship to the public school.

2) academic achievement or study; learning, erudition. Also, the world of learning, scholars collectively – ерудиція, освіченість, ученість, начитаність. e.g. The Renaissance is seen by many as being the Golden Age of scholarship.

19. On a par with. On the same level as, at the same price as. На рівні з... e.g. The Japanese watch was priced on a par with the finest Swiss watches.

20. Affiliate, v. Adopt as a subordinate member of a society, branch of an organization or company, attach to or connect with an organization – приймати в члени; приєднувати. e.g. The university Business School was affiliated to the Confederation of Industry.

21. Ivy, n. An evergreen woody climber, covering old walls, tree-trunks, shady banks – плющ звичайний (рослина). e.g. The cottage had a south-facing wall entirely covered in ivy.



22. Distance Learning/remote tuition. The use of computer technology to allow home study of educational material, pioneered by the UK Open University through TV and the post, now based on the internet. Дистанційна освіта.

23. Assimilate, v.

1) absorb and incorporate – асимілювати, засвоювати. e.g. Marx and Engels had assimilated with remarkable rapidity the social and historical thinking of their time.

Poussin was a learned artist who had studied and assimilated the poses of antique sculpture.

2) become absorbed or incorporated into the system – асимілюватися, уподібнюватися. e.g. Being an Ukrainian immigrant, raised in the Orthodox Church, she could not assimilate with the Church of England.

3) *phonology*: make (a sound) more like another in the same or a contiguous word – асимілювати, уподібнювати.

Der.: assimilative, assimilator, assimilatory, assimilative.

9. Answer the following questions, checking your detailed understanding of the text:

1. What are the oldest universities in England?
2. What are the oldest schools in England?
3. In what century was Bablake School in Coventry founded?
4. What is different in Scottish education as compared with other parts of Great Britain?
5. What kind of education is called tertiary education in Great Britain?
6. How many universities are there in England? And how many in the USA?
7. Why did Oxford begin to grow quickly after 1167?
8. How was the history of the foundation of Oxford University related to that of Cambridge?
9. What sort of autonomy do colleges and PPHs of Oxbridge universities enjoy?

10. What are the most famous educational establishments in London?
11. What educational establishment claims the honour of being the biggest successful distance learning university?
12. What disadvantages of distance learning were mentioned in the text?
13. What is the major shift in distance learning as to who becomes its student?
14. What is the age for primary and secondary education in Britain and the USA? And in Ukraine?
15. Why do parents in the USA sometimes send their children to religious schools?
16. How do the fees vary in the US for state and out-of-state students?
17. What are the names of the Ivy League Universities?
18. What is the learning solution for the vast amounts of information that a student has to assimilate nowadays?

VOCABULARY PRACTICE

10. Decipher the following abbreviations from the text: PPH, OU, MBA, GCSE, AS-level.

11. Match English words from the text in the left column with their Ukrainian equivalents in the right one.

- | | |
|----------------|------------------------|
| a) ivy | 1) таблиця ліги |
| b) propel | 2) приймати в члени |
| c) secular | 3) член Вченої ради |
| d) methodology | 4) навчання |
| e) curriculum | 5) список, перелік |
| f) punt | 6) альянс |
| g) league | 7) наукове керівництво |

- | | |
|-------------------------|---------------------------------|
| h) nomenclature | 8) набір |
| i) senior fellow | 9) методи, методика |
| j) postgraduate | 10) штовхати, просувати |
| k) Nobel laureate | 11) плоскодонний човен |
| l) tuition | 12) навчальний план |
| m) scholarship | 13) студент молодших курсів |
| n) Bachelor's degree | 14) лауреат Нобелівської премії |
| o) league table | 15) світський |
| p) academic supervision | 16) стипендія; ученість |
| q) on a par with | 17) на рівні з... |
| r) undergraduate | 18) аспірант |
| s) intake | 19) плющ (рослина) |
| t) affiliate | 20) ступінь бакалавра |

12. Find synonyms to the following words and word combinations from the text. Consult a dictionary of synonyms if necessary.

Facet, to absorb, examination, supervision, to signify, evidence, to be claimed to, campus, to affiliate, distance learning, tuition, nomenclature, a league, to propel, kindergarten.

13. Give antonyms to the following words and expression from the text.

To migrate, assimilate, remote tuition, secular, to emphasize, to ignore, foundation, to be disbanded, elitist.

14. Explain the difference between the meanings of each in the following pairs of words:

- | | |
|------------------------------|---|
| Curriculum – schedule | To sit an exam – to give an exam |
| Postgraduate – undergraduate | To teach a subject – to read a subject (UK) |
| Academic supervisor – tutor | High school education – higher education |
| Faculty – department | Management – administration |
| Course – discipline | Public school – State school (in the UK) |
| Timetable – schedule | Diploma – degree |

15. Give intellectually adequate Ukrainian equivalents for the following words and expressions, phrases and collocations from the text.

To emphasise depth of education; to head a league table ranking British universities; to rate something first for something; to enjoy autonomy; management education; an image makeover; high schools; pre-schools; elementary education; tertiary education; trade school, further education; a single-sex college; duplex videophone capabilities; science facilities; academic excellence; a male-only school; more advanced examinations; to vary locally; to reach identical levels for standardized qualifications, GCSE (General Certificate of School Education) examinations; AS-levels (Advanced and Special), a tuition fee, public schools, the government-imposed “Year X” format; permanent private halls; nomenclature, a House system, charge by reputation, evidence of teaching, to be accused of, to be disbanded, a charter, a papal legate, degree students, substantial responsibility, undergraduates and postgraduates, to be associated with; Nobel prize laureates, league tables, standard nationwide curriculum, private secular school, multilingual elementary and secondary education, scholarships, need-based assistance, to cost on a par, religiously affiliated, to range from, the Ivy League Universities, a certain amount of elitism, distance learning, physical attendees, to have interactive remote tuition, to assimilate everything, appraisal, demeanour, to sit an exam, home schooling, statewide curricula, acorn unit.

16. Translate the following sentences into Ukrainian paying especial attention to the essential vocabulary.

1. In Great Britain, public schools are private schools. 2. In the USA, public schools are free elementary or secondary schools supported by taxes. 3. A vertical House system is characteristic of most public schools in Britain. 4. “Shell” is a term sometimes used for the first year in British public schools. 5. Finally, he got his Master of Arts degree. 6. At Oxford, in addition to 39 colleges and lots of facilities, there are also 7 PPHs. 7. Universities take responsibility for the teaching of undergraduates and postgraduates and degree students. 8. The Nobel Prize Laureates are announced annually by the International Nobel Prize Committee for accomplishments in the fields of physics, chemistry, medicine, economics, and literature, and for the promotion of peace. 9. While punting, you have to move a boat with a long pole.

10. Wouldn't people work better if they were given complete freedom and responsibility? 11. There are no questions pertaining to the interests, mentality and particular facets of personality of youth that the older generation can shrug off easily. 12. They were very much absorbed in their master's degree research. 13. Her job completely absorbed her. 14. Nomenclature is very picturesque in the world of rap and hip-hop. 15. The society was founded by a Royal Charter. 16. The League of Nations became the United Nations after the Second World War. 17. While doing academic research, it's clearly very valuable to take advice from your tutor. 18. The new university's curriculum includes a very large number of optional courses. 19. The educational system of Ukraine is considered to be secular. 20. Many students have state scholarships to Ukrainian Universities. 21. The National Curriculum (UK) and state-by-state Curricula (USA) are formulated by the governmental authorities. 22. The population of the UK respected Winston Churchill for his unparalleled scholarship. 23. Tutors analyse and support their graduates' worthwhile academic initiatives. 24. The university Language School was affiliated to the International Linguistics Society. 25. The students formed a squash league at their hall of residence in order to determine who the best player was. 26. Boston University belongs to the Ivy League. 27. Distance learning expanded massively when the postal system was effectively replaced by computer technology development and the internet. 28. He was chosen to become a Fellow of the British Academy. 29. The Labour Government has changed many education policies in recent years. 30. Ivy is any plant of the genus *Hedera*. 31. She did not have the remotest idea of how to change the volume on her computer. 32. His family lived in a remote town perched atop a rocky hill. 33. He began to walk across the bare fields, measuring the distance with his strides. 34. The Roman Empire absorbed many territories. 35. They tried to study all the facets of the matter.

17. Translate the following word combinations into Ukrainian. Use English-Ukrainian dictionaries if necessary.

Public school (in the USA), public at large, public relations, public figure, public image, public facilities, public service, public library, public meeting, public protest, public domain, public funds, public law, public officer, public holidays, in public, for public use, public works, public sale, public enemy number one, Public Records Office, public health.

***18.** Fill in the gaps with an appropriate word from the following list: *migrate, examination, tutelage, degree, fellow, management, undergraduate, to the highest degree, league, propel, supervision, facet, curriculum, distant, remote, assimilate, Oxbridge.*

1. He was an expert at every... of the game. 2. Whales... north from the polar feeding grounds. 3. The prize helped to... my career. 4. An... is a test of a person's knowledge or proficiency. 5. They pursued their studies under the... of the most skilful masters. 6. The University of Oxford and Cambridge University are referred to collectively as.... 7. An... is a person who is not yet an expert in a subject. 8. Even in the 21st century, a winner may have "For he's a jolly good ..." sung. 9. A course of university study is defined by a.... 10. That was only one... of the story. 11. Don't let children play without.... 12. He was the person ready to take a... role. 13. He has completed a university.... 14. Each galley was... by huge oars. 15. The Ivy... championship took place in October. 16. He loved this matter.... 17. They were... in arms. 18. He found it difficult to... to his new surroundings. 19.... learning is becoming more and more popular throughout the world. 20. In reality she was a very... cousin.

19. Complete the following sentences by translating the words and expressions in brackets.

1. The university Ruling Council was comprised of (члени Вченої ради). 2. A systematic set of methods used in a particular branch of study or activity is (методологія). 3. The work totally (поглинула) him. 4. Any of the cut and polished faces of a gem is a (грань) 5. A (Грамота) is a written document historically delivered by the monarch or legislature. 6. Some famous schools in Britain are private (школи-інтернати). 7. (Місцеве керівництво) and some Federal bodies in the USA may provide assistance to families who are unable (платити за навчання). 8. Preparatory schools that take pupils from the age of 4 to 11 are called (підготовчі школи – дитячі садки). 9. In the UK since medieval times, there has been local (управління) of schools. 10. In Northern Ireland the schools were segregated to (релігійних уподобань) which caused many serious problems. 11. After the company merger, the northern holding company became (приймати в члени, інкорпорувати) to the regional office. 12. Her singing was (можна порівняти) with the best I've ever heard. 13. The Professor was pleasantly surprised by the level of

his students' (ерудиція). 14. It is often difficult for many religious schools to teach a (світський) approach to society. 15. This year's (набір) of business studies students doubled in size again. 16. The laboratory procedures were complex and required close (нагляд). 17. Where, other than Oxford and Cambridge, could you go for a (прогулянка на ялику) on the river? 18. When she was told about the University's (статут) she immediately pictured a parchment document written on by quill pen. 19. The (перелік) in the textbook was complex and required a glossary. 20. The heretic was accused of being in (спілка) with the devil.

***20.** Translate the following Ukrainian sentences, choosing from the following row of synonyms: *absorb, assimilate, consume, swallow up, engulf, incorporate, soak up, suck up, take into*.

1. Щоб пір'я не вбирало вологу, більшість водоплавних птахів змащують його жиром. 2. Ми з Юрком лл'ємо воду в лунку, а спрагла земля всмоктує її. 3. Вуглекислий газ поглинають зелені рослини. 4. Після об'єднання компаній, логотип кожної з них був інкорпорований до спільної символіки. 5. Прядиво натягувало вологість з повітря. 6. Новий роман захопив Настю повністю, вона і не зчулася, як настала ніч. 7. Монгольська орда просувалася все далі на захід, підминаючи під себе все нові слов'янські землі. 8. Він поринув в роботу з головою, просиджуючи в лабораторії з ранку до вечора. 9. Корпорація вела агресивну політику, захоплюючи та приєднуючи до себе нові компанії. 10. Не намагайся проковтнути все за один раз, бо можеш удавитися. 11. Вогонь знищив дерев'яну хату баби Ганни дуже швидко, полишивши по собі одне згарище. 12. Він вбирав у себе ліс, вбирав його пісні і плачі. (Ю. Мушкетик) 13. Я жадібно вбираю, всмоктую все, що тут грає радістю, світиться і мигоче. (М. Бажан) 14. Висока вода затопила півсела. 15. Багато хто любить лежати на пляжі, вигріваючись на сонці. 16. Дитину взяли під опіку. 17. Хоча вона вже давно вивчала японську мову, при звичаїтись до культури цієї країни було непросто.

21. Translate the following sentences into English using active vocabulary.

1. В усіх університетах світу студенти мають можливість оволодівати знаннями з різних галузей науки згідно з обраною тематикою.

2. Сучасні технології та методики навчання сприяють міцному засвоєнню матеріалу та визначають майбутні напрямки наукових досліджень. 3. Дитячі ясла і садочки набули широкого розповсюдження майже в усіх країнах Європи та Америки, адже більшість матерів у наш час працює. 4. Загальноосвітні школи Великобританії, США, України працюють згідно затверджених навчальних планів та програм. 5. Кожен, хто закінчив ВНЗ, може підвищити свій науковий і теоретичний рівень на курсах підвищення кваліфікації. 6. У сучасній світовій освітній системі основний акцент робиться на вивченні таких предметів, як: право, бізнес-технології, фінанси, економіка, іноземні мови та менеджмент. 7. На засіданні Вченої ради університету обговорювались проблеми удосконалення викладання навчальних дисциплін. 8. Для отримання атестату про середню освіту та згодом диплому бакалавра чи магістра потрібна систематична праця та перемога над собою. 9. Кожен студент останнього курсу навчання в університетах вже думає про майбутнє місце працевлаштування. 10. Для написання курсових, дипломних, бакалаврських та магістерських робіт студентам призначають наукових керівників. 11. Випускники вищих навчальних закладів, які відмінно опановують навчальну програму, можуть продовжити навчання у статусі аспірантів. 12. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти європейських університетів повинні систематично проходити уніфіковане тестування. 13. Студенти, які навчаються в університетах на державній основі, отримують стипендії. 14. Як правило, у релігійних школах Європи плата за навчання є в межах плати, встановленої у приватних світських школах. 15. Дистанційна система навчання все більше набуває світової популярності. 16. Кожна особистість сприймає та засвоює все те, що оточує її, додаючи власну оцінку реалій життя. 17. Університетська освіта завжди вважається елітарною і високо оцінюється власниками та керівниками установ. 18. Лауреати Нобелівської премії отримують її в галузі хімії, фізики, миротворчої діяльності, літератури. 19. Форум молодих лідерів України створив і презентував нову Інформаційно-пошукову базу міжнародних стипендіальних програм. 20. База даних включає міжнародні стипендіальні програми, гранти і академічні програми університетів світу для українських студентів, аспірантів, наукових працівників і спеціалістів усіх областей знань, програми

міжуніверситетського співробітництва, стажувань в урядових структурах, міжнародних організаціях та відомих компаніях.

***22.** Find Ukrainian equivalents for the following names of disciplines. Then sort them into five groups: the Arts, the Social Sciences, the Natural Sciences, Engineering and Technology, and those with their own category. Note that their categorisation does not always coincide in this country and in English-speaking countries. Check your understanding with the Keys.

Linguistics, medicine, history, philosophy, political science, neuroscience, drama, environmental management, sociology, anthropology, economics, business studies, mathematics, archaeology, physics, journalism, chemistry, architecture, mechanical engineering, biology, astronomy, psychology, geology, geography, music, electronic engineering, environmental science, religion, computer science, civil engineering, chemical engineering, aerospace engineering, law.

23. Read and translate the following text about the Bologna process.

The purpose of the **Bologna process (or Bologna accord)** is to create a European higher education area by making academic degree standards more comparable and compatible throughout Europe. It is named after the place it was proposed, the University of Bologna, with the signing in 1999 of the Bologna declaration by Ministers of Education from 29 European countries in the Italian city of Bologna.

Before the signing of the Bologna declaration, the Magna Charta Universitatum had been issued at a meeting of university rectors celebrating the 900th anniversary of the University of Bologna – and thus of European universities – in 1998.

One year before the Bologna declaration, the education ministers of France, Germany, Italy and the UK signed the Sorbonne Declaration in Paris in 1998, committing themselves to “harmonising the architecture of the European Higher



Education system”. French officials, in particular, as a result often refer to the La Sorbonne/Bologna process.

The Bologna process was a major reform created with the claimed goal of providing agreement on many key education issues. These include: public responsibility for higher education and research, higher education governance, the social dimension of higher education and research, and the values and roles of higher education and research. In modern globalized and increasingly complex societies, the demands on qualification needs continue to rise.

With the Bologna process implementation, higher education systems in European countries are to be organized in such a way that:

- it is easy move from one country to be other (within the European Higher Education Area) – for the purpose of further study or employment;
- the attractiveness of European higher education is increased so many people from non-European countries also come to study and/ or work in Europe;
- the European Higher Education Area provides Europe with a broad, high quality and advanced knowledge base. This will ensure the further development of Europe as a stable, peaceful and tolerant community benefiting from a cutting-edge European Research Area;
- there will also be a great convergence between the U.S. and European systems, as European higher education adopts aspects of the American system.

There is much skepticism and criticism of the Bologna process – now taken up as a project by the European Union – from the side of professional academics. Dr Chris Lorenz of the Free University, Amsterdam, has argued that “the basic idea behind all education EU-planning is economic: the basic idea is the enlargement of scale of the European system of higher education, in order to enhance its competitiveness by cutting down costs. Therefore a European-wide standardization of the values produced in each of the national higher educational system is called for. Just as the World Trade Organization and GATS propose educational reforms that would effectively erode all effective forms of democratic politic control over higher education, “it is obvious that the economic view on higher education development as

formulated by the EU Declarations is similar to and compatible with the view developed by the WTO and by GATS*.”

(From Wikipedia 2007)

* The General Agreement on Trade in Services (GATS) is a treaty of the World Trade Organization (WTO).

23. Find in the text above words and expressions that correspond to the following:

Співставний і сумісний, підписати декларацію, ректор університету, гармонізація побудови систем вищої освіти в Європі, підвищення конкурентоздатності, збільшення масштабу, зближення систем навчання, науковці, декларована мета, управління вищою освітою, високі кваліфікаційні вимоги, подальше навчання, толерантна спільнота, найновіші досягнення в наукових дослідженнях.

Answer the following questions to the above text:

1. What was the claimed goal of the Bologna process?
2. What might be the actual reasons behind it?
3. What is the origin of the name of this process?
4. What are the obvious advantages of the conformity of all European educational systems when the Bologna process objectives are implemented?
5. How is the Bologna process associated with current globalisation of life on our planet?

24. Translate the following text into English:

Вища освіта України беззаперечно і однозначно визначила, як основний напрям своєї діяльності, інтеграцію в єдиний європейський освітній простір. Болонський процес спрямований на перетворення Європи на найбільш конкурентоспроможний і розвинутий освітній простір у світі. Болонською декларацією, яку підписали більшість європейських міністрів освіти у червні 1999 року, передбачено реалізацію багатьох ідей і проектів. Передусім, це: формування єдиного відкритого простору вищої освіти; впровадження кредитних технологій навчання на базі європейської системи трансферу кредитів; стимулювання мобільності студентів і викладачів у межах європейського

регіону; прийняття системи освітньо-кваліфікаційних рівнів “бакалавр-магістр”; розвитку європейської співпраці у сфері контролю за якістю вищої освіти тощо. Приєднання України до цього процесу надає нашій країні можливості поглибити стосунки з європейськими державами на шляху подальшої інтеграції до ЄС.

*(С. М. Гончаров, В. С. Мошинський
“Вища освіта України і Болонський процес”)*

25. Read the text below about athletics scholarships and re-phrase it briefly by answering the following questions:

1. In what countries of the world are athletic scholarships common?
2. Why do you think they are illegal in the UK?
3. In whom does the decision rest about the admission of athletes into universities?
4. Where do the funds come from to pay scholarships to athletes?
5. What is your personal attitude to athletic scholarships?

An athletics scholarship is a form of scholarship to attend a college or university awarded to an individual based predominantly on their ability to play a sport. They are common in the United States, but in many countries they are rare or non-existent.

Hundreds of educational establishments across the US offer financial aid of one sort or another for athletes. Financial aid for athletes can take many forms, with amounts, requirements, and purposes varying from school to school.



Athletic scholarships for undergraduate student-athletes in the USA are partially funded through the national Collegiate Athletic Association (NCAA) membership revenue distribution. About 1 billion USD – worth of athletics scholarships is awarded each year.

Over 126,000 student-athletes receive either a partial

or full athletics scholarship. However, these scholarships are awarded and administered directly by each academic institution, not the NCAA.

The NCAA – through its member institutions, conferences and national office staff – itself describes its functions on its website as being primarily that of “forming a collegiate model of athletics experiences”.

In the United Kingdom entrance scholarships for sport are actually illegal and therefore non-existent. However sporting ability may be taken into account in admission for places on degrees in subjects such as Sport Science and at the discretion of admission staff sporting achievements may be taken into account on choosing candidates based on their ability to make an all-round contribution to the institution in the same way as achievements in any other non-academic area.

26. Revise the vocabulary of the section by giving Ukrainian equivalents to the following English words and phrases:

Subject vocabulary

Public school, acorn unit, tutelage, ruling council, boarding school, senior fellow, tripos, shell, house system, facet, the Ivy League Universities, methodology, exclusivity, curriculum, tuition, A-level, A2-level, AS-level, GCSE (General Certificate of School Education), nomenclature, charter, degree students, undergraduates, postgraduates, Nobel prize laureates, punting, supervision, campus universities, intake, Redbrick Universities, scholarship, secular, kindergarten, on a par with, motivation, ivy plant, distance learning, appraisal, remote tuition, halls of residence, elitism, tuition fee, honorary degree, diploma

Faculty, department, rector, teaching staff, admission staff, college facilities, collegiate, administrators, first degree, course, discipline, schedule, standardized qualifications, tertiary education, trade school, further education, male-only schools, single-sex college, academic excellence, an image makeover, high schools, pre-schools, elementary education, education governance, professional academics

To lead a league table, to rate something first for something, to enjoy autonomy, to propel, to affiliate, to assimilate, to absorb, to migrate, to sit

an exam, to give an exam, to harmonize, to call for, to award a scholarship, to administer a scholarship.

27. Reinforce your knowledge of the section Vocabulary giving English equivalents to the following words and expressions:

Управління освітою, вміння справлятися (впоратись) із чимось, методологія вивчення предмета, огляд, оцінювання знань, свідчення, жолудь, садок, хартія, плата за навчання, перелік, грамота, ранг, вчений ступінь, почесний вчений ступінь, альянс, керівництво науковим дослідженням, територія університету, вчена рада, стипендія, ерудиція, плющ звичайний, неузгодженість, дистанційна освіта, студент останнього курсу, курси підвищення кваліфікації, аспірант, аспірантура, докторантура, вченість, занурений в думки, грань (алмаза), школа-інтернат, аспект, Велика хартія вольностей, лауреат, Нобелівська премія; курс навчання, навчальний план, навчальна дисципліна, інтелектуальна еліта, термінологія, вища ліга, перелік питань, чартерний рейс, співставний і сумісний, ректор університету, гармонізація побудови систем вищої освіти в Європі, підвищення конкурентоздатності, збільшення масштабу, зближення систем навчання, науковці, декларована мета, управління вищою освітою, високі кваліфікаційні вимоги, подальше навчання, толерантна спільнота, найновіші досягнення в наукових дослідженнях.

Утворити лігу, бути пов'язаним з чимось, асимілювати, поглинати, розглянути справу з усіх сторін, здійснювати перехід, здійснювати нагляд чи спостереження, засвоювати навчальний матеріал, проявляти освіченість, змінювати розклад занять, спонукати до дії, проявляти хитрість, підписати декларацію.

28. Translate the following newspaper article into English, using the active vocabulary.

Мозковий обмін

Стипендіатами програми обміну Фулбрайта стали 400 українців і 300 американців

15 років в Україні діє програма Фулбрайт – найстаріша і найвідоміша програма міжнародних обмінів.

У 1946 році її заснував американський сенатор Вільям Фулбрайт. Спільними зусиллями з науковими спільнотами інших країн американці створили програму обміну, за якою науковці, студенти та громадські діячі, незалежно від місця свого проживання, мають змогу побувати в Америці, натомість американські фахівці можуть пройти стажування в інших країнах світу.

Починаючи з 1992 року, близько 400 українців провели рік наукової роботи у США, а понад 300 американців займалися дослідницькою та викладацькою діяльністю в Україні. Автори найбільш успішних досліджень та винаходів стають володарями спеціального гранту – Фулбрайтівської стипендії. Трохи пізніше – у 1999 році – створили Українське Фулбрайтівське товариство.

Воно об'єднало випускників вищих навчальних закладів, які продовжують свої наукові дослідження і тим самим роблять свій внесок у розвиток української науки. Серед українських фулбрайтівців є науковці, адміністратори, журналісти, урядовці, культурні діячі.

У полі зору фулбрайтівців – розвиток української науки, реформування освіти, культури, економіки, стану громадського суспільства, європейської інтеграції та глобалізації. А вчора на дводенній Х Фулбрайтівській конференції “Український проект у ХХІ столітті”, яку організувало Українське Фулбрайтівське товариство за підтримки бюро у справах освіти та культури державного департаменту США, стержнем зібрання стало затвердження “Етичного кодексу членів Фулбрайтівського товариства України”. На думку фулбрайтівців, він допоможе подолати корупцію в українській освіті й може стати настільною книгою керівників і викладачів вищих навчальних закладів України.

(Газета “День”, 20 жовтня 2007 р.)

Grammar Review Point: Simple, Progressive and Perfect Tenses, Active and Passive Voice

1. Put the verb in brackets into one of the Simple, Progressive or Perfect Tenses as necessary.

1. Education (to be) a vital concern throughout. 2. A famous British headmaster Thomas Arnold (to introduce) a programme of physical, moral and religious discipline. 3. Students (to be offered) courses in agriculture,

architecture, art, classics, economics, geography, history, math, modern language, music, science, and technology. 4. The school (to receive) funds directly from central government. 5. The literacy rate in Britain (to be) one of the highest in the world. 6. Harrow School (to rise) to its present eminent academic position (to date back) from the enlargement of the institution. 7. The curriculum (to consist) of modern subjects. 8. Rugby School (to become) one of the greatest of English public schools. 9. A small number of school students (to board) with their teachers. 10. Imperial College, London, (to be at the forefront) of science education in Great Britain throughout last two centuries. 11. The cost of education (to increase) rapidly. 12. The curriculum (to be changed) annually. 13. Britain's first education act in 1870 (to be) inspired by the pioneering example of mass compulsory education in Germany and (to provide) for state-financed primary education. 14. Who (to write) a research paper to present at the conference in March? 15. The students (to study) languages every day. 16. The creation of the "University of the Air" in Britain (to be proposed) by the British Prime Minister in 1963. 17. ... we (to pass) our exam tomorrow? 18. He (not to start) his project in the nearest future. 19. Where ... you (to apply) to study next year? 20. He (to go) to become a fellow after the sitting of the Ruling Council. 21. (to be going) to pass the exams? 22. Since that time the college (to increase) steadily in size and importance. 23. The students (to write) the test since lunchtime. 24. It was his first exam. He (never to write) an exam before.

2. Use Active and Passive Voices as appropriate. Comment on the grammar. Translate the sentences into Ukrainian.

1. LEAs (local education authorities) (to authorize) by Government policy to use public funds for church-affiliated schools. 2. Public schools (to attend) by those whose parents can afford the fees. 3. These authorities (to take over) responsibility. 4. American schoolchildren (to segregate) by skin colour before the 1970s. 5. Winchester (to be) an English public school. 6. Special tuition (to provide) for British Military Academy examinations. 7. The term "Oxbridge" (to use) to refer to both universities as a single entity. 8. Girls (to admit) in the 1970s to many previously single-sex schools.

3. Translate the text into English. Comment on the grammar.

Нобелівська премія 2007

8–15 жовтня 2007 року у Стокгольмі та Осло пройшов черговий Нобелівський тиждень, протягом якого були оголошені лауреати шести Нобелівських премій:

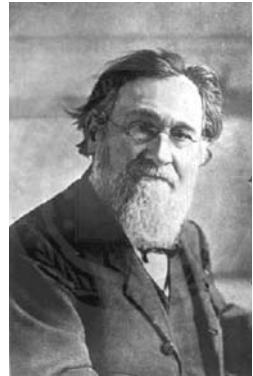
- у галузі медицини та фізіології;
- у галузі хімії;
- премія миру;
- у галузі фізики;
- у галузі літератури;
- у галузі економіки.

Із 2001 року премія становить 10 млн. шведських крон (1,54 млн.) американських доларів.

Лауреатами попередніх часів стали такі вчені з країн СНД: Іван Павлов (фізіологія та медицина, 1904 р.) Ілля Мечников (фізіологія та медицина, 1908 р.), Іван Бунін (література, 1933 рік), Борис Пастернак (література, 1958 рік), Лев Ландау (фізика, 1962), Михайло Шолохов (література, 1965 рік), Андрій Сахаров (1975, премія миру), Петро Капіца (фізика, 1978 рік), Михайло Горбачов (1990, премія миру), Олексій Абрикосов, Віталій Гінзбург (2003 рік, фізика).

Альфред Нобель – шведський винахідник і промисловець – заснував Фонд, який запровадив Нобелівську премію. Він у 1896 році заповідав Фонду все своє багатство, яке йому принесла імперія з 90 заводів з виробництва зброї та вибухових речовин.

(Nobelprize.org)





Test your knowledge of English!

A student who gets a **2:2** has:

- a. a ballet dress
- b. membership of Bishop Desmond's congregation
- c. a lower-middle honours degree
- d. poor eyesight

A **copycat** is:

- a. one of a litter of identical kittens
- b. someone who copies another student's work
- c. an industrial photocopier
- d. a touchtablet alternative to a computer mouse

To **cut class** is to:

- a. miss lectures
- b. split a student group into two
- c. teach using differential ability techniques
- d. form tutorial groups

The **school of hard knocks** is:

- a. boxing lessons
- b. highly competitive education
- c. dismissal for poor grades
- d. learning from everyday life

A **swot** is:

- a. a classroom fly trap
- b. a exchange student
- c. someone who studies too hard
- d. a trainee for the US special police

Section B

Analytical reading and translation comments

1. Read the abstract about P. J. O'Rourke that introduces the main text. Answer the following questions:

1. Have you ever read any of P. J. O'Rourke's books or articles?
2. What other American or English satirists or social commentators can you name? Do you know any Ukrainian satirists?
3. How would you expect Miami University and Johns Hopkins University to differ from Ukrainian universities?
4. Why do you think that P. J. O'Rourke would qualify to be a member of such a prestigious 'think tank'?
5. Why do authors such as O'Rourke use humour as a vehicle for their writing?

2. Transcribe the following words consulting a dictionary if necessary. Practice their pronunciation:

Quadrangle, sherry, famine, ego, alumnus, exacerbate, quackery, emblazon, reminisce, nostalgia, reminiscences, warrant, callus, pitcher, harassment, donnish, Academe, Academia.

3. Analyze the following comments without looking at the text. Then read the extract from "Going from Bad to Diverse" by P. J. O'Rourke. Answer the following questions, checking your general comprehension of the text and the comments.

1. Why does O'Rourke feel that politicians do not have real ideas?
2. Why should universities and students be a better source of ideas than political organizations?
3. Is radical thinking and critical analysis a fundamental part of student life in the 21st century?
4. What differences are there, in political terms, between campuses in the 1960s and today?

5. Can education and students' imaginations improve society?
6. Are campuses characteristic to all of American, British and Ukrainian universities?
7. What do you know about Student Unions in the USA, the UK and in Ukraine?
8. How can women, minorities and old people influence politics?
9. Is "multiculturalism" still a part of everyday campus life?
10. What are some of the prohibited behaviours for university students in Ukraine, the USA and the UK?

Comments:

1. Alma mater (Lat.) A university or school as regarded by its past and present students. The term is very common in the USA but rarely used in the UK although some people will know its meaning. *Альма матер.*

2. Quadrangle, *n.* An open area surrounded by four buildings or an open area enclosed by a single building. In theory this may be on any site, but the convention is that the word is only used for a school, college or university. *Чотирикутне подвір'я, оточене будинками.*

3. Donnish, *adj.* From the word 'don' meaning 'a member of the teaching staff of a university', rarely used in the USA and far more common in the UK. The term is most often used for the most senior staff. *Тут: професорський.*

4. Straight Scotch. A measure of Scotch whisky without a mixer and not on ice ("on the rocks"), as often preferred by Americans. *Чисте шотландське віскі.*

5. Freshman, *n.* The American term for a first-year undergraduate, equivalent to the term "fresher" used in the UK. *Першокурсник.*

6. Martha and the Vandellas. A very popular group from the 1960s and early 1970s. Their style of music is known as 'Soul'.



7. **Prize graduate.** A graduate who leaves with especial distinction, perhaps a specific prize. *Нагороджений, відмічений випусник.*

8. **Alumnus, n.** A graduate of a school or university. The term is not used in the UK. *Колишній вихovanець /випусник (даної школи чи університету).*

9. **Chair, n.** When a university lecturer achieves the academic status of ‘Professor’, the award is usually linked to a specific position within a university, called a ‘chair’ – *професорська посада*. The title of Professor is the highest academic rank in both the USA and the UK, but Americans sometimes call any university teacher a ‘professor’ – this is never done in the UK.

10. **Academe, n** [ækə`di:m]. The US academic environment or community. In the UK, the word **Academia** is normally used instead. *Світ університетської науки, наукове співтовариство.*

11. **Student Union.** Although this may be a membership association of students, the term in both the USA and the UK most commonly refers to the building or buildings used by students for social purposes, concerts, etc. *Студентський клуб.*

Text 2: Going from Bad to Diverse

Can education and the ideas of students improve society?

by P. J. O’Rourke

Patrick Jake O’Rourke (born 1947 in Toledo, Ohio) is an American journalist and writer. Most of his books in recent years are political commentary with a humorous, but sharp and cynical approach. This hard edge differentiates him from many writers of social commentary, since Bill Bryson, for example, is far gentler in his approach. His humour encourages his readers to take more interest in what are often the most serious topics and this in turn generally leads to questioning as to why the status quo is as it is, and whether there should be changes.



O'Rourke has written for most of the best US newspapers and magazines, and now has 13 books published. He was educated at Miami University (Ohio) and Johns Hopkins University, and is a Fellow of the Cato Institute in Washington D.C., one of the major US "think tanks". The following extract is taken from "All the Troubles in the World" (1995).

Everywhere we see ugly politics – politics almost as ugly as you can paint them in a nightmare. I admit to a grudge. Politics **exacerbates** the problems of densely-populated nations. Politics causes famine. And treating environmental ills with nothing but politics is **quackery**. However, politics should be useful in matters political. At least you'd think so. And the attempt of women, minorities, old people and so forth to gain influence in political systems is certainly a political matter.

Can politics help the "unempowered" better than politics helps **huddled**, hungry folks by giving them pollution not food? To find out, I thought go someplace where there were lots of real political ideas. Not Washington, of course. Political schemes, political deals, political scandals and corruption – in these Washington **abounds**. But ideas? Instead I returned to my **alma mater**. When I was in college, political ideas were all over the place. Of course, most of those ideas were bad (and the worst were held by me), but that was twenty five years ago. Maybe college students have changed. Maybe college is different. Anyway, "multiculturalism" is a political idea that is continually being discussed on campuses to let students being educated have their own but varied opinions. I was willing to give it a fair – okay, half-fair – hearing.

To this end I found myself steering a rented sedan through a maze of campus buildings and **quadrangles** of Miami University. Everywhere around me were sweatshirts **emblazoned** with "MIAMI UNIVERSITY" worn by ... gosh, the kids are baggy these days ... worn by I don't know what.

Have college students changed? For chrissakes, they're college students. No. They're beer, egos, nervous relationships, independence, puzzled parents. Of course they haven't changed. Their clothes are bigger.

I was lost in a fog of nostalgia. No, I was just lost. I peered through the windshield telling myself what I may or may not have remembered. I'm not much for sentimental memories. Nothing wrong with **reminiscing** on your student days, except I keep forgetting to do it. If you had a great time someplace, it's not as though you can go back and get it. If you had a

really great time, a **warrant** is probably still out, and speaking of warrants, I wasn't entirely sober. I'd been to see a couple of old professors, men who were ancient a quarter of a century ago and who now ... Now they were only somewhat older than I am, however that happened. So we sipped some **donnish** dry sherry – tumblers of **straight Scotch**, actually. I asked them if Miami was different. They didn't remember.

Miami didn't seem different.

*Old Miami from thy hillcrest,
Thou hast watched the decades roll,
While thy sons have quested from thee,
Sturdy-hearted, pure of soul.*

Not that I recalled ever hearing the school song. I went to exactly two university-sponsored events during my undergraduate career – one **freshman** mixer and a **Martha and the Vandellas** concert. I was reading the lyrics out of 1993–94 Student Handbook, which didn't have a campus map. The handbook made a point of mentioning that new verses had been added:

*You've embraced the generations,
Men and women, young and old,
Of all races, from all nations,
And your glory will be told.*

Change and diversity in one neat hit. And the Student Handbook was printed on recycled paper. And I was, as I said, lost.

I was supposed to be going to the president of the university's house for dinner. I can't imagine why. I wasn't a distinguished student. I am not a **prize graduate**. And, as for an **alumnus** revisiting the halls of **academe** to revisit learning with a mind **callused** by reality's hard strife – I doubt that they really wanted to see me unless they had a **Chair** of Cynical Philosophy that I don't know about.

I **pattered** to the curb in front of the presidential residence which I finally recognized because I had been chased off its lawn for protesting the war in Vietnam by burning a copy of some textbook or other on English Literature. The president was a terrifically nice guy. He'd gathered some folks from the university – wonderful people. We were served an excellent dinner. And the next thing I knew I was on my third bottle of wine expressing my disagreement

with a dean over her support for the Clinton administration health-care reform plan by yelling that she was a political criminal. “*Advocating the expansion of the powers of the State is treason to mankind, goddammit!*” **Academe**, alcohol and ideas – now we had reminiscences.



Miami University hasn't changed. The students haven't changed. And neither have I. My head was splitting. Please, a drink. The atmosphere in the college bars was much more **collegial**. In an effort to bring us together as a nation, the barmaids at one tavern had had set out a beer **pitcher** with a sign

on it: *All tips will go to a politically-correct cause*. I began doing the kind of research I'm made for: Large beers all round. I gathered from the beer-oiled undergraduate chatter that things *had* changed at Miami.

When I was in school, women students, no matter their age, were required to live in dormitories unless they were married. The dormitories had hours. Freshmen girls were locked in at ten-thirty on weeknights. Seniors had until midnight or so. Now women students can do whatever they want. What they wanted that particular week was a “Take Back the Night” march where 170 students protested how dangerous it was to be wandering around at night.

In my days, members of opposite sexes were not allowed to go to each other's dorm rooms. Now there's twenty-four hour visitation. There's also a sexual harassment regulation in the Student Handbook that's forty-five hundred words long, that includes in its ramble the express prohibition of students touching, patting, hugging and brushing against each other.

But you can't smoke tobacco in **the student union** or any of the academic buildings. And you can't have a drink until you're twenty-one.

There used to be an Ohio law allowing eighteen-year-olds to buy beer with an alcohol content of 3.2 percent or less. Oxford, Ohio, the town where Miami is located, was reputed to have the greatest per capita consumption

of 3.2 beer on the planet. You always tell Miami alumni by their enormous bladder capacities. Every day, when classes were done, the members of the student body would rush to the High Street bars, bloat themselves with watery brew and touch, pat, hug, and brush against each other. They can't do that at eighteen any more. But they can vote.

4. Study the following Vocabulary notes, and then go through the text again. Translate it paying special attention to the highlighted words and expressions.

! Vocabulary notes

1. **Exacerbate**, *v.* Increase the sharpness of (a pain), the severity of (an illness), the bitterness of (a feeling); aggravate. Also, provoke the resentment of (a person). Поглиблювати (кризу); загострювати (хворобу); підсилювати (невдоволення); дратувати, злити, *пер.* ятрити рану. e.g. The unfamiliar climate may have further exacerbated her nervous condition. Such a step would merely exacerbate an already volatile situation.

2. **Quackery**, *n.* The result of the work of a quack or charlatan. Шарлатанство, обман. e.g. The "miracle cure for baldness" advertised in the TV guide was yet another example of quackery.

Quack, *n.* A person who pretends to have medical skill or knowledge which he or she does not have; a charlatan. Знахар, шаман, шарлатан. e.g. The man claiming to be a world-renowned oncologist turned out to have no qualifications and was just a quack.

Quack, *v.*

1) to sound like a duck: utter its characteristic abrupt harsh sound – крякати, e.g. The children loved to go to the duckpond and hear the ducks quacking.

2) *transf.* make a harsh sound like that of a duck; (of a person) talk loudly or foolishly – базікати, цокотіти, торохтіти, ляскотіти. e.g. After the dinner party, the guests went into the lounge and you could hear quacking, braying and twittering all over the house as they tried to impress one another.

3. **Huddle**, *v.*

1) gather or crowd closely or in disorder; hunch up; nestle closely in a hunched position – навалювати, накидати, товпитися, притискатися, притулятися. e.g. They huddled together as if for protection. Across the valley, she could see villages that huddled round the shingle roofs of churches. After dark, they would huddle over the fire.

2) hunch, coil (oneself) over, up – згорнутися калачиком, зіщулитися, притиснутися (одне до одного). e.g. I found him huddled up in his armchair with his arms around his knees.

4. **Abound**, *v.*

1) overflow, be plentiful – бути багатим на щось, знаходитись у великій кількості. e.g. Too much misery abounds in the world. English actors now abound in Hollywood.

2) be wealthy in; teem with – рясніти, кишити. e.g. The rainforest canopy abounds with life.

5. **Steer**, *v.*

1) guide (a vessel) by means of a rudder, helm, oar – правити, керувати рулем (кермом, стерном). e.g. She advertised for a skilful helmsman to steer her yacht around the Cape of Good Hope. The man who steers a nuclear-powered aircraft carrier takes enormous responsibility.

2) guide the course of, control the direction of, maneuver (a vessel a person, animal, vehicle) to a specified point or in a specified direction – керувати, направляти, прокладати шлях. e.g. He tried to steer the cow away from the centre of the road. He steered her through the crowd. I have attempted to steer a path between exposition and criticism in this book.

3) check, restrain, control – спрямовувати; контролювати. e.g. The university tutor worked hard to steer her towards successful graduation.

4) manage, administer (government, business) – спрямовувати (зусилля), направляти (дії), управляти, e.g. He was appointed as Chairman of the Government Steering Committee on road safety.

Phrases: steer a middle course – уникати крайнощів, steer clear of – уникати когось/чогось, steering committee/group – організаційний/підготовчий комітет.

Steer, *n*, *slang*, *US as in* **bum steer** – a piece of false information or bad advice – фальшива інформація.

6. **Emblazon**, *v.*

1) inscribe or portray conspicuously, as on a heraldic shield, adorn with heraldic devices, inscribe with words – прикрашати гербом, геральдичними фігурами. e.g. He emblazoned it on a banner. The football pitch was emblazoned with boards carrying the sponsor's brands.

2) celebrate, make illustrious – прославляти. e.g. The word 'synergy', which we now find emblazoned in all management textbooks has become a cliché.

7. **Reminisce**, *v.*

1) recollect, remember, especially say as a recollection – згадувати. e.g. 'I remember when the Sixties turned society around in the twentieth century,' he reminisced.

2) indulge in reminiscences – впадати у спогади. e.g. Reminiscing about her early days of university life gave her pleasure.

Reminiscences, *n.* (*usually plural*). Recollections of past experiences, usually recounted to others – спогади, мемуари. e.g. The students were forced to regularly listen to the reminiscences of their Latin lecturer.

8. **Warrant**, *n.*

1) a document issued by a monarch, an officer of State, a military body, authorizing a particular action or delegating authority – підстава, повноваження, виправдання. e.g. The Governor-General of Canada received her warrant from the British Queen at a formal ceremony.

2) a writ or order issued by some authority, empowering a police or other officer to make an arrest, search premises, or carry out some other action relating to the administration of justice – припис, ордер. e.g. I felt as though I were signing the warrant for my own execution. The court issued a warrant for his arrest.

3) a document authorizing payment of a sum of money, either capital or interest – ордерний платіжний документ. e.g. Eurobonds have warrants that ensure interest is paid regularly.

Phrases: arrest warrant – ордер на арешт, royal warrant – королівська грамота, search warrant – ордер на обшук.

Warrant, *v.* To provide sufficient grounds for (a course of action), justify – виправдовувати, бути виправданням, підтвердженням, гарантувати. e.g. He thought that the evils of Nazism warranted armed

resistance. He judged our numerous discomforts too trivial to warrant expert attention.

9. Tumbler, n. A cylindrical, or barrel-shaped, drinking-vessel, especially made of glass, with a heavy flat base and no handle or foot – бокал, низька склянка. e.g. Squat tumblers are accepted as best for drinking whisky.

10. Callus, (AngloE callous), n. A thickened and hardened part of the skin or soft tissue – мозоль. He developed large calluses on his hands from fishing regularly. Editors have to develop enormous calluses at every point of contact with journalists.

Callus, v. Form a callus, become hardened. Затвердіти, закрубіти. e.g. The guitarist soon found that changing to a steel-string guitar calloused his fingers far more than they had been previously.

11. Putter, v. Go slowly, loiter – повільно їхати, бродити безцільно, ледь рухатися. e.g. The car pattered along through the Alps as the passengers enjoyed the scenery.

12. Collegial, adj.

1) characteristic of a college or college students – студентський. e.g. The bar was one of their favourite collegial haunts.

2) pertaining to or involving a body of people associated as colleagues – колегіальний. e.g. The collegial body tried to meet each month socially.

13. Pitcher, n. A large, usually earthenware, vessel with a handle and a lip, for holding and pouring out liquids, a jug – глечик, куваль. e.g. The waitress circled the table with a china pitcher of foaming cider.

14. Harassment, n. Constant molesting or persecution – домагання, чіпляння. e.g. One of the serious behavioural problems in offices is sexual harassment.

Harass, v. Make repeated attacks, trouble and annoy continually – дратувати, нападати, дошкуляти, турбувати, непокоїти, втручатися. e.g. The elk were unceasingly harassed by mosquitoes during the summer months. The programme was organized by the FBI to harass, discredit and destroy the radical freedom movements. The black student was being continually harassed by the skinheads on his course.

15. Repute, v. To consider, regard as being something of value – вважати, гадати. e.g. Porsches are reputed to be some of the best European cars.

Reputed, adj.

1) held in repute, respected – відомий; з гарною репутацією. e.g. The reputed surgeon was asked to perform the crucial operation.

2) supposed, reckoned, alleged – той, який вважається, гаданий. e.g. I was eager to see the reputed new stars on stage.

5. Answer the following questions to the text, checking your deeper understanding of it and more scrupulous comprehension of the vocabulary.

1. What does “Alma mater” and the associated traditions mean? Why is this concept so important to Americans?

2. What are the author’s thoughts about his “alma mater”? Give some of the relevant quotes from the text to support your answer.

3. Can politics help the “unempowered”?

4. Do we have “donnish” attitudes in Ukraine?

5. What representatives of soul music can you name? What’s your attitude to this music genre? Does it have the same mentality as American rap and hip-hop?

6. Explain the differences between the terms: “alumnus”, “undergraduate”, “sophomore”, “postgraduate”, “first-year”, “fresher” and “freshman”. Which are UK-only and which US-only?

7. Do you agree that politics exacerbates the problems of densely-populated nations? Why?

8. Have college students changed? Compare the conclusions from the text with your own knowledge of student life.

9. Who are the “prize graduates” of a university? Does O’Rourke consider himself to be one? Why was he chosen to speak at the dinner?

10. How does the author describe Miami University?

6. Comment on the quotation about the author’s participation in the reception at the rector’s residence. Explain the relevance of this abstract for the main topic of this part of the book and its subtitle: “Can education and the ideas of students improve society?”



We were served an excellent dinner. And the next thing I knew I was on my third bottle of wine expressing my disagreement with a dean over her support for the Clinton administration health-care reform plan by yelling that she was a political criminal. “*Advocating the expansion of the powers of the State is treason to mankind, goddammit!*” **Academe**, alcohol and ideas – now we had reminiscence.

Have you ever taken part in such a dinner party? How might such gatherings encourage the creation and discussion of radical ideas?

7. Make a short rendering of the excerpt.

8. What genre does this text belong to? While answering the question consider the following two quotes:

(a) Can politics help the “unempowered” better than politics helps huddled, hungry folks by giving them pollution not food? To find out, I thought go someplace where there were lots of real political ideas. Not Washington, of course. Political schemes, political deals, political scandals and corruption – in these Washington abounds. But ideas? Instead I returned to my alma mater. When I was in college, political ideas were all over the place. Of course, most of those ideas were bad (and the worst were held by me), but that was twenty five years ago. Maybe college students have changed. Maybe college is different. Anyway, “multiculturalism” is a political idea that is continually being discussed on campuses to let students being educated have their own but varied opinions. I was willing to give it a fair – okay, half-fair – hearing.

(b) Miami University hasn’t changed. The students haven’t changed. And neither have I. My head was splitting. Please, a drink. The atmosphere in the college bars was much more collegial. In an effort to bring us together as a nation, the barmaids at one tavern had had set out a beer pitcher with a sign on it: *All tips will go to a politically-correct cause*. I began doing the kind of research I’m made for: Large beers all ‘round. I gathered from the beer-oiled undergraduate chatter that things *had* changed at Miami.

9. Analyze the author’s style, using the following points as prompts.

1. The prevailing form of the text is: narration, description, flash back, inner monologue.

2. Comment on the title of the text. What stylistic device is used?
3. Characterize the type of language used by the author? For example, formal, informal spoken, written, academic, journalistic, business-style.
4. Characterize the syntax of the abstract in general: for example, length of sentences, regularity of sentence structure, etc. How does it serve the author's end?
5. What terminological categories are covered by the author? Give examples of educational and political terminology.
6. What are the peculiarities of P. J. O'Rourke's style? Give your ideas as to the blend evident in his style.
7. Comment on the usage of proper names in the text. How do we usually translate such names?
8. Give examples of some stylistic devices used in the text. What do they emphasize?

10. Analyze the use of metaphor, epithet, hyperbole, neologism and other stylistic devices in the following sentences. Translate the sentences into elegant Ukrainian, paying especial attention to the translation of proper names and other stylistic devices.

1. "Everywhere we see ugly politics – politics almost as ugly as you can paint them in a nightmare".
2. "I found myself steering a rented sedan through a maze of campus buildings and quadrangles of Miami University".
3. "Can politics help the "unempowered"?"
4. "Everywhere around me were sweatshirts emblazoned with "MIAMI UNIVERSITY" worn by ... gosh, the kids are baggy these days ... worn by I don't know what."
5. "I'd been to see a couple of old professors, men who were ancient a quarter of a century ago and who now ... Now they were only somewhat older than I am..."
6. "And, as for an alumnus revisiting the halls of academe to revisit learning with a mind callused by reality's hard strife."
7. "And the next thing I knew I was on my third bottle of wine expressing my disagreement with a dean over her support for the

Clinton administration health-care reform plan by yelling that she was a political criminal.”

8. “I gathered from the beer-oiled undergraduate chatter that things *had* changed at Miami.”
9. ” ... The members of the student body would rush to the High Street bars, bloat themselves with watery brew and touch, pat, hug, and brush against each other.”
10. “I was willing to give it a fair, okay, half-fair hearing.”
11. They’re beer, egos, nervous relationships, independence, puzzled parents.”
12. “I was lost in a fog of nostalgia”.
13. “If you had a really great time, a warrant is probably still out, and speaking of warrants, I wasn’t entirely sober”.
14. “Change and diversity in one neat hit”.

11. Comment on the syntactic stylistic devices used in the sentences below. Translate them into elegant Ukrainian in writing.

1. “To find out, I thought go someplace where there were lots of real political ideas. Not Washington of course”.
2. “Political schemes, political deals, political scandals and corruption – in these Washington abounds”.
3. “Miami University hasn’t changed. The students haven’t changed. And neither have I. My head was splitting. Please, a drink.”

12. Find examples where there are dramatic changes of grammar and syntax due to the informal spoken style of the author.

13. Give instances of humour in the text. Comment on them.

14. Compare and contrast the styles of O’Henry (the beginning of the 20th century) and P.J. O’Rourke (contemporary). Could you fairly compare O’Rourke to Jonathan Swift? Which Ukrainian writers can you name who wrote political commentary?

VOCABULARY PRACTICE

15. Give synonyms for the following words and expressions as they were used in the text:

To indulge in reminiscences, to emblazon with something, collegial, varied opinions, a freshman mixer, a distinguished student, Alma mater, disagreement, to advocate, a dormitory, a march, sexual harassment, baggy, puzzled, I'm not much for, to sip, a tumbler, a hillcrest, sturdy-hearted, pure of soul, lyrics, campus, to embrace, the halls of academe, hard strife, a Chair of Philosophy, to be chased off, a treason, to bloat, to be splitting (about the head), a handbook, ramble *n*, prohibition, per capita consumption.

16. Match the English words and phrases with the Ukrainian equivalents:

- | | |
|---------------------|-----------------------------|
| a) to huddle | 1) спрямовувати |
| b) to abound | 2) шарлатанство |
| c) to steer | 3) прикрашати |
| d) quackery | 4) ордер на арешт |
| e) to exacerbate | 5) випускник |
| f) to have a grudge | 6) мозоль |
| g) to emblazon | 7) студентська рада |
| h) to reminisce | 8) повільно їхати |
| i) to warrant | 9) притулятися |
| j) callus | 10) згадувати |
| k) to putter | 11) рясніти |
| l) unempowered | 12) глечик |
| m) maze | 13) позбавлені влади |
| n) to be reputed | 14) вважатися |
| o) alumnus | 15) загострювати |
| p) pitcher | 16) мати зуб на когось/щось |
| q) student body | 17) лабіринт |

17. Translate the following words and expressions from the text. Emphasize the colloquial ones.

A nightmare, ugly politics, to admit to a grudge, to exacerbate the problems, densely-populated nations, to cause famine, to treat environmental ills, quackery, to gain influence in political systems, to help the “unempowered”, huddled, to abound in something, political deals, multiculturalism, to discuss on campuses, to give a fair hearing, varied opinions, to steer, a maze of campus buildings, quadrangles of Miami University, sweatshirts, emblazoned, gosh, baggy, for chrissakes, egos, to peer through the windshield, reminiscing, to be much for something, a warrant, donnish, a tumbler, straight scotch, sturdy-hearted, a hillcrest, an undergraduate, a freshman mixer, in one neat hit, a Student Handbook, recycled paper, a prize graduate, an alumnus, to revisit the hall of academe, callused by hard strife, to putter to the curb, presidential residence, to be chased off a lawn, to protest a war, to be on your third bottle of wine, to yell, a political criminal, to advocate, a treason, reminiscence, a collegial atmosphere, barmaids, a beer pitcher, a beer-oiled undergraduate chatter, dormitories, twenty-four hour visitation, a march, a dorm room, harassment, regulation, ramble on, express prohibition, to be reputed to have, the student union, alcohol content, alumni, enormous bladder capacities, to bloat yourself with watery brew.

18. Study the meaning of the highlighted words using the Vocabulary Notes and translate the following sentences into Ukrainian.

1. Academia or Academe is the academic environment or community.
2. Alumnus is a graduate or former student of a school, college, or university.
3. He was a Chair within the department.
4. He was a university prize graduate.
5. Everybody has their own Alma mater.
6. All active actions would merely exacerbate an already volatile situation.
7. The woman claiming to be a veterinary surgeon turned out to be a quack.
8. They steered through the forest.
9. Ukrainian actors now abound in Hollywood.
10. The tutor worked hard to steer her to excellent results.
11. He possessed a unique diplomatic quality of steering a middle course.
12. The old soldier was full of reminiscences about the World War II.
13. The rainforest canopy abounds with life.
14. At last he was appointed as the Chairman of the Steering Committee.
15. Coming to the fire, they wanted to huddle over it.
16. This advertisement for dental products was another example of quackery.
17. The police obtained a search warrant to look over the Student Union.
18. Cooper’s Marmalade was awarded

a royal warrant for its quality. 19. He was accused of sexual harassment. 20. The reputed lawyer was asked to defend the criminal.

19. Find in the text the words and expressions synonymous to the following:

Respected, to annoy continually, a jug, to make illustrious, to indulge in reminiscences, an order to search premises, to share ideas, to support, to listen to somebody's story, to describe vividly, to look through, to pass by (about decades), in one stroke, admission hours, to embrace somebody, to be known for, to go slowly, a drinking-vessel, to control the direction of something, the bitterness of (a feeling), a charlatan, to hunch, to administer.

20. Give antonyms from the text to the following words and expressions:

To reduce the severity of something, to allow to move aimlessly, to go fast, a knowledgeable specialist, to be scarce, amnesia, soft (about skin), unilateral (about a decision), to be obscure, unknown.

21. Translate the following Ukrainian words and expressions using the active vocabulary:

Першокурсник, мати зуб на когось, прикрашати, бути у великій кількості, випускник-відмінник, крякати, дратувати, уникати крайнощів, впадати у спогади, ордер на арешт, вечір знайомств, гуртожиток, студентська рада, виступати в захист чогось, поділяти ідеї, вислухати когось неупереджено, голод, бокал, колегіальний, з гарною репутацією, чіпляння, турбувати, кухоль, закінчити університет з нагородою, студентський клуб, приснитися в жахливому сні, проблеми довкілля, шарлатанство, лабіринт, мене не дуже турбує..., нерозбавлене шотландське віскі, професорська посада, випускник, повернутися до навчальних аудиторій, різноманітність, папір вторинної переробки, ректор університету, декан, години відвідування, чітка заборона, споживання на душу населення, протестувати проти війни, дуже приємна людина, пити третю пляшку, проганяти.

22. Translate the following Ukrainian sentences, paying special attention to the italicized words:

1. *Першокурсники* галасливо тупцювали біля розкладу, намагаючись його зрозуміти. 2. В університеті висіло оголошення про зустріч з колишніми *випускниками* факультету іноземних мов. 3. Майже щовечора в *студентському клубі* відбувалися якісь події. 4. Нестача фінансів *поглибила кризу* в освіті. 5. Освітою керували дуже серйозні і порядні *академічні особи*. 6. Зусилля *педагогічного колективу* були *спрямовані* на виховання освіченої особистості майбуття. 7. Університет *багатий* на кваліфікований професорсько-викладацький склад. 8. Студентові вистачило *натяку* викладача на необхідність використання відповідної формули, і він зразу ж вирішив математичне завдання. 9. *Видатні* випускники вузів завжди прославляють свої *навчальні заклади*. 10. *Вчена рада* мала повноваження *присуджувати вчені ступені*. 11. Держава *гарантує* загальну освіту кожному громадянину. 12. Проваливши іспит, студент довго *блукав* парком, картаючи себе за лень і безвідповідальність. 13. На заняттях з фізичної підготовки учні так щиро готувались до змагань, що набили на ногах *мозолі*. 14. Викладачі завжди *згадують* своїх найкращих учнів. 15. Лекції з мовознавства у них читав дуже *відомий* професор.

23. Translate the following text into English.

Європейський процес останнім часом швидко рухається вперед. Важливо, щоб люди не забували, що Європа – це не тільки євро, банки та економіка: вона також має бути “Європою знань”. Ми повинні зміцнювати її, покладаючись на інтелектуальну, культурну, соціальну й технічну велич нашого континенту. «Європу знань» переважно формували університети, які і продовжують відігравати головну роль у її розвитку. Університети засновані в Європі приблизно три чверті тисячоліття тому. У наших чотирьох країнах знаходяться найстаріші університети, які найближчим часом будуть святкувати поважні ювілеї, як, наприклад, сьогодні Паризький університет. У ті часи студенти й викладачі вільно розповсюджували та швидко поширювали знання по всьому континенту. На сьогодні ж дуже багато наших студентів не мають можливості навчатися за межами своєї країни протягом навчання та після випуску. Сьогодні ми знаходимося на початку важливих змін в освіті й умовах праці, коли необхідно всебічно розвивати різнопланові

курси підвищення кваліфікації, тому що навчання протягом усього життя є дуже важливим. Ми зобов'язані дати нашим студентам і нашому суспільству таку систему вищої освіти, яка б забезпечила їм найкращі можливості шукати і знаходити сферу для застосування вмінь.

Європейський простір вищої освіти відкриває величезні перспективи. Поважаючи нашу різноманітність, ми разом з тим маємо докласти зусиль для знищення кордонів і розвитку структури викладання та навчання, яка сприяла б збільшенню мобільності та тіснішій співпраці. Міжнародне визнання та великий потенціал наших систем викликають велике зацікавлення у Європі та за її межами. Виникає система, у якій два основні рівні (доступневий та післяступеневий) будуть еквівалентними на міжнародному рівні. Оригінальності та гнучкості системі освіти надають впровадженням кредитів (таких як у ECTS) і семестрів. Це дозволить визнавати отримані кредити для тих, хто бажає почати або продовжити навчання в будь-якому європейському університеті та здобути ступінь у будь-який час протягом свого життя. Звісно, студенти повинні мати право вступити до академічного світу в будь-який час свого професійного життя та з будь-якою освітою. Студенти повинні мати доступ до різноманітних програм, зокрема можливість багатопрофільного навчання, вдосконалення знання мов і використання нових інформаційних технологій. На другому циклі студенти можуть вибрати між короткотривалим навчанням на здобуття ступеня «магістр» і довготривалим навчанням на звання доктора наук, з можливістю переходу з одного на інший. На обох ступенях освіти після першого диплому відповідну увагу приділяють дослідженню та самостійній роботі. На обох рівнях сприятимуть, щоб студенти щонайменше один семестр проводили в будь-якому університеті іншої країни. Водночас більше викладачів і дослідників повинно працювати за межами своєї держави у європейських країнах. Підтримка ЄС, що швидко зростає, повністю сприятиме працевлаштуванню студентів і викладачів.

(Із «Сорбонської декларації», укладеної чотирма міністрами – Франції, Німеччини, Італії й Великобританії, 1998, www.rpd.univ.kiev.ua)

24. Broaden your vocabulary on the educational system of Great Britain, reading and translating into Ukrainian the following text:

Learning for its own sake

One effect of the traditional British emphasis on academic learning as opposed to practical training can be seen in the way that people gain qualifications for certain professions. In many cases this has not traditionally been done within universities. Instead, people go to specialized institutions, which are separate from any university. You can study architecture at university, but most architects have learnt their profession at a separate School of Architects. You can study law at university but this alone does not qualify you to be a lawyer. You cannot get a teacher's qualification by doing an ordinary university course – most teachers get theirs at teacher training colleges. Until recently, schools were not usually involved in helping people to get qualifications for skilled manual jobs such as bricklaying or carpentry or machine-operating.

The campus universities

These are purpose-built institutions located in the countryside but close to towns. Examples are East Anglia, Lancaster, Sussex and Warwick *left*. They have accommodation for most of their students on site and from their beginning, mostly in the early 1960s, attracted students from all over the country. (Many were known as centres of student protest in the late 1960s and early 1970s).



They tend to emphasize relatively new academic

disciplines such as the social sciences and to make greater use than other universities of teaching in small groups, often known as seminars.

The newer civic universities

These were originally technical colleges set up by local authorities in the first sixty years of this century. Their upgrading to university status took

place in two waves. The first wave occurred in the mid 1960s when ten of them (e.g. Aston in Birmingham, Salford near Manchester and Strathclyde in Glasgow) were promoted in this way. Then in the early 1970s, another thirty became polytechnics, which meant that as well as continuing with their former courses they were allowed to teach degree courses (the degrees being awarded by a national body). In the early 1990s most of these (and also some other colleges became universities. Their most notable feature is flexibility with regard to studying arrangements, including sandwich courses (i.e. studies interrupted by periods of time outside education). They are now all financed by central government.

The Open University

This is one development in education in which Britain can claim to have led the world. It was started in 1969. It allows people who do not have the opportunity to be ordinary students to study for a degree. Its courses, once taught through television and specially written coursebooks, now focus on use of the internet. Its students work with tutors, to whom they send their written work and with whom they then discuss either at meeting or through email. In the summer, students have to attend short residential courses of about a week each.

25. Answer the following questions to the above text and then give equivalents from the text for the following Ukrainian words and expressions:

Отримати кваліфікацію, спеціальний навчальний заклад, педагогічний інститут, робочі спеціальності, каменярь, тесляр, мати умови для проживання, технічний коледж, політехнічний університет, посібник, настановна сесія, курс навчання, який поєднує теорію з практикою, форми та види навчання, національний уряд, підняти ранг навчального закладу, курс на ступінь бакалавра/магістра.

1. What has always been a traditional feature of British universities?
2. Why do many university students have to go to a specialized college after finishing a university?
3. What types of higher educational establishments were mentioned in the text?

4. What type do the red-brick universities belong?
5. What is the difference between campus and newer civic universities?

26. Discussion topic:

Here are the ten subjects which according to the national curriculum for England must be taught in the first three years of secondary education: English, Mathematics, Science, Technology, History, Geography, a modern foreign language (French is the most common), Art, Music and Physical education (PE). Is there anything here that surprises you? Do you think any other subjects should be included? Are these the main subjects taught in your country?

(“Britain”, Oxford University Press)

Neologisms

Find as many English synonyms and Ukrainian equivalents for these neologisms from new editions of dictionaries as you can.



nanny state

the government viewed as overprotective or as interfering unduly with personal choice

carbon footprint

the amount of carbon dioxide emitted due to the activities, especially the consumption of fossil fuels, of a particular person, group, etc.

WAGs

the wives and girlfriends of celebrities, complemented by **a pap** – a paparazzo – those who take their pictures

Size 0 or Size Zero

Originally used in US clothes catalogues as the equivalent of European size 32 to 34, this is now a term to indicate a very slim model's figure, with very low **BMI** (Body Mass Index).

Section C

Listening and Speaking

Lectures

The purpose of a **lecture** is to be one of a series of presentations by a lecturer that teaches an element of a subject and develops the understanding of that subject by the students. The western style of university lectures is highlighted in the word just used – presentations.

The way to explain and build understanding needs to be multi-media. For decades, a lecture comprising a person reading material from behind a podium has been felt inadequate. At the very least, written material needs to be projected onto a screen to allow visual support in addition to auditory input. The eyes need to see while the ears hear. Overhead projectors (OHPs) have been used since the Second World War in western universities, often with a blackboard in addition, to allow key words and figures to be seen as well as heard. In recent years, whiteboards and coloured marker pens have replaced blackboards and PCs (or laptops) connected to a projector have replaced OHPs. This permits pictures, photographs, sounds and even videos to be part of each lecture.

The style of the lecture will clearly vary by individual, but most westerners use interactive methods where questions are asked of the students as well as questions on the material being invited. Few students can doze off under such conditions.

The structure of each lecture also tends to follow the form of a presentation as well as an element of the course syllabus. Learning objectives are stated at the start of a lecture, the content of the lecture follows an introduction-body-summary structure and a conclusion that repeats the learning objectives should be given. The main part of the lecture is ideally introduced by stating a list of the topics that are to be covered and their purpose, which is done to focus the students' minds on "why" as much as "how". Ideally, further reading in the form of a guide should be given as the final part of each lecture.

1. Topics for discussions of the abstract above:
 1. Does every lecture achieve its objectives, and if not why not?
 2. The importance of multi-media to lecturers.
 3. The difference between general tendencies in the styles of lecturing abroad and in this country.
 4. Why do students need lectures at all if often they can find material in books and on the internet?
 5. Do you feel that students should ask questions at lectures?
 6. What should the basic structure of a lecture be and what alternatives can you think of?
 7. What is meant by a reading guide and why is it necessary?

2. Look through the following questions before listening to the recording of a lecture on English Phonetics by Professor John Wells given at an International Conference held at Kyiv National Linguistic University. Do not read the transcript at this point. Answer the questions below, after the first listening:

1. How is this lecture different from other lectures that you usually have during the teaching process?
2. What parts of the lecture did you hear on the recording and what part/parts are missing?
3. When starting the main part of the lecture, what is ideally done that Prof. Wells did not do in this particular lecture?
4. What multi-media resources did Prof. Wells use that is obvious from the recording?
5. Was this an interactive lecture and if not, why not? Give your views.
6. Why did Professor Wells correct the name of his host professor from her Christian name to her surname?
7. Why does Professor Wells never use the “one” form in his sentence structure – always ‘they’ or ‘you’?

Transcript 1 (excerpts): lecture by Professor John Wells

Thank you very much everybody for your welcome, thank you particularly to Margarita, er, to Professor Dvorzhetska, and to the British Council for sponsoring my visit. Now I was asked first of all just to say a few words about my own university, my own department and so I'll do that.

I'm Professor of Phonetics – Head of the Department of Phonetics and Linguistics at University College, London. University College, London – UCL – is one of the constituent schools, as we say, of the University of London. The University of London is a kind of federation of some 20 – 25 separate schools, institutions, of which University College is the largest. However, over recent years there has been a process of devolution whereby the larger London colleges have more and more come to behave as separate universities and, by now for practical purposes, University College, London is like a separate university. It's separately funded, it awards its own degrees, it nominates its own professors.



We are very proud of University College, London, for a number of reasons. Historically, we were founded 171 years ago at a time when the only universities in England applied a strict religious test: they were only open to Anglicans, to members of the Church of England. Furthermore, they were only open to men. University College, London, was the pioneer in that we admitted, women, Roman Catholics, Jews, Buddhists, members of any religion or no religion. We applied no religious test and we admitted people of either sex, so, women as well as men. And of course by now everyone has caught up with us – this is now quite normal everywhere, but we were the pioneers, at least in England, so we're proud of that. We're also proud of the fact in that in our contemporary achievements, I think it's fair to say that we are the third best university in England.

In my particular subject, in English phonetics, our Department was founded by Daniel Jones, well-known of course as a pioneer in the codification, the standardisation of English pronunciation from the point of view particularly, of those learning English as a foreign language. And he, and his successor, Gimson, and I myself as Gimson's successor, have tried to maintain the illustrious tradition which Daniel Jones founded.

The first problem I wish to discuss with you is the question of defining "What is Received Pronunciation?" because Received Pronunciation has had

a rather “bad press”, as we say in Britain, recently: that is to say, there is a substantial body of opinion that says Received Pronunciation is something out of date, fuddy-duddy, socially divisive and something that we need to get rid of as quickly as we can. The problem then, of course, of anyone taking that point of view is “What should we replace it with?”

I have taken a rather different point of view. I’ve said – alright, Received Pronunciation, the language, is changing. Languages do change. English changes, and my job is to update the model that we have, and describe something that is more in line with current usage, and to ensure that what we teach from the point of view as English as a foreign language is something relevant to the present day.

Now the first possible criterion is what I call the socio-linguistic criterion. This is to face, honestly, the fact that Received Pronunciation has its origins as an upper-class variety that in England for historical reasons, the only group who spoke in much the same way in every part of the country were the aristocracy, the upper classes and, to some extent, the upper-middle classes. So that if we want to discover what has happened to contemporary Received Pronunciation, what we do is observe the usage by people who belong to this upper class. Well of course, there are big problems in defining what class a given individual belongs to. Okay, we have a Royal Family, okay, we have a kind of aristocracy: people who have titles of Lords and Dukes and so on, but really statistically they are very small numbers. So we must extend this to upper-middle class, to the kind of professional people who speak in much the same way: doctors, ministers of religion, diplomats, university professors and so on, and so on. The problem is how far down to go in defining this. The problem is to decide what criteria you use to decide whether such and such a person belongs to this or that class.

There’s another completely different approach though, to what Received Pronunciation is, and that is to ask “What do people consider to be good?” in pronunciation. “What characteristics do they admire?” “What characteristics do they imitate?” Or, looking at it from the other point of view, “What characteristics are stigmatized? Disapproved of? Regarded as ugly? Regarded as undesirable?” And we can then say that Received Pronunciation is the distillation of the qualities that are generally approved of. So that’s my second kind of definition, the ideal definition.

A third criterion, which is not really the same as either of these, is to ask “What is a suitable model for teaching English as a foreign language?” Now, any foreign-language teaching model has got to be a kind of distillation of reality. Real usage is too chaotic. It’s too full of mixtures, of differences of variability. In order to have something that you can teach, you need to take order out of this chaos, you need to have something that can be standardized, codified from the point of view of dictionaries, textbooks, and indeed, teacher training. It’s Daniel Jones’ greatest achievement that he performed this task of codification. The difficulty is that Daniel Jones was born in 1881, which means that 100 years ago he was a teenager, by which time, as we know, his language was essentially fixed, and I think it’s very much an open secret that what Daniel Jones codified was based fairly closely on his own personal usage, which was quite appropriate. However, if we take that model for today, we are essentially taking the model of 100 years ago, and that’s why we do have to seriously consider this question of what changes have taken place in the 100 years since Daniel Jones was a teenager and therefore in what ways we need to update the model that we’ve inherited from his work. ...

Main body of lecture (Continuation)

... I think I’ll reserve for tomorrow, some more graphs I’ve got of some other words and word forms that show sharp changes with age. As you can see, this is a very open-ended kind of discussion. I’ve discussed with you just a small number of non-standard pronunciation variance, all of which are illustrated from different parts of England. I haven’t ventured to Scotland, I haven’t mentioned Wales except once, I haven’t looked at Ireland, I haven’t looked at Australia, New Zealand, South Africa, for example. Adding this dimension will need to be part of a further discussion, which we may begin after tomorrow’s lecture. Thank you for your time and attention. Thank you very much.

3. Listen to the recording for the second time and answer the following questions to check your detailed understanding of the recording:

1. What is John Well’s title and position?

2. What educational establishment was he visiting from?
3. What do you think was meant by “Department” – “кафедра” or “факультет”?
4. In what ways is the University of London different from other educational establishments?
5. Can we observe a process of devolution in universities in this country? Give examples.
6. In what ways is UCL autonomous from the University of London?
7. What historical facts does Professor Wells give about UCL in his lecture?
8. What was the rating of the named university in England at the time of the lecture?
9. Who was the founder of the Department which Professor J. Wells heads? What do you know about the founder of the Department?
10. What is the first problem that Professor J. Wells discusses in his lecture?
11. What is the underlying academic methodology of Professor Wells’ presentation of the question of Received Pronunciation in contemporary society?
12. What were the three main approaches described by Professor Wells in his lecture?
13. Which of them is of the most relevance to us? Why?
14. What is the gist of the conclusion of the lecture by Professor Wells?

4. To check your grasp of the details of the lecture after the three listenings, fill in the blanks in the following sentences or continue them according to the audio text.

1. Thank you particularly to Professor Dvorzhetska, and to the British Council for 2. The University of London is a kind of federation of some ..., of which University College is 3. Historically, we were founded at a time when the only universities in England applied a strict ... test: they were only open to 4. In my particular subject, ..., our Department was founded by Daniel Jones, well-known of course as a pioneer in ... from the point of view particularly, of those learning English as a foreign language.

5. Received Pronunciation has had a rather ..., as we say in Britain, recently.
6. Languages do change. English changes, and my job is to 7. This is to face, honestly, the fact that Received Pronunciation has its origins as ..., that in England for historical reasons, the only group who spoke in much the same way in every part of the country were 8. We can then say that Received Pronunciation is the distillation of So that's my second kind of definition, the ... definition. 9. Real usage is too It's too full of 10.. In order to have something that you can teach, you need to 11. It's very much an open secret that what Daniel Jones codified ..., which was quite appropriate. However, if we take that model for today, we are essentially taking the model of 12. As you can see, this is a very ... kind of discussion. I've discussed with you just a small number of ..., all of which are illustrated from

5. Get ready to speak about different forms of teaching, such as lectures, seminars, etc., in this country and abroad, using the material of this lesson and other sources, including the internet.

6. Research this topic and present in class your findings on the history and current life of the educational establishment where you study.

7. Topics for a round table discussion:

1. The pros and cons of joining the Bologna process for Ukrainian students.
2. The new system of teaching modules and assessment of student work. Is it better or worse than the old one?
3. Is academic research a must for a student at a university?
4. Which attitude should prevail and why: teach students how to get new knowledge or feed them a certain amount of existing knowledge.
5. The advantages and disadvantages of a broad university education in the 21st century as opposed to practical training.
6. Sports scholarships: are they ethical or unethical?
7. The pros and cons of going abroad to study: should this be after finishing secondary school, or is this better for studying at postgraduate level?
8. Plagiarism in students' academic work. The difference between

creative use of existing knowledge and copying for the sake of getting a good mark. Should Ukrainian students be expelled for plagiarism, as they are in the USA and the UK?



Strange but true!

- There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple.
- English muffins weren't invented in England or French fries in France.
- Sweetmeats are conserves while sweetbreads, which aren't sweet, are meat.
- Quicksand works slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.
- And why is it that writers write but fingers don't fing, grocers don't groce and hammers don't ham?
- If the plural of tooth is teeth, why isn't the plural of booth beeth?
- One goose, two geese. So one moose, two meese?
- Doesn't it seem crazy that you can make amends but not one amend.
- How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites?
- You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an alarm goes off by going on.
- English evolved and was created by people, not computers, and it reflects the creativity of the human race, which, of course, is not a race at all.
- That is why, when the stars are out, they are visible, but when the lights are out, they are invisible.



Strange but true!

The word “polyclinic”, sometimes spelt “policlinic”, so familiar to all Ukrainians, entered the English language in the early 19th century, but rapidly fell out of use as the system of health care did not match the concept. It was coined as a ‘neologism’ by the Labour government of England in 2008 to describe a new approach to health care.

“The Health Minister Lord Darzi has told the BBC in February 2008 that one-stop health shops are the future, and surgeries staffed by a single GP are a thing of the past. The so-called polyclinics are central to his proposals for NHS reform. The new larger clinics will have longer opening hours, and provide many services currently covered by local hospitals, including outpatient appointments and physiotherapy services. Polyclinics are already proposed for London, and Lord Darzi wants to open them up nationwide.” (BBC News)



Academic writing

Dissertations as part of BA and MA degrees

In English the word “**thesis**” (*дисертація*) is used to mean the sole work written and submitted in order to gain a higher university degree. In many UK universities, for example, a Master’s degree may be given after a thesis is submitted after two years work writing it, while a PhD (Doctorate) would be given after a doctoral thesis is produced after a number of years, often while the candidate is teaching at that university.

A **dissertation** (*бакалаврська або магістерська робота*) is a work produced as part of a first degree (Bachelor’s) and in some universities, as part of a Master’s degree where other forms of study are included. Its length varies by the subject and the specific university.

In Ukraine, the formalised approach to such work may be specified either by Ministry of Education and Science publications or by publications by a

specific university, while in the UK and the USA, each university publishes its own guidelines.

In Ukraine, the research paper is **presented** (*захистити*) before a panel of senior academic staff and questions may be asked to the student prior to **the award of a degree** (*присудження ступеня*).

Typical guidelines as expected of academic papers in Ukraine

A BA or MA dissertation in linguistics or translation studies must be a relevant and sufficiently independent research of a topic in linguistic or translation studies, that includes both the research of academic literature in a particular area and empiric analysis of the linguistic material. The paper itself consists of a table of contents, an introduction, the main body, conclusions, bibliography, appendixes, and a summary of it in English.

The author should introduce the paper with reasons as to why their chosen **topic** (*тема дослідження*) was selected, with a focus on **the relevance of that topic** (*актуальність теми*) to the academic area in which that topic lies. It should also be stated as to what **advances in research** (*новизна*) are being made as a result of this topic being studied in the particular paper.

There must be a named **subject area** (*об'єкт дослідження*), and **the specific topic** (*предмет дослідження*) addressed by the paper should clearly be positioned within that area and its context. The choice of specific topic will determine the **title of the dissertation** (*назва роботи*) and how it will be developed by specifying what **research material** (*матеріал дослідження*) is to be used in the paper and how.

The introduction (*вступ*) itself should include an analysis of how previous research on this topic approached the subject and how the paper now being presented will have advanced knowledge of this topic. There must then be **an overview of relevant literature** (*огляд літератури*) that shows the unfinished progress of research and opinions expressed by the author as to how future research may take place.

The objectives of the research (*мета дослідження*) must now be specified and indication given of the **necessary tasks** (*завдання*) to achieve the objectives. At this stage, the **research methodology** (*методи дослідження*) has to be specified and described. In addition, the introduction has to include **a description of the basic structure of the paper** (*структура*

наукової праці) and how these contents may be viewed to have a **recognized theoretical value** (теоретичне значення). This is because the paper has both to advance knowledge and provide **practical value** (практична цінність) as a result of a research on a topic.

The main body (основна частина) should be divided into a number of **sections** (розділи), the first being the **underlying theory section** (теоретична частина) and the remainder **the development of hypotheses** (практична або експериментальна частина) that formulate and direct the research being undertaken. The **hypotheses** (гіпотези) need to be clearly stated at the start of the work and the subsequent conclusions must reflect the nature of the hypotheses. Were they shown to be proven or not?

The conclusion (висновки) must clearly state **the summaries of the research** (заключний підсумок дослідження) for both theoretical and practical approaches and what results could be observed. The conclusion should also state **potential future directions of research** (перспективи дослідження) within the chosen subject and topic.

The bibliography (перелік використаних джерел) should be presented in three sections: **theoretical sources** (перелік використаної наукової літератури), **linguistic reference sources** (лексикографічні джерела) (dictionaries and so on) and thirdly, **a list of material researched** (перелік матеріалів дослідження). **Appendixes** (додатки) may also be affixed.

It is important to keep as closely as possible to these guidelines, since although they may vary from country to country, each academic sector will have similar guidelines that eventually permit comparison of authors, not only within a university, but nationally and even internationally.

The paper must be objectively presented in the passive voice and in the third person. It is important to avoid colloquial terms and slang, while all terminology, both general and jargon, must be defined clearly whenever it is used for the first time in a given paper, to avoid any misunderstanding.

1. Match the following Ukrainian words and expressions in the left-hand column to their English equivalents in the right-hand column.

- | | |
|------------------------|-------------------------------|
| a) дисертація | 1) the relevance of the topic |
| b) бакалаврська робота | 2) thesis |

c) актуальність теми	3) advances in research
d) новизна дослідження	4) dissertation
e) гіпотеза	5) subject area
f) об'єкт дослідження	6) hypothesis
g) огляд літератури	7) development of hypotheses
h) мета дослідження	8) the main body
i) завдання дослідження	9) overview of relevant literature
j) методи дослідження	10) potential future directions of research
k) теоретичне значення	11) practical value
l) практична цінність	12) objectives of the research
m) основна частина	13) research methodology
n) теоретична частина	14) necessary tasks
o) практична частина	15) theoretical value
p) перспективи дослідження	16) linguistic reference sources
q) матеріали дослідження	17) underlying theory section
r) лексикографічні джерела	18) material researched

2. Answer the following questions on the text above:

1. What kinds of student academic works can you name? Why, in most cases, is an academic work part of getting a higher education degree?
2. What is the difference between a Master's and a PhD degree in English-speaking countries and Ukraine? Is there a direct match between academic degrees in England or the USA and Ukraine?
3. What is the procedure for getting a Bachelor's degree in Ukraine?
4. What are the two principal components of an Ukrainian dissertation?
5. By whom and how is the topic of a student's academic research determined?
6. What is the difference between the subject area of research and its specific topic?
7. What kinds of research material are usually used in linguistics or translation studies, dissertations and theses?
8. What is the basic structure of a dissertation?

9. Why is it important to read as much academic literature on the subject of the research as possible?
10. What kinds of research methodology for linguistics or translation studies do you know?
11. What practical value could a student's academic work have?
12. Why is it important to prove the hypothesis that introduces research? What are the possible outcomes in this respect?
13. Why should a candidate for a degree clearly see the potential future directions of research?
14. How is the bibliography usually structured? Are there any strict requirements to its listing?

3. Translate the following paragraphs from an introduction to a Bachelor's work by a Ukrainian student:

Актуальність. Прислів'я та приказки, які є частиною культури певного народу, завжди залишалися і залишаються актуальними, незважаючи на розвиток економіки і техніки, на прогрес і т.ін. Порівняння прислів'їв та приказок різних народів показує, як багато спільного вони мають, що, у свою чергу, сприяє їх кращому взаєморозумінню і зближенню... Проблема перекладу зооморфних паремій у даній бакалаврській роботі є, безумовно, актуальною, тому що зоологічні терміни, які вживаються в англійських прислів'ях та приказках, відрізняються від українських еквівалентів перекладу, що є головною відмінністю мовної картини цих народів.

Мета роботи полягає в тому, щоб систематизувати і поєднати погляди різних вчених щодо особливостей та способів перекладу англійських прислів'їв та приказок, які містять зоологічну термінологію, українською мовою.

Завдання бакалаврського дослідження:

1. Систематизувати труднощі, які виникають під час перекладу прислів'їв та приказок, які включають зоологічну термінологію.
2. Визначити найбільш адекватні способи їх перекладу.

Об'єктом дослідження є англійські та українські прислів'я і приказки з вмістом зоологічної термінології.

Предмет дослідження – особливості перекладу паремійних одиниць, які містять зоологічну термінологію.

Теоретичне значення. Ця робота робить внесок у розвиток вивчення способів перекладу прислів'їв та приказок взагалі і тих, які містять зоологічну термінологію, зокрема.

Практичне значення бакалаврської роботи полягає у можливості застосування результатів дослідження для створення спецкурсів і навчальних посібників, для написання курсових робіт, а також для практичного вивчення тематичної лексики.

У ході виконання роботи використовувалися такі **методи лінгвістичного дослідження**: метод зіставного аналізу, соціолінгвістичний метод, психолінгвістичний метод.

Структура бакалаврської роботи включає вступ, два розділи – теоретичний і практичний, висновки, список використаної літератури, додатки та резюме (англійською мовою).



Preparing for International Tests

Insert the correct option in the space in each sentence.

1. The ... of the Linguistics Faculty were due to meet at a reunion dinner on Friday.

a. members b. parents c. alumni d. portraits

2. She was invited to join the ... of the university after many years of being a Professor.

a. Student Union b. Ruling Council c. alumni d. graduates

3. The President of the United States often fondly referred to her ...

a. Alma Mater b. Pater Noster c. Viva Voce d. Dolce Vita

4. It was felt that the students were simply and as a result unable to contribute to the running of the Department.

- a. unemployed b. underempowered c. empowered d. unempowered

5. The main university building was located on the central

- a. building b. campus c. location d. premises

6. Oxbridge colleges mostly have historic

- a. quadrants b. quadrangles c. courtyards d. court buildings

7. The ... conference was planned for next April.

- a. academical b. academia c. academe d. academic

8. They agreed to meet in the ... after the third lecture.

- a. student union b. trade union c. student body d. student representative

9. The fast food restaurant gave a ... to every employee who passed the hygiene training course.

- a. degree b. diploma c. book d. registration

10. The atmosphere in the university library was undeniably

- a. collegiate b. collagen c. collocated d. congenital

11. The student demonstration served only to ... the problem.

- a. exasperate b. eviscerate c. exacerbate d. excruciate

12. The visiting professor was ... to be at the pinnacle of her field.

- a. refuted b. reputed c. refused d. reputable

13. Many "pure scientists" scorn engineers who get ... degrees.

- a. vacation b. vacillate c. variational d. vocational

14. His legal training enables him to demonstrate his ... at work.

- a. certifications b. qualifications c. inspirations d. accreditations

15. His appointment as a professor was simultaneous with his offer to take the... of Radio Astronomy.

- a. podium b. table c. chair d. position

Developing Translation Skills



(1) Belles-lettres Translation

The main communicative function of belles-lettres texts belonging to the genres of poetry, emotive prose and drama is to provide an emotional or aesthetic impact upon the reader. The translator's top priority is to reproduce the artistic qualities of the ST by adequate means available to the TL, retaining the harmony of the form and content of the original.

The adequacy of style is an indispensable, irreplaceable component of translation adequacy in general. The main characteristics of the belles-lettres style are as follows:

- there are no unique features as this style is not homogeneous: it contains vocabulary and syntax of different registers and styles.
- the choice of the form and means depends solely on the author's preferences.
- words have to be taken in context and often in more than one dictionary meaning.
- there is a wide variety of stylistic devices and expressive means of different kinds.

The adequacy of literary style is achieved through the right choice of stylistic means and devices of the TL to substitute for those observed in the ST and function as their dynamic equivalents. The choice of the latter is determined by general requirements to the belles-lettres style and the individual style of the ST author.

Stylistic devices – special language media based on the contradiction between the primary (dictionary) meaning and contextual, often deviations from the generally accepted norms which create additional expressive, evaluative, or subjective connotations.

Among the most challenging for translation are the stylistic means based on the combination of semantic and syntactic irregularities of expression (**transferred qualifier** and **zeugma**). Dealing with the English transferred

qualifier (syntactically jointed to a word to which it does not belong logically) the Ukrainian translator usually renders the idea it expresses in compliance with the lexical combination rules of the Ukrainian language: *a sleepless bed – ліжко, в якому ще ніхто не спав*. Otherwise such combinations (*безсонне ліжко*) would seem too alien to the target readership.

A classical example of **zeugma** is observed when a word (in most cases a polysemantic verb) is combined with two or more nouns belonging to various semantic groups and acquires a different meaning in each collocation. The ironical stylistic effect created by zeugma is rendered either by similar irregularity in the TL or by stylistically neutral regular substitution: *After a while and a cake he crept nervously to the door – після декількох хвилин чекання і тістечка... or – трошки почекавши і скуштувавши тістечко...*

The play of words known as a pun is created through simultaneous realization of two or more meanings of a polysemantic word in one and the same context. Only a word with similar capacity to develop two meanings in a particular TL context may adequately substitute for its SL counterpart: *What can I get you, sir? – Get me out of this! – Чого вам принести, сер? Краще винесіть мене...звідси.*

Literary translation is usually regarded as re-creation of the original by means of another language with the retained unity of form and content. It is a form of creative activity in the verbal sphere facilitating transference of meaning from one language picture of the world into another.

1. Translate the following extract into elegant Ukrainian paying due attention to the stylistic devices employed by the author. Specify their function in the text.

...Invisible Max, on whose invisible hands there might very well be, there almost certainly was, there had to be, didn't there, a quantity of the world's visible and invisible blood. What then was justice? Was she, in mourning her butchered parent, crying out (she had not wept) for a guilty man? Was Shalimar the assassin in fact a hand of justice, the appointed executioner of some unseen high court, was his sword righteous, had justice been done to Max, had some sort of sentence been carried out in response to his unknown unlisted unseen crimes of power, because blood will have blood, an eye demands an eye, and how many eyes had her father covertly put out, by direct

action or indirect, one, or a hundred, or ten thousand, or a hundred thousand, how many trophied corpses, like stags' heads, adorned his secret walls.

The words *right* and *wrong* began to crumble, to lose meaning, and it was as if Max were being murdered all over again, assassinated by the voices who were praising him, as if the Max she knew were being unmade and replaced by this other Max, this stranger, this clone-Max moving through the world's burning desert places, part arms dealer, part kingmaker, part terrorist himself, dealing with the future, which was the only currency that mattered more than the dollar. He had been a puissant speculator in that mightiest and least controllable of all currencies, had been both the manipulator and a benefactor, both a philanthropist and a dictator, both creator and destroyer, buying or stealing the future from those who no longer deserved to possess it, selling the future to those who would be most useful in it, smiling the false lethal smile of power at all the planet's future-greedy hordes, its murderous doctor, its paranoid holy warriors, its embattled high priest, its billionaire financiers, its insane dictators, its general, hallucinogenic narcotic of the future, offering it at a price to his chosen addicts, the reptilian cohorts of the future which his country had chosen for itself and for others; Max, her unknown father, the invisible robotic servant of his adopted country's overweening amoral might.

(from "Shalimar the Clown" by Salman Rushdie)

2. a) Give definitions to terms in column A and match them with the examples in column B. Translate the sentences into Ukrainian.

a) Most sentences are from *Anthropology* by Dan Rhodes ("101 stories from a male perspective...") and only two are from *Shalimar the Clown* by Salman Rushdie. Define which are from the latter and justify your choice.

- | A | B |
|--------------------------|--|
| a) Zeugma | 1. Or not exactly a voice but a disembodied nonverbal transmission, like a werewolf howling at the moon |
| b) Simile | 2. After ten years of sleepless, tear-soaked nights I went to the town she had moved to... |
| c) Parallel construction | 3. Seven years and three beautiful children later, she suddenly announced that she was leaving. |
| d) Detached construction | 4. Carried away by the moment she kept smiling at me, signing, patting my hand and excitedly biting her lip. |

- e) Metaphor 5. We had our first child without stopping kissing for conception, pregnancy or birth. Our lips are four broken scabs, and our chins always covered in blood, but we will never stop. We are far too much in love.
- f) Hyperbole 6. He was a hunted animal living in a ravine? Like a coyote, like a dog.
- g) Repetition 7. I am hopelessly in love with a bland girl. Her hair is boring, her face is boring and her body is boring.
- h) Epithet 8. So delighted to have met me, she immediately started making wedding preparations

3. Identify the challenges in translation of the following piece of historical prose by contemporary novelist D. Dunnnett *right*, such as stylistic devices, historical terms etc. Translate the excerpt in writing without looking in the right-hand column. Compare your own version with that by M. Vozna. Comment on the differences and be ready to argue your own version.



They said Venice had bridges too, but Bruges must have a hundred: in stone with almond-eyed saints and dulled gilding, in wood, with treacled timbers and bosses of greenery. The roads were thronged but the river, split and skeined and channelled everywhere, was the highway where boats passes gunwale to gunwale, hooded, laden, crammed with bags and boxes and beasts and baskets and people: with nuns and officials, merchant-burghers and aliens, churchmen, consul and inn-keepers, and masters of ships laid up at Sluys, who skimmed past in their skiffs on the stretches, sloping their masts to slide under the glittering arches.

Кажуть, у Венеції теж багато мостів, але в Брюгге їх мусить бути більше сотні: зроблені із каменя, з потемнілою позолотою, прикрашені святими з розкосими очима, або дерев'яні з просмоленого дерева, зарослі мохом. Дороги були забиті, але річка, скрізь поділена на канали, служила за основну магістраль, де човни проходили, планшир коло планширу, завантажені товаром, напхані й завалені тюками, коробками, кошниками, худобою й людьми. Черниці й урядові особи, купці місцеві й заїжджі, священники, консули, господарі заїздів і човнів – усі вони збирались у Слейсі, всі вони проносилися поряд на своїх

And on either side passed the crooked banks of tiled houses, drunkenly cobbled with crazy windows and flower-pot balconies and roofs fluted like pastry-crust. Their feet, their watergates, their waterhouse doors were set in the canal. Their boat-steps led up to small secret gardens whose roses still tumbled over the wall, and swayed to the draught of a passing boat, and posted their mingled scents after it.

The van Borselens were Zeelanders, but Katelina understood how it felt to be a Bruges townsman.

Edinburgh was grey stone and grey, silvered wood and every roadway was vertical. Bruges was flat. Bruges was speckled warm brick, its roads cloistered with towered mansions and palaces and tall houses, laddered with windows, where the businessmen lived. Bruges was the multiple voice of working water; and the quality of brick-thrown echoes, and the hiss of trees and the flap of drying cloths in the flat-country wind, and the grunting, like frogs in a marsh, of quires of crucified clothes, left to vibrate in the fields of the tenters. Bruges was the cawing scream of the gulls, and the bell-calls.

(From “Niccolo Rising” by D. Dunnett)

яликах там, де можна було набрати швидкість, і пригинали щогли там, де треба було пройти під мокрими склепіннями мостів.

А по той і по той бік пропливали звивисті, вимощені брукувкою береги з критими черепицею будинками, чударнацькими віконцями, уквітчаними балконами й хвилястими краями дахів. Підвалини цих будинків, їхні водні ворота й двері комор були вбудовані в береги каналу. Сходи від води вели до потаємних садочків, де троянди пере-хиялися через стіни й колихались від руху повітря, що його зчиняли човни, пропливаючи поруч. Аромат троянд змішувався й стояв у повітрі.

Ван Борселени були зеландцями, але Кателіна знала, що це таке – бути городянином у Брюгге.

Единбург – це сірий камінь, і сірі, немов посріблені, дерев’яні будинки, й майже прямовисні вулиці. Брюгге – це площина. Це строката, теплого кольору цегла, й вулиці обабіч, забудовані палацами з безліччю башт, або просто високими будинками, де вікна, мов сходи, піднімаються вгору й де мешкає діловий люд міста. Брюгге – це різні голоси води, яка працює на людину, і її відлуння від цегляних стін, і шелест дерев, і тріпотіння білизни на вільному вітрі. Брюгге – це клекіт, схожий на жаб’ячий, одягу, що його залишили на вітрі мешканці наметів кругом міста. Брюгге – це скиглення чайок і дзвони.

(Д. Даннетт. “Становлення”, переклад М. Возної)

4. Compare the original poem to its translation. Dwell upon transformations employed.

О, ПАННО ІННО...

(П. Тучина)

О, панно Інно, панно Інно!
 Я – сам. Вікно. Сніги...
 Сестру я Вашу так любив –
 Дитинно, злотоцінно.
 Любив? – Давно. Цвіли луги...
 О, панно Інно, панно Інно,
 Любові усміх квітне раз – ще й
 тлінно.
 Сніги, сніги, сніги...

Я Ваші очі пам'ятаю,
 Як музику, як спів.
 Зимовий вечір. Тиша. Ми.
 Я Вам чужий – я знаю.
 А хтось кричить: ти рідну стрів!
 І раптом – небо... шепіт гаю...

О ні, то очі Ваші. – Я ридаю.
 Сестра чи Ви? – Любив...

O MY INNA!

(translated by M. Naydan)

O my Inna, darling Inna!
 I'm alone. A window. Snow...
 I loved your sister once –
 In a childish golden glow.
 Did I? – Long ago. Meadows had bloomed...
 O my Inna, darling Inna!
 The smile of love fleetingly blooms.
 Snow, more snow, more snow...

I remember your eyes.
 Like music, like a song.
 A wintry evening. Silence. The two of us alone.
 I am a stranger to you – I know.
 But someone shouts: you've met a kindred soul.
 And suddenly – the sky...the whisper
 of the grove...

O, no, these are Your eyes. – I sob.
 Is it your sister or you? – whom I loved...

5. Read and translate into Ukrainian the ideas on poetry and poetic translation expressed by different outstanding people. Chose the ones appealing to you and comment upon them.

“Poetry is what is lost in translation,” – *Robert Frost*.

“Poetry is what is gained in translation” – *Joseph Brodsky*.

“Poetry is what gets transformed.” – *Octavio Paz*.

“Traduttore-traditore” (translator-betrayer) – *Italian saying*.

“Three aspects of the language of poetry: *melopoeia*, its music; *phanopoeia*, the imagistic quality; and *logopoeia*, the dance of the intellect among words.” – *Ezra Pound*.

“If you say it is a matter of words, I will say a good poet gets rid of words. If you say it is a matter of meaning, I will say a good poet gets rid of

meaning. ‘But,’ you ask ‘without words and without meaning, where is the poetry?’ To this I reply: ‘get rid of words and get rid of meaning, and still there is poetry.’” – *Yang Wan-Li*.

“An imitator must see to it that what he writes is similar, but not the very same; and the similarity, moreover, should not be like that of a painting or statue to the person represented, but rather like that of a son to a father, where there is often great difference in the features and members, yet after all there is a shadowy something – akin to what the painters call one’s air-hovering about the face, and especially the eyes, out of which there grows a likeness...” – *Petrarch*.

6. Translate the following jokes into Ukrainian. What stylistic device are they based on?

- Doctor, doctor, I feel like a pair of curtains.
- Pull yourself together!

- Doctor, doctor, I feel like a bridge.
- What’s come over you?
- Two cars and a bus.

- Doctor, doctor, I keep thinking I am a spoon.
- Sit there and don’t stir.

- Doctor, doctor, I keep thinking I’m a billiard ball.
- Get back in the queue.

- Doctor, doctor, I keep thinking I’m a pack of cards.
- I’ll deal with you later



(II) Translation of equivalent-lacking lexical and grammatical units

In any SL there exists a number of lexical and grammatical units that don’t have equivalents in the TL.

Equivalent-lacking words (безеквівалентна лексика) are usually found among culturally-biased units denoting national customs, traditions, administrative or political systems, elements of clothing and ethnic cuisine etc. Equivalent-lacking lexical units are also known as lexical lacuna, realia words. Realia are so heavily and exclusively grounded in one culture that they are almost impossible to translate into the terms – verbal or otherwise – of another. In such cases the translator usually resorts to one of the following ways of rendering their meaning:

1) Transcoding (using transcription or/and transliteration) *гривня – hryvnia, impeachment – імпічмент*.

2) Hypernymic renomination (interlingual generalization – using a TL word the meaning of which includes the meaning of a SL word: *кожух – a sheepskin coat*).

3) Descriptive explanation: *landslide – перемога на виборах з переважною більшістю голосів, на покрову – at the end of October*.

4) Combined renomination (combining transcoding or loan translation and explication that is presented either immediately in the text or in the footnotes. *Downing Street – Даунінг-стріт, резиденція та штаб-квартира прем'єр-міністра; дружка – družhka, Maid of Honour*).

5) Word-for-word or loan translation: *народний депутат – People's Deputy, заслужений діяч мистецтв – Merited Art Worker*.

6) Transposition at the connotative level (substituting a SL realia for TL realia different at the denotative level but similar at the connotative level) – *почервоніла, як калина – became 'as crimson as clusters of cranberry'*.

7) With the help of analogues (based on the method of assimilation): *вареники – dumplings, bagel – бублик*.

There are quite a number of **equivalent-lacking idioms**. Most of them are phraseological fusions and unities – completely and partly non-motivated word-groups that do not lend themselves to literal translation into other languages. Consequently, the best way to render them is either by finding an adequate TL substitute (analogue) – *It's Greek to me – китайська грамота*; or explaining the figurative meaning of the idiom and providing a neutral equivalent: *to go Dutch – платити в ресторані/кафе кожний за себе*.

Equivalent-lacking grammatical forms are not as challenging as their lexical or phraseological counterparts. Here occasional substitutes can be classified into two types:

1) Zero translation (grammatical omission) – when the meaning of the grammatical unit is not translated, eg. It was the second time he hadn't met their expectations. – *Вже вдруге він не виправдовував їхніх очікувань.*

2) Translation with the help of partial grammatical equivalents in compliance with the matching rules for the grammars of SL and TL. These are the cases of regular syntactic transformations, where the translator is expected to observe certain transformation rules more or less strictly.

However, the translator often has several options to choose from. For instance, one of the ways of rendering English Objective with the Present Participle constructions into Ukrainian consists in using the object subordinate clause introduced by the conjunction *що* or adverbial connectors *як, коли*, e.g. *He saw his daughter crying and could not help but feel sorry. Він бачив, що/як його дочка плаче/плакала, і не міг не співчувати їй.*

7. Determine the method of translation used in each following case:

The Lower Countries (hist.)	Нідерланди, виноска в кінці сторінки: Нідерландами в XV ст. називалася територія сучасних Голландії, Бельгії, Люксембурга і деяких областей Франції, де Фландрія була одним із графств.
The Bourse (hist.)	Фондова біржа
carthusians (hist.)	картезіанці,..... члени ордену...
The English Governor (hist.)	старійшина англійських купців
Congestion charge	плата за в'їзд до центру Лондона
doublet (hist.)	дублет (середньовічний одяг)
Hennin (hist.)	гостроверхий капелюх
Clogs	дерев'яні черевики
jousting (hist.)	поєдинок
Village green	сільський майдан
Ginger beer	імбирний неалкогольний напій
scrumpy (hist.)	міцний англійський сидр
modern druids	нео-друїди
The London Tower	Лондонський Тауер
Beefeater	біфітер, солдат охорони Лондонського Тауера
The House of Lords	Палата лордів
The Speaker	Голова Верховної Ради
A war lord	воєвода

8. Compare the following Ukrainian sentences from “Nature” by Olha Kobylanska to their translations into English by Lesya Budna paying due attention to the occurrence of rendering Ukrainian realia. How are the meanings of other nationally-biased units conveyed in the target sentences? Suggest how to best translate them.

1. Хоч русинка від голови до ніг, було в неї рудаве волосся, що у русинів рідкість. Although a Ruthenian* from head to foot, she had reddish hair uncommon among Ruthenians.
2. Її бабка по батькові, власне, була гуцулка. Гарна, а проте мужичка! Her grandmother on her father’s side was actually a Hutsulka*. Beautiful, but still a peasant!
3. Червоні холоші й біла як сніг сорочка з вишиваним ковніром і рукавами, з-під котрих видно було кріпкі, жилуваті рамена. Red pants, a snow-white shirt with an embroidered collar and sleeves that revealed strong, muscular arms
n.b. *pants* is in AmE
4. Насамперед побережник заскаржив його там, у місті, перед панами за «переступ лісового права», за те, що самовільно втяв смереку. First, the poberezhnyk* charged him for breaking forest law, because he had cut a spruce without permission.
5. Звісно, він осердився, коли пани супокійно й безсердечно відкинули його оправдання. He certainly got angry when the pany* skipped over his excuses.
6. Вони назвали його гордим птахом, на котрого треба клітки... таким, що розказ цісарський стоптав ногами. They called him a proud eagle and said he should be put in a cage, that he had broken Tsisar’s* law.
7. А скільки ж років тобі? – До Дмитра буде двадцять і шість. And how old are you? – I’ll be twenty and six by Dmytriy’s Day.

Glossary

Tsisar – n. The emperor of the Austro-Hungarian Empire.

Hutsul – n. A member of a Ukrainian people inhabiting the Carpathian region. adj. Of or relating to this people.

Pan – n 1) a form of address to a man in some counties in Eastern Europe (e.g. Ukraine, Poland); 2) a wealthy, noble man. Pany – pl.

Poberezhnyk – n. A forest warden.

Ruthenian – adj. Ukrainians living in the Carpathian region and Bukovyna often called themselves Ruthenians and their language Ruthenian.

9. Many English idiomatic expressions contain names of food. Fill in the blanks in the story below with the following names of foods (*pie, toast, lemon, punch, jam, dough, turkey, beans, butter, cherries, crabby, fat, apple, pickle*). Translate the text into Ukrainian and specify the type of translation equivalent for each food-related expression.

John Foster was in bad humor. When he started his new job, thought life would be a bowl of _____, but his boss turned out to be _____ (grouch), and there seemed to be no way to _____ him up. John still owed a lot of money on his new car, which had turned out to be a real _____. And his daughter, who was the _____ of his eye, was ill. He was really in a _____. To relax, he picked up his guitar and went to his friend's house for a _____ session. His friend told John to go to the boss and ask for a promotion to supervisor, but John feared the idea was just _____ in the sky. The next morning he walked into the boss's office and chewed the _____ for a few minutes before making his move. Much to his amazement, the boss agreed to let John try the position of supervisor. John was pleased as _____. He wanted to keep the promotion a surprise, but he spilled the _____ at dinner. His wife also had a surprise – the doctor had reported that their daughter did not need surgery. After all they drank a _____ to their good luck. They were as happy as a _____ on a Boxing Day, for now they would have enough _____ (money) to take care of all their needs.

10. Translate the sentences below into Ukrainian using necessary transformations. Define the equivalent-lacking grammatical constructions employed and comment on the ways of their rendering.

1. There is no objection to Walter's visiting her at his earliest convenience. 2. He regretted now having attended the board meeting. 3. Aren't you conscious of being made fun of? 4. I don't remember hearing that presentation before. 4. His being not good at meeting deadlines was bad news for his promotion prospects. 5. There was no mistaking the expression

on her face. 6. Upon waking I found myself much recovered. 7. We meant to have gone there. 8. He felt the blood rush into his cheeks. 9. I dislike you talking like that. 10. We rely on you to put us in the picture. 11. The launch of the new beauty product proved to be a failure. 12. Your invitation is too great a temptation for me to resist. 13. If discovered, the scheme would lead to litigation. 14. The tour of duty completed, he had three month's leave. 15. It being now pretty late, we decided to take a taxi. 16. Another urgent thing came up, and there being nobody else in the office, he had to deal with it himself. 17. Circumstances permitting, we shall start tomorrow. 18. The ordeal being over, he could relax for a while.

Developing Interpreting Skills

1. Practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking in the textbook.

1. Згідно з Болонською системою всі студенти повинні проходити уніфіковане тестування.

2. Згідно з вимогами та рекомендаціями Болонської системи всі студенти повинні проходити уніфіковане тестування.

3. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти повинні проходити уніфіковане тестування.

4. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти європейських університетів повинні проходити уніфіковане тестування.

5. Згідно з вимогами та рекомендаціями Болонської системи вищої освіти всі студенти європейських університетів повинні систематично проходити уніфіковане тестування.

2. Practice the following “snow ball” repetition. Repeat the sentences after your teacher without looking in the textbook.

1. One concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally.

2. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally.

3. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’.

4. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’ where three distinct subjects are studied.

5. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’ where three distinct subjects are studied, such as Economics, Philosophy and Politics.

6. One interesting concept at Cambridge is that becoming a ‘specialist’ is thought of as being too limited mentally and so first degrees are usually a ‘tripos’ where three distinct subjects are studied, such as Economics, Philosophy and Politics, not one or part of one.

3. Repeat the following groups of words after the teacher.

1. Teacher, lecturer, tutor, professor, associate professor.

2. Applicant, freshman, undergraduate, postgraduate, alumnus.

3. Lectures, practical classes, tutorials, seminars, laboratory work, field work.

4. Essay, paper, thesis, dissertation, project, presentation.

5. Botany, zoology, economics, philosophy, politics, engineering.

4. Repeat the following groups of words after the teacher now in Ukrainian.



Translators' Nightmares

(I) A **stipend** (платня, утримання, пенсія) has a very narrow usage in English. It is now almost always used to describe the pay given to a minister of religion for their services, although it once was used for the wages of teachers or public officials. It should almost never be translated as “стипендія”. Money given by the State or other organization to a student, researcher or similar, for their work and the cost of living, is always called a **grant** (стипендія, грант). A **scholarship** (стипендія) is a special prize awarded, usually for excellence, to someone, that pays for their study.

Translate the following:

1. The vicar found it difficult to make ends meet on his lowly stipend.
2. The pharmaceutical company Foundation unit awarded several hundred research grants each year.
3. The student kept checking her bank account, waiting for this term's grant to have been paid in.
4. The young boy won a scholarship to a public school that was worth many thousands of pounds per annum, when you saw the charges for tuition there.
5. Починається виплата стипендій аспірантам та докторантам за квітень.
6. Посольство Франції в Україні оголошує конкурс на здобуття стипендій уряду Франції на наступний навчальний рік.
7. Міжнародний фонд жінок надає невеликі гранти на загальну підтримку розвитку жіночих організацій.
8. Український уряд призначив стипендії ста видатним спортсменам і тренерам.
9. Із казни священник отримував платню у 255 рублів сріблом.

(II) The words “**aspirant**” and “**candidate**” are translators’ false friends in the context of education. The word “**aspirant**” (кандидат, претендент, той, що прагне) is used to describe someone who attempts to get privileges or perhaps a particular, better job. The general context is that of improvement and seeking distinction, which may describe the route the word has taken to the Ukrainian language. “**Candidate**” (кандидат) is similar in that it describes someone hoping to be chosen for something, but does not especially carry the sub-meaning of improvement of distinction.

Each UK university, and many US universities, have their own rules about what is a first degree and what is a second degree. Most award a Bachelor’s degree for a first degree, although up to seven years’ study may be necessary, while a Master’s degree usually needs a further two years’ study and a thesis. Any student working for a second degree, or higher such as a PhD, is called a **postgraduate**. In both the UK and the USA this is commonly

shortened to “**postgrad**”. Those studying for PhD may also be called a PhD student or (in the USA) a doctoral student. The Ukrainian word “**аспірант**” should always be translated as “a post-graduate student”, and the Ukrainian word “**докторант**” as “a PhD postgrad” or “PhD student”.

Translate the following:

1. The undergraduate had been an aspirant to a first-class honours BSc, ever since she had entered the university.
2. There were four candidates for the job of toilet cleaner, waiting in the corridor for their interviews.
3. На засіданні кафедри аспіранти звітували про свою діяльність протягом останнього року.
4. Мій приятель давно прагнув стати докторантом саме на нашій кафедрі.