

**Навчальний
посібник**

*Частина
1*

*Кірстен Дік
Тетяна
Луньова*

**Збірник вправ і
завдань до
підручника
М. О. Возної
«Англійська мова
для старших курсів»**

**Companion to the
textbook “English
for the Seniors”
by M. O. Vozna**

*Kirsten Dyck
Tetyana Lunyova*

Part 1

**Supplement
Book**



MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
POLTAVA V.G. KOROLENKO NATIONAL PEDAGOGICAL UNIVERSITY

**Companion to the Textbook “English for the
Seniours”
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Part 1

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Poltava

2019

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПОЛТАВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. Г. КОРОЛЕНКА

**Збірник вправ і завдань
до підручника М. О. Возної «Англійська
мова для старших курсів»**

Частина 1

Навчальний посібник

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У навчальному посібнику вміщено завдання до Юнітів 1-3 підручника М. О. Возної «Англійська мова для старших курсів» (2017 р. вид.), спрямовані на закріплення лексико-стилістичного матеріалу та поглиблене розуміння текстів, представлених у підручнику. Особливу увагу приділено комунікативним завданням.

Для студентів закладів вищої освіти, які вивчають англійську мову як фах.

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Foreword

As foreign-language learners, we have all spent many miserable hours trying to memorize long vocabulary lists because we want to pass exams. Some of us have developed successful personal strategies for this type of language acquisition. But we probably all know it is not an ideal way to learn a foreign language. We all learn much faster when we have the opportunity to use new vocabulary in authentic situations. I could never remember the Ukrainian word "постіль" until I started taking overnight trains here, for example, and after negotiating with a market vendor in Moscow over the price of a pumpkin for my Halloween party, I will never forget "тыква". In both cases, the context and the need made all the difference to my vocabulary recall.

We all know language-learning strategies are as diverse as language learners, and what works for one student might confuse another. Still, the more we can present our students with opportunities to see textbook vocabulary in real-life context and to apply new words in authentic communication, the more we can foster their command of class material. It is therefore my hope that the exercises in this textbook supplement will facilitate active classroom environments that engage teachers and students in pursuit of increased English competence.

Dr. Kirsten Dyck

Long lists of the English words to remember often look daunting and discouraging. However, the ability to use diverse vocabulary is rewarding and liberating. This companion to the textbook "English for the Seniors" by M. O. Vozna has been designed to reduce the stress of the vocabulary learning process and provide ample opportunities for mastering the vocabulary suggested by the textbook in the real-life contexts.

If learning a language is a journey, then acquiring new words is obtaining news sails to make the journey faster, more reliable, and more interesting.

Dr. Tetyana Lunyova

Introduction

This companion to the textbook “English for the Seniors” by M. O. Vozna has emerged through a collaborative teaching of the English language course to the master students of Poltava V. G. Korolenko National Pedagogical University by Dr. Kirsten Dyck and Dr. Tetyana Lunyova in 2018–2019.

The aim of this book is to facilitate the learning of the vocabulary and deepen the understanding of the texts in Units 1–3 in the textbook by M. O. Vozna.

The book can be used both as a supplement to the classroom activities and a resource for independent work and self-study.

The book consists of 4 parts with the tasks. The first part suggests activities that can be performed during the study of every unit. The three parts that follow are devoted to Units 1-3. Besides, the keys to the selected exercises are provided.

Whenever authentic sources were used, the proper references were made. The initials “K.D.” signify that the activity was developed by Dr. Kirsten Dyck and the “T.L.” stand for Dr. Tetyana Lunyova.

Selected Activities for Units 1—3

A Few Ideas for Student-Centered Activities Using Vocabulary Cards

Before doing any of the activities suggested below, print and cut apart the vocabulary cards for each chapter. Make sure to use thick paper with nothing printed on the back, so no one can see the printed words from the back of the paper or recognize the cards from the markings on the back.

1. **Matching Game:** Shuffle all the vocabulary and definition cards for the chapter. Place them face-down on a table in a square or rectangular grid pattern. One by one, have each student turn over two (only two!) of the face-down cards. If the student turns over a vocabulary word and its correct definition, he or she removes these cards from the grid. If the cards are not a match, the student turns them back over and allows the next student to turn over two cards. Keep going around the circle until the students have matched all the words with the correct definitions. The student who collects the most correct pairs wins the game.

2. **Sentence Creation:** Remove the definition cards and shuffle only the vocabulary cards from your chapter. Place the vocabulary cards face-down in a stack. One by one, have each student turn over the top card in the stack. The student must use this word correctly in a sentence. Then the next student takes the next card in the stack and uses this word correctly in a sentence. Students may not look at the cards in the stack before their turns. The first time you do this exercise, students can help one another if they cannot think of a good use for a word. Re-shuffle and repeat this exercise several times—possibly on several different class days—and do not allow students to help one another in subsequent repetitions.

3. **Story Creation:** Remove the definition cards and shuffle only the vocabulary cards from your chapter. Place the vocabulary cards face-down in a stack. One by one, have each student turn over the top card in the stack. The student must use this word correctly in the first line (or the first few sentences) of a story. Then the next student must take the next vocabulary word from the stack and use it to continue the story. Students may not look at the cards in the stack before their turns. If the students complete the story before they finish the stack of vocabulary cards, have them begin a new story. If you want to, you may create your own story-starter prompts to help the students begin their stories.

4. **Vocabulary Drawing:** Remove the definition cards and shuffle only the vocabulary cards from your chapter. Deal the vocabulary cards out to students so each student has an equal number of cards. (If students are still struggling to remember the definitions to the words, you may also choose to hand out the definition cards with the vocabulary cards.) Then ask the students to draw pictures

of the vocabulary words in their stacks. It is a good idea to bring in drawing paper and crayons, markers, colored pencils, or other art supplies to make this activity more colorful, although students can also do this exercise just with pens or pencils on regular notebook paper. Students must be creative, since many of these vocabulary words are abstract. Remind students to make their drawings large enough for their classmates to see from a distance. Once the students have finished drawing all of their words, ask them to show their drawings to their classmates and explain the drawings *without* mentioning their vocabulary words. Their classmates must guess which vocabulary words are shown in each drawing.

5. **Hot Seat Game:** Remove the definition cards and shuffle only the vocabulary cards from your chapter. Place the vocabulary cards face-down in a stack. One by one, have each student turn over the top card in the stack and show the card to the class—but the student holding the card *may not* look at the word on the card. The other students must explain the definition of the word until the student holding the card guesses the correct word. Go around the room and have students take turns guessing words. If you want to do this activity as a game, set a timer on your phone (for example, for 60 seconds or 90 seconds) and allow the student only that amount of time to guess the word. You can have the students play in two teams, or they can play as individuals. The team or the student who guesses the most words correctly in the allotted time wins.

6. **Grab It Game:** Place all the vocabulary cards from your chapter on the table. Hold all the matching definition cards in your hands. Read one definition card aloud to the class and see which student can grab the correct vocabulary card off the table first. When someone has claimed the correct definition card, read a new definition and see who can choose the correct definition first. Go through all the definitions. The student who collects the most correct vocabulary cards wins the game.

7. **Flashcard Exchange Game:** Shuffle all the vocabulary and definition cards from your chapter together. Deal the cards out to students so each student has an equal number of cards. Then, tell the first student to ask the class for the definition to one of the vocabulary words on a card he/she is holding. Any student who has the correct definition card can put the definition card on the table and match it with the first student's vocabulary word, placing the vocabulary card and the matching definition card together on the table. However, if the definition is incorrect, that student must take the vocabulary card from the first student! Then the next student asks the class for the definition to a word in his/her hand. If a student believes he/she holds both a vocabulary card and its matching definition, he/she can place the matched pair on the table instead of asking the class for a definition, but if he/she is incorrect, he/she keeps both cards. The first player to place all his/her cards in matched pairs on the table wins the game.

UNIT 1 WORDS

<p align="center">wedded</p>	<p align="center"><i>married or firmly attached</i></p>	<p align="center">empiricism</p>	<p align="center"><i>a philosophy based on experiment and observation</i></p>
<p align="center">institution</p>	<p align="center"><i>an established law/custom/practice; an association, society, or organization</i></p>	<p align="center">woolly</p>	<p align="center"><i>furry, hairy, and tangled (literal meaning); complicated, confusing, and indistinct (metaphorical meaning)</i></p>
<p align="center">to embed</p>	<p align="center"><i>to fix something firmly in solid material; to place one thing firmly inside another thing</i></p>	<p align="center">fair play</p>	<p align="center"><i>honest, equal rules and behavior for everyone (idiom)</i></p>
<p align="center">to root</p>	<p align="center"><i>to fix something into the ground like a plant (literal meaning); to establish something deeply and securely (metaphorical meaning)</i></p>	<p align="center">mobility</p>	<p align="center"><i>the ability to move freely or to change easily</i></p>

non-negotiable	<i>something that should not or cannot be discussed</i>	norm	<i>a socially accepted value or behavior that almost everyone in a society agrees with and follows</i>
to corrode	<i>to destroy or wear something away slowly, especially through a chemical reaction like acid burning or rusting</i>	to erode	<i>to destroy or wear something away slowly, especially through natural processes like wind or water flow</i>
narrative	<i>a story or sequence of events</i>	to grapple (with)	<i>to grab, seize or grip firmly, or to fight hand-to-hand (literal meaning); to struggle to understand a difficult idea or problem (metaphorical meaning)</i>
to equate	<i>to compare two things or ideas; to make two things or ideas equal</i>	to make for	<i>to lead to, create, or encourage something; to move quickly toward something</i>
to enshrine	<i>to protect or preserve something, especially as an object of religious worship or as part of a law</i>	longevity	<i>length of life</i>

<p>to underlie</p>	<p><i>to be physically situated under something (literal meaning); to form a basis, foundation, or precondition for something else to exist or to happen (metaphorical meaning)</i></p>	<p>to empower</p>	<p><i>to give power to someone formally; to make someone feel they can do something</i></p>
<p>to wish away</p>	<p><i>to hope someone or something will leave or disappear</i></p>	<p>to bring home to</p>	<p><i>to persuade someone to believe something by providing a strong example</i></p>
<p>to eclipse</p>	<p><i>to overshadow, obscure, or make something invisible</i></p>	<p>rhetoric</p>	<p><i>language used to make an argument or to convince someone</i></p>

UNIT 2 WORDS

<p align="center">wedded</p>	<p align="center"><i>married or firmly attached</i></p>	<p align="center">empiricism</p>	<p align="center"><i>a philosophy based on experiment and observation</i></p>
<p align="center">institution</p>	<p align="center"><i>an established law/custom/practice; an association, society, or organization</i></p>	<p align="center">woolly</p>	<p align="center"><i>furry, hairy, and tangled (literal meaning); complicated, confusing, and indistinct (metaphorical meaning)</i></p>
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to eclipse	<i>to overshadow, obscure, or make something invisible</i>	rhetoric	<i>language used to make an argument or to convince someone</i>

to throw someone out on their ear	<i>to dismiss someone from a job or position or to evict someone from their home quickly and with little warning (idiom)</i>	suave	<i>polite, smooth, sophisticated, chic</i>
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cantilever	<i>in architecture, a balcony or other part of a building that sticks out a long distance beyond the floor below it</i>	to hawk	<i>to sell, especially in a bazaar as a traveling salesperson</i>
wonky	<i>shaky, unstable, unreliable, broken, or assembled poorly</i>	eyewitness	<i>someone who views an event or incident with their own eyes</i>
mogul	<i>a tycoon or other powerful, influential, wealthy person</i>	to wangle	<i>to obtain something in an irregular way by illicit scheming (colloquial idiom)</i>
to slap down	<i>to reprimand someone harshly or unfairly (idiom)</i>	gratification	<i>satisfaction, enjoyment, or pleasure</i>
to have something up your sleeve	<i>to have a secret, often unfair advantage (idiom)</i>	to give it to someone straight	<i>to tell someone difficult information without trying to soften the comments or make them easier to accept (idiom)</i>

UNIT 3 WORDS

<p align="center">streak / to streak</p>	<p><i>(as a noun) a long, thin line of contrasting color; a flash of lightning or fire; an unexpected character trait; a temporary series of events; (as a verb) to run naked through a public place</i></p>	<p align="center">to shuttle</p>	<p><i>to move back and forth repeatedly from a first location to a second location</i></p>
<p align="center">to forage</p>	<p><i>to search for food, especially in the wild or in nature, like animals do</i></p>	<p align="center">composite</p>	<p><i>made up of various parts or elements</i></p>
<p align="center">to fold up</p>	<p><i>to bend something neatly so it will fit into a small space (literal meaning); to bend over or to fail or break down (idiom)</i></p>	<p align="center">dust devil</p>	<p><i>a small tornado</i></p>
<p align="center">cluster / to cluster</p>	<p><i>(as a noun) a collection of plants, fruits, flowers, etc. growing close together; a small, compact group; (as a verb) to group together closely</i></p>	<p align="center">convection current</p>	<p><i>upward movement of warm air and downward motion of cold air</i></p>

<p>pinch / to pinch</p>	<p><i>(as a noun) a small amount; a tight grip or squeeze, especially between two fingers; (as a verb) to grip something tightly, especially between two fingers; to constrict painfully; to steal something (idiom)</i></p>	<p>swarm</p>	<p><i>a large number of agents in a compact group, especially insects or enemies</i></p>
<p>to disrupt</p>	<p><i>to interrupt; to create disorder in something organized</i></p>	<p>to unnerve</p>	<p><i>to frighten or to disturb someone</i></p>
<p>exhaust / to exhaust</p>	<p><i>(as a noun) the toxic gas produced when car or other vehicle burns fuel; (as a verb) to use or consume completely; to make someone completely tired; to leave nothing further for discovery or explanation</i></p>	<p>nano-</p>	<p><i>very small—literally, one thousand millionth</i></p>
<p>adaptive</p>	<p><i>characterized by or easy to change, especially by evolution or natural selection</i></p>	<p>prone</p>	<p><i>likely to do something, especially something bad; physically lying face down</i></p>
<p>to spook</p>	<p><i>to act like a ghost; to scare someone</i></p>	<p>formulation</p>	<p><i>something created by a formula</i></p>

<p>song and dance</p>	<p><i>a process that becomes more difficult or complicated than necessary; a fuss, an outcry, or a commotion (idiom)</i></p>	<p>down the drain</p>	<p><i>for water to flow out of a sink or bathtub (literal meaning); wasted, lost, ruined (idiom)</i></p>
<p>to reconfigure</p>	<p><i>to adapt something for a new purpose</i></p>	<p>to embark</p>	<p><i>to enter a ship or aircraft; to begin a long trip or journey; to begin a long-lasting activity</i></p>
<p>jerry-built</p>	<p><i>built unsubstantially out of bad materials (offensive, antiquated idiom based on the WWII American military slang word "Jerries," meaning "German soldiers")</i></p>	<p>half-baked</p>	<p><i>partially cooked and partially raw (literal meaning); not planned enough or too quickly planned (idiom)</i></p>

K.D.

Activities for Unit 1

Activity 1.1. Video Listening Discussion

Instructions: Watch the following three short videos. Watch the videos more than once if necessary. After viewing, discuss the questions in the list below.

Videos:

- Millennials Speak Out: What Does "Being British" Mean To Millennials?
<https://www.youtube.com/watch?v=wWGMvmAllvA>
- Part 1: Ukrainian Students Answer What does it mean to be Ukrainian
<https://www.youtube.com/watch?v=fXN1FabsdTo>
- What Makes an American an American?
https://www.youtube.com/watch?v=hMhCKj9_rwY

Discussion Questions:

1. What are the differences and similarities among what British people, Ukrainians, and Americans say about their national identities?
2. Did the people from each country all agree with each other about their national identity, or were there differing opinions about national identity in any of the videos? Why or why not?
3. Do you agree or disagree with what the Ukrainian teenagers said about Ukrainian national identity? To you, what makes a Ukrainian a Ukrainian?
4. Does the video about Britishness correspond with the descriptions of British identity in your textbook? What similarities and/or differences do you notice? Are these important? Why/why not?
5. What do you think are the most important aspects of British and American identity? Did the videos mention these things? Why/why not?
6. What do you think foreigners would say are the most important aspects of Ukrainian identity? Are these things also important to Ukrainians? Why/why not?
7. Did the immigrants in the videos speak about their national identities the same way the native-born citizens spoke about their national identities? Why/why not?
8. Did any of the responses in the videos surprise you? Why/why not?
9. How might people's responses to the interviewers' questions have been different if the journalists had asked people 100 years ago what it means to British, Ukrainian, or American? How have these countries' national identities changed in recent history? How/why is this important?

10. What do you think people in Britain, Ukraine, and the U.S. will say about their national identities 100 years from now? How do you think these countries' national identities will have changed?

K.D.

Activity 1.2. Video Listening Discussion

Instructions: Watch the following video. Watch the video more than once if necessary. After viewing, discuss the questions in the list below.

Video: What It Means to Be an American (TEDx Deerfield Talk, Sarah Jane O'Connor) <https://www.youtube.com/watch?v=wm2rapbicIM>

Comprehension Questions:

1. When was the United States founded?
2. Who drafted the United States Declaration of Independence?
3. How has the phrase "all men are created equal" changed its meaning over time? Where does this phrase come from?
4. How long have Americans shown hostility toward foreigners and immigrants?
5. Who were the Know-Nothing Party? What did they believe, and what did Abraham Lincoln think about them?
6. What—and when—was Chinese Exclusion in America?
7. What happened in the Chinese Massacre of 1871?
8. How many Americans wanted Holocaust victims and Vietnam War refugees to immigrate to America?
9. What are nativism and inclusion? How do they relate to the topic of immigration?
10. According to Sarah Jane O'Connor, have native-born citizens or immigrants been more important to the history of the United States?
11. How does nativism appear in the United States today, according to O'Connor?
12. How important are refugees and other immigrants to the American economy?
13. How does O'Connor think America's relationship to immigration should change in the 21st century?

Discussion Questions:

1. O'Connor quotes a few lines from two important documents in this video: the U.S. Declaration of Independence, as well as the poem "The New Colossus" by Emma Lazarus, which appears on the Statue of Liberty in New York City. What do these documents say about immigration and American identity? How does Sarah Jane O'Connor think Americans should view these documents in the 21st century? What do *you* think?

- a. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." -Thomas Jefferson, 1776
- b. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost [tempest-tossed] to me,
I lift my lamp beside the golden door!"
-Emma Lazarus, 1883

2. What do Ukrainians think about immigration to Ukraine?

3. What do Ukrainians think about emigration to America?

Are Ukrainians' opinions similar to or different from Americans' opinions about immigration?

K.D.

Activity 1.3. Video Listening Discussion

Instructions: Watch the following video. Watch the video more than once if necessary. After viewing, discuss the questions in the list below.

Video: Irish, or British or Both: Citizenship, Identity and Brexit (Open University Mini-Documentary)

<https://www.youtube.com/watch?v=7oenpYckvV0>

Comprehension Questions:

1. How does Claire Hannah see her identity? Does she feel Irish, Northern Irish, or British? Why? How does she see the European Union?
2. What is the Good Friday Agreement? How does Claire Hannah think it affects Northern Irish identity and Northern Irish opinions about Brexit?

3. How does Steven Aiken see his identity? Does he feel Irish, Northern Irish, or British? How does Aiken's opinion differ from Claire Hannah's?
4. How does Martina Anderson see her identity? Does she feel Irish, Northern Irish, or British? Is her opinion more similar to Claire Hannah's or Steven Aiken's? What does she think should happen to Northern Ireland after Brexit?
5. How does Sammy Wilson see his identity? Are his opinions similar to or different from the previous speakers'? How does he see the UK's relationship to the European Union?

Discussion Questions:

1. How do Ukrainians feel about Brexit? Is this similar to how British or Northern Irish people feel about Brexit?
2. Why are Northern Irish opinions about Brexit important?
3. Why does it matter that so many Northern Irish people disagree about their national identity?
4. Where do the differences in opinion about Northern Irish identity come from? What do you know about the history of Britain and Ireland, and why is this important for the Brexit process?
5. How are these Northern Irish opinions about national identity similar to or different from American and Ukrainian ideas of national identity?

K.D.

Activity 1.4. Answering additional questions to Gordon Brown's Interview (pp. 11-17)

Instructions: Search the text of the interview for the details and answer the following questions.

1. What kind of books did Gordon Brown pay attention to when he went to the USA?
2. What three ideas according to Gordon Brown shaped British history?
3. According to Gordon Brown, have liberty, ideas of fairness and ideas of community and society developed in Britain in the same or different way as in other countries?
4. According to Gordon Brown, what would happen if people in Britain defined themselves by race or ethnicity?

5. According to Gordon Brown, what how can the changes brought about by the globalization mean for people?
6. According to Gordon Brown, what factor significantly determines whether people can succeed or fail at the age of globalization?
7. Why did Gordon Brown want to bring faith leaders together?
8. What aspects of Adam Smith’s theory did Gordon Brown single out as important in the context of discussing British identity?
9. According to Gordon Brown, what matters more: the detail of an institution or the values that underlie that institution?
10. Has it been a part of the tradition in Britain to equate state with community?

T.L.

**Activity 1.5. Practice sentences to accompany Vocabulary Notes to Unit 1:
Vocabulary in Real-World Context**

Instructions: Fill in the blanks in the sentences below with words from this box. Some words will be used more than once.

enshrine	erode	grapple with	hammer home
make for	rooted	underlie	wish away

1. Across the courtroom, the prosecution team [. . .] would _____ the argument that a healthy 24-year-old woman just does not die alone in a bathtub.ⁱ
2. As Robert Nozick notes, we should be highly skeptical of a practice _____ in the “pleasure of witnessing the suffering of another.”ⁱⁱ
3. Beyond the schools, one issue that parents should absolutely _____ with children are the legal repercussions of cyberbullying, said Ms. Aftab.ⁱⁱⁱ
4. Both books _____ challenging subject matter inspired by real-life events—the former with a nine-year-old African-American girl who murdered a baby and the latter with a teenage African-American girl who went missing for a year before anyone noticed.^{iv}

5. But it's very important that [. . .] public servants [. . .] are constantly thinking about, "What can we do to rebuild, not further _____, public trust?"^v
6. In Chris' shy, quiet, way, he was trying to _____ all of the people who wanted stuff from him once he became famous.^{vi}
7. Living in a simple place does not always _____ a simple life.^{vii}
8. The primary causes of financial stress are not things an individual can simply _____.^{viii}
9. The reward center of the brain is much more attuned to the pleasurable effects of alcohol when estrogen levels are elevated, an effect that may _____ the development of addiction in women, according to a study on mice.^{ix}
10. We _____ things in memory very differently from how we experience them in real time.^x
11. We have to make sure that there might never come a day when June the 6th means no more than any other day, that there might never be a generation of Americans for whom the name Normandy means nothing at all. To _____ that history, the National World War II Memorial in Washington was built 10 years ago.^{xi}
12. We've seen the President's approval rating _____ into the mid-30s, which is really a catastrophic level historically for a President at this point.^{xii}

K.D.

Activity 1.6. Mastering the vocabulary in Exercise 19 on page 29

Instructions: Match the words with their definitions. (All the definitions are taken from the Cambridge Dictionary^{xiii}. Several definitions were slightly altered.)

- 1) to be wedded to something
- 2) to equate

- 3) emphasis
- 4) to shape
- 5) to grapple with
- 6) a striving for
- 7) mobility
- 8) subscribe to something
- 9) allegiance
- 10) rhetoric
- 11) to eclipse
- 12) to enshrine
- 13) to make for something
- 14) to bring something home to somebody

- A.** to hold onto someone and fight with them
- B.** to agree with or support an opinion, belief, or theory
- C.** the ability to move freely or be easily moved
- D.** to make another person or thing seem much less important, good, or famous
- E.** to result in or make possible
- F.** the particular importance or attention that is given to something
- G.** to believe strongly in something
- H.** speech or writing intended to be effective and influence people
- I.** to contain or keep something as if in a holy place
- J.** a serious attempt to do something or to make something happen, especially for a long time or against difficulties
- K.** to consider one thing to be the same as or equal to another thing
- L.** to make someone understand something much more clearly than they did before, especially something unpleasant
- M.** loyalty and support for a ruler, country, group, or belief
- N.** to decide or influence the form of something, especially a belief or idea, or someone's character

T.L.

Activity 1.7. Translating sentences from Ukrainian into English

Instructions: translate the given sentences paying attention to the underlined words.

1. Те, що вона залишалася на посаді так довго, було результатом її виняткової працелюбності. longevity in office
2. Ми намагалися змусити їх зрозуміти, що настав час економити ресурси. bring home to them
3. Він був відданий переконанню, що усі люди народжуються рівними. wedded to the belief
4. Його пояснення були такими плутаними, що годі було щось в них зрозуміти. woolly
5. Підозри поступово зруйнували їхню дружбу. erode
6. Хіба це чесна гра? fair play
7. Свобода зібрання – одне з важливих прав людини у демократичному суспільстві. freedom of assembly
8. Він мав схильність прирівнювати гроші і успіх. Equate money with success
9. Своїм виступом вона затъмарила інших учасників конкурсу. eclipse
10. Його відданість партії перевірялася багато разів. allegiance

T.L.

Activity 1.8. Describing pictures

Instructions: Describe the pictures using the words from the word bank. Think what events might precede and follow the moment captured in the picture. Talk about these events.

uproot
cyberspace
grapple with

eclipse
mobility
rooted

corrode
woolly

1.



<https://www.fbi.gov/investigate/cyber>

5.



<https://www.worldsciencefestival.com/infographics/complete-guide-total-solar-eclipse-infographic/>

2.



<https://www.pinterest.es/pin/294352525626786183/?nic=1>

6.



<https://pixels.com/featured/1-rooted-in-love-nathan-rhoads.html>

3.



<https://chemicalreactions4kids.wordpress.com/2017/03/31/corrosion/#jp-carousel-48>

7.



<http://saysonray.blogspot.com/2010/08/garbage-problem.html>



4.

learnersdictionary.com/word-of-the-day/2014/08/20

8.



<https://www.qs.com/universities-improve-student-mobility-preferred-destinations/>

T.L.

Activity 1.9. Discussion practice

Instructions: Discuss the following quotations.

1. "Patriotism is when love of your own people comes first; nationalism, when hate for people other than your own comes first." Charles de Gaulle^{xiv}
2. "Guard against the impostures of pretended patriotism." George Washington^{xv}
3. "There is much more to being a patriot and a citizen than reciting the pledge or raising a flag." Jesse Ventura^{xvi}
4. "The love of one's country is a splendid thing. But why should love stop at the border?" Pablo Casals^{xvii}
5. "You're not supposed to be so blind with patriotism that you can't face reality. Wrong is wrong, no matter who says it" Malcolm X.^{xviii}
6. "National identity is frequently formed in deliberate opposition to other groups and therefore serves to perpetuate conflict." Francis Fukuyama^{xix}
7. "a small nation resembles a big family and likes to describe itself that way. In the language of the smallest European people, in Icelandic, the term for "family" is fjölskylda; the etymology is eloquent: skylda means "obligation"; fjöl means "multiple." Family is thus "a multiple obligation." Icelanders have a single word for "family ties": fjölskyldubönd: "the cords (bönd) of multiple obligations." Thus in the big family that is a small country, the artist is bound in multiple ways, by multiple cords. When Nietzsche noisily savaged the German character, when Stendhal announced that he preferred Italy to his homeland, no German or

Frenchman took offense; if a Greek or a Czech dared to say the same thing, his family would curse him as a detestable traitor.” Milan Kundera^{xx}

8. “Art is a nation's most precious heritage. For it is in our works of art that we reveal to ourselves and to others the inner version which guides us as a nation. And where there is no vision, the people perish.” Lyndon Johnson^{xxi}

9. “Hatred is corrosive of a person's wisdom and conscience; the mentality of enmity can poison a nation's spirit, instigate brutal life and death struggles, destroy a society's tolerance and humanity, and block a nation's progress to freedom and democracy.” Liu Xiaobo^{xxii}

10. “Your pride for your country should not come after your country becomes great; your country becomes great because of your pride in it.” Idowu Koyenikan^{xxiii}

T.L.

Activities for Unit 2

Activity 2.1. Answering additional comprehension/ Discussion Questions to the excerpts from Mission Song by John Le Carre (pp. 57-63)

Instructions: Answer the questions. The text in the textbook can be used if necessary.

1. What parts of John Le Carre's own life experiences do you see reflected in the text?
2. What kinds of different jobs does Salvo do, and what do we learn about him as a person by learning about his jobs?
3. What is Salvo's national/ethnic background? How much does he tell us about this?
4. Who is Brother Michael? What do you think his relationship is to Salvo?
5. What languages does Salvo learn and why?
6. Why does Salvo choose to learn dying languages?
7. How and where did Salvo get his formal training as an interpreter?
8. How does Salvo answer the question, "What's your mother tongue?" Why do you think he answers this way?
9. What kind of accent does Salvo have in English? What about French?
10. What do we learn about Salvo's parents?
11. Why does Salvo call himself a "bridge?"
12. At the bottom of pg. 60, who is Salvo talking to, and what are they talking about?
13. What does the interviewer mean when he says, "Our black marks don't wash out?"
14. What job does Salvo do in a soundproof cubicle? Why is it important? How does he feel about this job?
15. What do we learn about Salvo's relationship with his wife?
16. What dilemma or problem does Salvo have in the final excerpt on pg. 63? What do you think will happen to him later in the novel?

K.D.

Activity 2.2. Answering additional comprehension and interpretation questions to the excerpts from Mission Song by John Le Carre (pp. 57-63)

Instructions: Answer the questions. The text in the textbook can be used if necessary.

1. What skills did Salvo have?
2. Who encouraged Salvo to practise his skills?
3. How many diplomas did Salvo have?
4. Did Salvo respect translation agencies up and down Chancery Lane?
5. Which two jobs did Salvo contrast?
6. What, according to Salvo, should top interpreter be able to do?
7. What kind of English did Salvo deliberately speak when working with his clients?
8. What job was Salvo offered?
9. What did a Senior Servant of the Crown mean when he said to Salvo “We’re believers but we’re not zealots”?
10. Did Salvo’s wife respect him?

T.L.

Activity 2.3. Reading Quizzes to the excerpts from Mission Song by John Le Carre (pp. 57-63)

Instructions: Answer each question with at least two full sentences. Do not use the textbook.

Reading Quiz A

1. At the beginning of this text, why does Salvo say an interpreter “is not hired to engage his scruples” or to make important choices about what is morally right and morally wrong? How does Salvo’s opinion about this start to change at the end of this text?
2. Does Salvo think it is better to be a translator or an interpreter, and why?
3. What does Salvo learn about his new job from his conversation with his interviewer?
4. What kind of work does the interviewer call “meat-and-potatoes drudgery,” and why? How does Salvo feel about this work?

5. What kind of problem does Salvo have at the end of this text, and why does it bother him so much?

Reading Quiz B

1. In this text, what do we learn about the background of the main character, Salvo, especially about his ethnicity and his family?

2. Which employer does Salvo start to work for in this text, and what job does he do there?

3. What does the man who interviews Salvo for his new job mean when he says, "Our black marks don't wash out?"

4. In this text, what do we learn about Salvo's relationship with his wife?

5. How does Salvo choose which languages to learn? Which types of languages does he enjoy?

K.D.

Activity 2.4. Practice sentences to accompany Vocabulary Notes to Unit 2, pp. 63-66: Vocabulary in Real-World Context

WORD BANK:

deference	diversion	fringe	gratification
nurture	pry	suave	

EXERCISE 2.4.1: MATCHING. *Instructions: place the correct word from the word bank above into each of the sentences below.*

1. An Infrastructure Australia report due to be released on Friday reveals that about four in five residents living in areas on the _____ of Queensland's capital, such as Logan Central, Goodna and Redcliffe, were not within walking distance of frequent public transport.^{xxiv}

2. Being patient and delaying _____ is more important for earning the big bucks than age, height and race, according to US researchers.^{xxv}

3. Motorists will have around 10 miles – and around 15 minutes – added to their journey, as a _____ sees them re-routed via Quintrell Downs.^{xxvi}

4. The FDNY [Fire Department of New York] was called to _____ open a door after a poll worker locked him- or herself in between the inner door and the outer door of the school on Election Day.^{xxvii}
5. They named their farm Elevage de Volailles (poultry breeding farm) in _____ and gratitude to the early genetic preservation work of the French Jesuits.^{xxviii}
6. All but [Ryan] Gosling’s most hardcore fans forget that the _____ actor was once a wide-eyed and goofy child star that struggled to find his way in Hollywood.^{xxix}
7. One of the key missions of the policy is to _____ 10,000 technology startups in software product industry.^{xxx}

EXERCISE 2.4.2: FILL IN THE BLANKS. *Instructions: place the correct word from the word bank above into each blank in the story below.*

I had thought vegetarianism was a crazy (1)_____ movement until I met Tom. He was educated, (2)_____, and charming. “I don’t mean to (3)_____ into your personal life,” Tom said when he saw me buy a hotdog for my son, “but eating animals is placing instant (4)_____ above your own health and the health of your children. I know lots of people say the only way to (5)_____ a child is to feed him or her fatty, animal-based foods, but that argument is just a (6)_____ to stop you from considering the scientific evidence for the health benefits of a plant-based diet. Would you like me to send you some information about vegetarian recipes and cooking techniques?”

I was surprised and slightly annoyed, but in (7)_____ to his status and his knowledge of the subject, I said, “Sure, send me an email.”

K.D.

Activity 2.5. Practice Exercises for Idioms, ex. 16, p. 72

Instructions: Use the idioms from this word bank to fill in the blanks in the sentences below. Each idiom will be used in **three** sentences.

- to douse the gleam in someone's eyes
- to have/get/be getting big ideas about something
- stuck-in-the-rut
- slush funds
- in good standing
- to force someone down the road toward something
- to indulge one's scruples
- to slap someone down

- to be pledged
- to hawk one's services
- to get rid of a burden
- to be a familiar face
- to give something to someone straight
- meat-and-potatoes
- to be out on one's ear
- to have something up one's sleeve [gambling idiom: to have an ace up one's sleeve]

1. _____ me _____—did I get the job or not?
2. A lot of American diplomats were _____ their _____ after Donald Trump downsized the U.S. State Department.
3. Accounting isn't very interesting, but it is important _____ work.
4. Actors need to become members _____ of the Actors' Equity Association before they can get high-paying professional acting jobs.
5. As a teenager, Catherine the Great _____ to marry the heir to the Russian empire.
6. Being a professor might look glamorous on television, but the everyday _____ tasks like grading homework aren't always very exciting.
7. Don't be _____ about buying a new computer. The city government has no money in the budget for that.
8. Donald Trump is a _____ on television this year.
9. He _____ of the _____ of his secret by telling his wife.

10. He asked his wife if she was cheating on him with her high-school boyfriend, but she couldn't _____ him the answer _____.
11. Her _____ husband won't do anything on vacation except visit his relatives.
12. I _____ of the _____ of carrying a heavy backpack when I started carrying my laptop computer instead of seven heavy books to class every day.
13. I _____ a lot of games and crafts _____ my _____ to entertain the children for two hours.
14. I _____ my _____ as an English tutor until I found a better-paying teaching job.
15. I _____ my _____ by reporting my friend's illegal behavior to our boss instead of looking the other way, so that friend won't speak to me anymore.
16. I come from a small town full of wholesome, upstanding, neighborly, _____ people.
17. I considered cooking dinner last night, but the wilted, rotten vegetables at the supermarket _____ the _____ my _____, so I took my children to McDonald's instead.
18. I didn't fall in love with my husband until I found out he had an amazing singing talent _____ his _____.
19. I don't like how my boyfriend's mother _____ him _____ for trying to learn useful life skills she thinks are "girly," like cooking, cleaning, and mending clothes.
20. I don't think their marriage is healthy—he always _____ her _____ with insults in public if she tries to joke with her friends.
21. In British folklore, Sir Lancelot's loyalty _____ to King Arthur and Queen Guinevere.
22. Kirsten _____ her _____ by joining the U.S. Peace Corps instead of looking for a higher-paying job. 😊
23. Many international construction companies' services _____ to the U.S. government to try to rebuild the city of Baghdad.
24. My _____ sister refused to go skydiving with us.
25. My coworker was upset yesterday after the department supervisor _____ her _____ in a meeting for suggesting we try a new type of computer software.

26. My neighbor's son went door to door _____ his _____ taking care of old people's lawns and gardens.
27. Our professor is a member _____ of the Modern Language Association, so she is eligible to attend their international conference next year.
28. She can't _____ of the _____ of debt my just getting another credit card!
29. She's got _____ about becoming a professional singer, but everyone hates her voice.
30. Sometimes it's really nice to see a _____ when I don't know many people in a new town.
31. Sometimes my boss offends people when he _____ them feedback _____ instead of softening his comments with undeserved compliments.
32. The 1845-1849 Irish Potato Famine _____ thousands of Irish peasants _____ the _____ toward immigration to the U.S. and Australia.
33. The American football player O.J. Simpson was a community member _____ until he went on trial for killing his ex-wife and her new boyfriend.
34. The cost of importing the Ferrari _____ the _____ John's _____, and he bought a Toyota instead.
35. The drug addict became a _____ in prison.
36. The gambler got kicked out of the casino after he got caught cheating in the card game with an ace _____ his _____.
37. The high cost of university education in the U.S. _____ many high-school graduates _____ the _____ toward enlisting in the military or taking low-wage jobs.
38. The high-powered tax lawyer _____ his _____ by taking the case of a poor woman who needed his help pro bono.
39. The kids were excited about watching *Shrek* in class until the teacher - _____ the _____ their _____ by assigning an essay based on the movie.
40. The lawyer _____ his _____ in the hospital's emergency room until the nurses told him he needed to advertise elsewhere.

41. The mayor has _____ about running for President of Ukraine someday.
42. The new law makes it more difficult for city councilors to steal money using _____.
43. The Russian government's payments to American political lobbyists were hidden in shady, disreputable _____.
44. Thousands of General Motors employees will be _____ on their _____ when the company closes several factories later this month.
45. Three policemen went to jail after they got caught using a _____ to buy illegal guns.
46. We can't do any innovative or interesting projects until our _____-_____ old boss retires next year.
47. Western economic pressure in the 1980s and 1990s _____ the Chinese government _____ the _____ toward privatizing their economy.
48. You'll be expelled from the university and be _____ your _____ if you don't improve your grades this semester.

K.D.

Activity 2.6. Mastering the vocabulary from Vocabulary Notes pp. 63-34 and the text on pp. 58-63

Instructions: Match the words with their definitions. (All the definitions are taken from the Cambridge Dictionary^{xxx}.)

Part 2.6.1.

- 1) mastery
- 2) to pry
- 3) scruple
- 4) prodigy
- 5) lilt
- 6) homily
- 7) to wangle

A a feeling that prevents you from doing something that you think is morally wrong or makes you uncertain about doing it

B a gentle and pleasant rising and falling sound in a person's voice

C a piece of spoken or written advice about how someone should behave

D complete control of something

E someone with a very great ability that usually shows itself when that person is a young child

F to succeed in getting or doing something by persuading someone or by being clever in some way

G to try to find out private facts about a person

Part 2.6.2.

1) to avail

2) guise

3) gratification

4) stuck in a rut

5) simultaneous

6) scrub

7) henceforth

A. too fixed in one particular type of job, activity, method, etc., and needing to change

B. pleasure or satisfaction, or something which provides this

C. happening or being done at exactly the same time

D. starting from this time to rub something hard in order to clean it, especially using

E. the appearance of someone or something, especially when intended to deceive

F. to help or be useful to someone or something

G. a stiff brush, soap, and water

Part 2.6.3.

1) cog

2) frenzy

3) secure

4) embrace

5) slur

6) curdle

7) mesh

- A. (an example of) uncontrolled and excited behaviour or emotion that is sometimes violent
- B. when different things or people mesh, they suit each other or work well together
- C. one of the tooth-like parts around the edge of a wheel in a machine that fits between those of a similar wheel, causing both wheels to move
- D. positioned or fixed firmly and correctly and therefore not likely to move, fall, or break
- E. if a liquid curdles, or you curdle it, it gets thicker and develops lumps
- F. to accept something enthusiastically
- G. to pronounce the sounds of a word in a way that is wrong or not clear

T.L.

Activity 2.7. Translate sentences from English into Ukrainian

Instructions: translate the given sentences paying attention to the underlined words.

Part 2.7.1.

- 1) It soon became clear that he had used the slush funds to run his election campaign.
- 2) After some time he found a job in an insurance company and was hawking its insurance services.
- 3) After turning 70, the sugar industry mogul gave a lot of his money to the charities to help those in need.
- 4) The young teacher was trying to force her students down the hard road of discipline.
- 5) They liked all the languages, no matter whether these were heavyweight ones or not.

Part 2.7.2.

- 1) Nobody expected that the children would like the supply teacher.
- 2) When more aggressive zealots began to get control, the government decided to step in.
- 3) This picture, once derided by critics, is now admired by art lovers.
- 4) I'm willing to help you on any weekday, but my weekends are sacrosanct.
- 5) Our vision is simple: to embrace changes as the key to improvement.

Part 2.7.3.

- 1) Her extraordinary intelligence and presentation skills made her a company heavyweight.
- 2) My grandmother needed an urgent treatment so I returned from my vacation earlier.
- 3) Many details of the agreement have been under negotiation for months.
- 4) Over a hundred learners have availed the opportunity to take our course.
- 5) The company has grown fast with another 100 employees added to its payroll over the last year.

T.L.

Activity 2.8. Translating sentences from Ukrainian into English

Instructions: translate the given sentences paying attention to the underlined words.

Part 2.8.1.

1. Він досліджував мови, які потребували писемної форми.
2. Скажи прямо, що ти хочеш.
3. Нарешті вона знайшла фотографію своєї бабусі – вицвілу, засиджену мухами.
4. Усі кандидати давали обіцянки не піднімати податки, якщо їх виберуть.
5. 10 доларів – оце й уся винагорода, яку він отримав.

Part 2.8.2.

1. Мета університету – плекати таланти.
2. Тереза розповіла, що її новий бос дуже ввічливий.
3. З поваги до батьків він вирішив продовжити сімейний бізнес.
4. Я дуже здивувалася, коли довідалася, що її дядько пише шпигунські романи.
5. Її ідеї чудово узгоджуються з нашими планами на майбутнє.

Part 2.8.3.


1. Не намагайся випитувати мене про моє приватне життя.
2. Якби Мелоді не читала дітям нотації так часто, вони б більше слухалися її.
3. Якщо до влади прийдуть фанатики, нам доведеться виїхати з країни.
4. Совість тебе зовсім не мучить, чи не так?
5. Він умів загасити ентузіазм своїх підлеглих.

T.L.

Activity 2.9. Describing pictures

Instructions: Describe the pictures using the words from the word bank. Think what events might precede and follow the moment captured in the picture. Talk about these events.

<i>douse</i> <i>nurture</i>	<i>fringe</i> <i>diversion</i>	<i>prodigy</i> <i>cog</i>
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<p>1.</p>  <p>https://keystoclarity.com/nurtureyourlist</p>	<p>4.</p>  <p>https://www.amazon.co.uk/Gears-Triple-Industrial-Vintage-Steampunk/dp/B01LX0Q6E8</p>
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2.



<https://www.dossierblog.com/diy-burlap-fringe-cushion/>

5.



<https://www.gulftoday.ae/opinion/2019/08/25/douse-amazon-forest-fires-before-its-too-late>

3.



aph.com/community/holidays/secret-signs-waiting-help-jump-gridlocked-motorway-junction-emergency-diversion-symbols-exposed/

6.



<https://www.youtube.com/watch?v=3FvSLA-Kvvs>

T.L.

Activity 2.10. Discussion practice

Instructions: Discuss the following quotations.

1. "Translation is not a matter of words only: it is a matter of making intelligible a whole culture." Anthony Burgess.^{xxxii}
2. "Words travel worlds. Translators do the driving." Anna Rusconi.^{xxxiii}
3. "Without translation, we would be living in provinces bordering on silence." George Steiner.^{xxxiv}
4. "The art of translation lies less in knowing the language than in knowing your own." Ned Rorem.^{xxxv}
5. "Translation is that which transforms everything so that nothing changes." Günter Grass.^{xxxvi}
6. "Translators are the shadow heroes of literature, the often forgotten instruments that make it possible for different cultures to talk to one

another, who enable us to understand that we all from every part of the world, live in one world.” Paul Auster^{xxxvii}

7. “The ideal reader is a translator. He or she can pull a text to pieces, remove its skin, cut it to the bone, follow each artery and vein and thence fashion a new living being.” Alberto Manguel^{xxxviii}
8. “Translating from one language to another is the most delicate of intellectual exercises; compared to translation, all other puzzles, from bridge to crosswords, seem trivial and vulgar. To take a piece of Greek and put it in English without spilling a drop; what a nice skill!” Cyril Connolly^{xxxix}
9. “Translating is always about making sacrifices; however, nothing essential should be sacrificed.” Enrique Diez-Canedo^{xl}
10. “If the translator does his job as he should, he is a benefactor of humanity; otherwise he is a veritable public enemy.” Miguel Saenz^{xli}
11. “Firstly, a translator is a person with no rights, only duties. He must show loyalty to the author like a dog, but as a special dog who behaves like a monkey.” If I’m not mistaken, Mauriac wrote: “The novelist is God’s monkey.” Well, the translator is the novelist’s monkey. He is obliged to pull the same faces, like it or not. “ Maurice E. Coindreau^{xlii}
12. “Translation is one of the few human activities where the impossible occurs by principle.” Mariano Antolín Rato^{xliii}
13. “The translator, like the witness called to trial, should be compelled to raise his hand and swear to tell the truth and nothing but the truth.” Henry Wadsworth Longfellow^{xliv}
14. “The translator is a privileged writer who has the opportunity to rewrite masterpieces in their own language.” Javier Marías^{xlv}

T.L.

Activities for Unit 3

Activity 3.1. Sharing reading experience

Instructions: Discuss the following questions after reading the extract from the novel *PREY* by Michael Crichton, pp. 104-109

1. What caused the biggest difficulties in comprehension while you were reading the text? Why?
2. Does this text remind you of any other text or movie? Which one? Why?
3. Were you interested to learn what would happen in the story next? Why? / Why not?
4. Do you feel sympathy with the protagonist of the story? Why? / Why not?
5. Do you think you can predict the ending of the story? Why? / Why not?
6. If you were not pressed for time, how much time would you need to enjoy reading the text?
7. Did you look up all the unknown words from the text? Why? / Why not?
8. Were there any expressions in the text that attracted your attention? Why do you think they did? / Why do you think nothing attracted your attention?

T.L.

Activity 3.2. Learning more about the author

Instructions: Watch some of the trailers for Michael Crichton movies.

Answer the questions:

1. Which films did you see? Did you enjoy them?
2. Which films would you like to see? Why?
3. Which films wouldn't you like to see? Why not?
4. Can you pick up the characteristic features of Michael Crichton's films? What are they?

Here are some trailers:

Coma (1978): https://www.youtube.com/watch?v=pqUxB2l6N_Q

Jurassic Park (1993): <https://www.youtube.com/watch?v=QWBKEmWWL38>

Sphere (1998): <https://www.youtube.com/watch?v=GJvKLetlV20>

The 13th Warrior (1999): <https://www.youtube.com/watch?v=JYUBKcurY88>

Timeline (2003): https://www.youtube.com/watch?v=il33PcutO_w

Westworld (HBO TV series, 2016-present):

<https://www.youtube.com/watch?v=OzZcBv0gPK0>

K.D. & T.L.

Activity 3.3. Answering additional comprehension/ Discussion Questions to the excerpts from *Prey* excerpt, pp. 104-109

Instructions: Answer the questions. The text in the textbook can be used if necessary.

1. What type of fiction is Michael Crichton most famous for? Have you ever read any of his books or seen any movies based on his books?
2. Why does the narrator say at the beginning of the first excerpt that he considers himself lucky?
3. What catastrophe has happened in the narrator's world, and how has he prepared himself for it? What is the narrator's background?
4. What types of computer programs had become important in the narrator's world before the catastrophe? Why is this important to the rest of the story?
5. What is the swarm? Why has Ricky brought the narrator to look at it? What problems is Ricky's company having with the swarm?
6. What unusual things doesn't the narrator initially want to believe about the swarms?
7. How do the swarms kill the rabbit? Why is this too frightening for the narrator to think about at the beginning?
8. What unanswered questions bother the narrator when he is thinking about the swarms?
9. How do the swarms get out of the laboratory where they were created in the first place? Why do they now want to return to the laboratory?
10. Why have the laboratory employees lost control of the swarm?
11. What is "self-optimization?" How does it cause problems with the swarm?
12. What does the narrator fear will be the end result of the swarm's damage?

K.D.

Activity 3.4. Vozna Unit 3 vocabulary and speaking practice: chain-story activity

Necessary materials:

Scenario strips and vocabulary cards (see printable cards on the following pages), printed out and cut apart

Instructions: (for instructors):

How to use this exercise

Give the students one scenario strip and ask for a volunteer to read the text on the strip aloud to the whole class. Shuffle the vocabulary cards and give them to the students in a face-down pile.

Ask the student who read the scenario strip to take the first vocabulary card off the stack. That student should continue the story from the scenario. His/her piece of the story must begin with the word “unfortunately,” and it must contain the vocabulary word from the card he/she drew off the top of the stack.

Once the first student has given at least one sentence, have the next student continue the story from where the first student finished. The second student must begin his/her sentence(s) with the word “fortunately.” He/she must use the vocabulary word on the second card in the stack. Students should not look at the vocabulary words in the stack before their turns begin.

After the second student finishes, the third student must again continue the story, beginning again with “unfortunately” and taking a third vocabulary word. The fourth student should begin with “fortunately,” and students should alternate between “fortunately” and “unfortunately” in their responses until the class has finished the story. Students may not end the story before each member of the class has contributed at least once.

When students complete the story from the first scenario card, give the class a new scenario card and have them begin telling a second story. When the students run out of cards in the vocabulary stack, shuffle the stack and have them re-use the words as many times as possible. Have the students create as many stories as you have time for.

If you wish, write different story-starter scenarios from the ones provided on the printable strips. Alternately, have the students create their own story-starter scenarios after they have completed a few of the pre-written scenarios.

Optional homework writing exercise:

Ask students to write a horror/thriller/sci-fi story. This story should be at least 10 sentences long, and it should use at least 10 vocabulary words from the chapter. Students should alternate sentences beginning with “unfortunately” and “fortunately.” Remind students to begin their stories with the word “unfortunately,” because conflict drives good storytelling.

SCENARIOS

SCENARIO 1: All the animals in town have been running in circles for three days without stopping. Some of them are starting to die. No one knows why. An hour ago, two schoolchildren started running in circles too.

SCENARIO 2: A spaceship full of alien predators has landed in Poltava. They want to eat all the humans on Earth. Two of them have just entered your house.

SCENARIO 3: You work in a popcorn factory. A bug in the machine’s production code has made the machines produce more and more popcorn. No one can stop the popcorn production, even after it seems the machines should have no more popcorn kernels left to pop. The popcorn has filled the whole factory and is now starting to take over your town.

SCENARIO 4: You are a leading animal behaviorist. You notice that a termite colony near your town has begun to eat animals instead of wood...and the termites are reproducing *fast*.

SCENARIO 5: The Presidents of two major nuclear powers misinterpret each other and prepare to launch nuclear missiles at each other's countries.

SCENARIO 6: Your best friend thinks he/she has just met his/her dream romantic partner. When you accidentally touch the partner's wrist, you notice he/she has no pulse. You see something in the partner's bag that looks like a human tooth.

K.D.

**Activity 3.5. Practice sentences to accompany Vocabulary Notes to Unit 3 on
pp. 109-114**

vocabulary: streak, pinch, exhaust, prone, cluster, half-baked, song and dance,
down the drain

Instructions: First, rephrase or explain the meanings of the following sentences in your own words in English. Then, for each vocabulary word/phrase in the box above, write at least, two sentences, using a different meaning of the word/phrase in each one.

1. Airplane exhaust contributes to global warming.
2. Birds cluster on the roof of my house, where no one can reach them.
3. Bulldogs and Boston terriers are prone to respiratory illnesses because their noses are so short.
4. Don't stand behind the car while it's running, or you'll breathe in a lungful of exhaust.

5. Everyone knew Ben's half-baked idea to attach a lawn mower engine to his bicycle would earn him a one-way ticket to the emergency room.
6. I didn't know Lindsey had a sensitive streak until I saw her reading a romance novel.
7. I found a big cluster of blackberry bushes in the park, so I decided to make jam.
8. I love how these shoes look on me, but I hardly ever wear them, because they pinch my toes.
9. I managed to pinch some toilet paper from the bathroom at the hotel.
10. James had a lucky streak playing blackjack, but that ran out at the poker table.
11. Janice's face looked pinched and miserable the day she got fired from her job.
12. Last year, three students were caught on security camera streaking across my university campus in the middle of the night.
13. My aunt panicked when she found Grandma prone in the bathroom.
14. My brother got good grades in high school, but he always had a rebellious streak when it came to alcohol.
15. My music history professor was prone to rambling about fishing instead of music.
16. My new white shirt had streaks of pink all over it after I washed it with a red towel.
17. My sister cried when she dropped her diamond earring down the drain in the shower.
18. My uncle pinches himself to wake himself up when he's falling asleep at the wheel.
19. Nabisco is selling a new breakfast cereal with rice flakes and chocolate-nut clusters.
20. On St. Patrick's Day, Americans might pinch you if you forget to wear green.
21. Our school's football team has been on a losing streak for the last three seasons.
22. Pain streaked down his back when he tried to straighten up.
23. Paul's girlfriend pinched a silver necklace from a jewelry store while we were hanging out at the mall.

- 24.Planning the ceremony should have been easy, but it turned into a whole song and dance when the venue cancelled our booking.
- 25.Rachel exhausted the library’s collection of photography books and had to start buying her own.
- 26.Ryan was in too much pain to sleep prone for three weeks after he broke his arm.
- 27.She was totally exhausted after her 14-hour shift at the restaurant.
- 28.The body shop painted streaks on Michelle’s new car.
- 29.The employees clustered around the water cooler to gossip about the meeting.
- 30.The lifeguard made everyone get out of the pool after she saw a streak of lightning in the sky.
- 31.The sauce still needs a pinch of salt.
- 32.The streakers wore paper bags over their heads so no one could see who they were.
- 33.Two hours’ worth of work went down the drain because I forgot to save my computer file.
- 34.We wanted really soft cookies, so we took them out of the oven when they were still half-baked.
- 35.Well, that’s \$20 down the drain!
- 36.Writing my presentation was a total song and dance, because I started my first draft with a half-baked outline.

K.D.

Activity 3.6. Practice Vocabulary in Unit 3

Instructions: Use the following words to fill in the blanks in the sentences below.

adaptive

half-baked

cluster

pinch

composite

prone

disrupt

song and dance

forage

streak

1. Add just a _____ of chili pepper to the soup if you want it to be mildly spicy.
2. California is increasingly _____ to wildfires as its climate warms.
3. Everyone got out of the swimming pool after we saw a _____ of lightning in the sky.
4. I made a liter of raspberry jam the day after I found a big _____ of raspberry bushes in the forest.
5. I went through a whole _____ trying to get home from work when the city government shut down our bus system during a snowstorm.
6. Many Ukrainians _____ for wild mushrooms in the woods during the months of September and October.
7. Please do not enter the classroom right now, or you will _____ the students who are writing their final exams.
8. The police made a _____ image of the crime scene by combining photos from four different security cameras.
9. We had to sleep in our car one night on vacation, because my father's _____ travel plans hadn't included booking a hotel room.
10. White fur and thick layers of fat are _____ changes that help polar bears survive in the Arctic.

K.D.

**Activity 3.7. Mastering the vocabulary from Vocabulary Notes pp. 63-34
and the text on pp. 58-63**

***Instructions:** Match the words with their definitions. (All the definitions are taken from the Cambridge Dictionary^{xlvi}.)*

Part 3.7.1.

- 1) to spook
- 2) to fold
- 3) streak
- 4) to exhaust
- 5) to shuttle

A – a long, thin mark that is easily noticed because it is very different from the area surrounding it

B – to frighten a person or animal

C – to travel or take people regularly between the same two places

D – to bend something, especially paper or cloth, so that one part of it lies on the other part, or to be able to be bent in this way

E – to use something completely

Part 3.7.2.

1) respiratory

2) virtual

3) cluster

4) to unnerve

5) purposeful

A – to make someone feel less confident and slightly frightened

B – a group of similar things that are close together, sometimes surrounding something

C – relating to breathing

D – aimed at achieving something; determined

E – something that is virtual can be done or seen using a computer and therefore without going anywhere or talking to anyone

Part 3.7.3.

1) jerry-built

2) streak

3) to reconfigure

4) prone

5) to embark

A – a long, thin mark that is easily noticed because it is very different from the area surrounding it

B – to change the structure or arrangement of something

C – to go onto a ship, aircraft, or train

D – built quickly and badly using cheap materials

E – lying face down

T.L.

Activity 3.8. Translating sentences from Ukrainian into English

Instructions: translate the given sentences paying attention to the underlined words.

Part 3.8.1.

1. Цього року лекції з популярної біології нам читав завідувач кафедри.
2. Він застеріг нас, що аудиторія розрахована лише на 30 студентів.
3. Він вирішив стати науковцем, бо його завжди цікавила наука.
4. Студенти уважно слухали виступ видатного філолога, фахівця зі Східних мов.
5. Його науковим керівником був доцент кафедри математики.

Part 3.8.1.

1. Університет має підписку на багато наукових журналів.
2. Студент-першокурсник мріяв колись стати доцентом.
3. У якій сфері Ви працюєте? – У філології. Я досліджую сучасні мови Балканського півострова.
4. Петро хизується що його дядько – академік Академії наук України.
5. Панові Ковальчуку присвоїли звання почесного професора.

T.L.

Activity 3.9. Describing pictures

Instructions: Describe the pictures using the words from the word bank. Think what events might precede and follow the moment captured in the picture. Talk about these events.

<i>uproot</i>	<i>eclipse</i>	<i>corrode</i>
<i>streak</i>	<i>cluster</i>	<i>forage</i>
<i>fold up</i>	<i>swarm</i>	<i>down the drain</i>

1.



<https://en.wikipedia.org/wiki/Foraging>

4.



<https://www.nycoproducts.com/resources/blog/go-with-the-flow-drain-maintenance-101/>

2.



<https://atos.net/en/blog/swarm-computing-goes-around-comes-around>

5.



<https://www.gettyimages.com/detail/photo/young-girl-with-purple-streak-hair-royalty-free-image/136551495>

3.



<https://www.amazon.com/Outdoor-folding-Carrying-fishing-Camping/dp/B01E9Y89Y6>

6.



<http://www.evineyardapp.com/blog/2017/09/05/grape-cluster-and-berry-structure/>

T.L.

Activity 3.10. Adding ideas

Instructions: Think what happened before or after the situation described in the given sentence. Write down at least 4 sentences for each situation.

1. The professor looked quite unnerved.
2. She is prone to making a song and dance out of any trifle.
3. “Now, all our efforts have gone down the drain”, said Jerry.
4. Angela really felt exhausted.
5. No matter how hard she tried to convince herself otherwise, the shoes pinched her toes.

T.L.

Activity 3.11. Discussion practice

Instructions: Discuss the following quotations.

1. “Computers make it easier to do a lot of things, but most of the things they make it easier to do don’t need to be done.” Andy Rooney^{xlvii}
2. “The computers was born to solve problems that did not exist before.” Bill Gates^{xlviii}
3. “Technology is nothing. What’s important is that you have a faith in people, that they’re basically good and smart, and if you give them tools, they’ll do wonderful things with them.” Steve Jobs^{xlix}
4. “We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology.” Carl Sagan^l
5. “New technology is not good or evil in and of itself. It's all about how people choose to use it.” David Wong^{li}
6. “Riding a bicycle is the summit of human endeavour - an almost neutral environmental effect coupled with the ability to travel substantial distances without disturbing anybody. The bike is the perfect marriage of technology and human energy.” Jeremy Corbyn^{lii}
7. “Success in creating AI would be the biggest event in human history. Unfortunately, it might also be the last, unless we learn how to avoid the risks.” Stephen Hawking^{liii}
8. “Technology is, of course, a double edged sword. Fire can cook our food but also burn us.” Jason Silva^{liv}

9. "Any sufficiently advanced technology is equivalent to magic" *Arthur C. Clarke*^{lv}
10. "It has become appallingly obvious that our technology has exceeded our humanity" *Albert Einstein*^{lvi}
11. "One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man" *Elbert Hubbard*^{lvii}
12. "Technology is a word that describes something that doesn't work yet" *Douglas Adams*^{lviii}
13. "Humanity is acquiring all the right technology for all the wrong reasons" *R. Buckminster Fuller*^{lix}
14. "We are stuck with technology when what we really want is just stuff that works" *Douglas Adams*^{lx}
15. "The real danger is not that computers will begin to think like men, but that men will begin to think like computers" *Sydney Harris*^{lxi}

T.L.

ANSWER KEYS

Activities for Unit 1

Activity 1.4. Answering additional questions to Gordon Brown's Interview (p. 11-17)

1. "books about the idea of America, the values of America, the identity of America, what America is and who Americans are" (p.11)
2. "tolerance, liberty, fairness" (p. 12)
3. in a different way, thus Britain is special and unique I the way its people see themselves in relation to the rest of the world (p. 12)
4. it would be "a disaster for a country that has many people with different backgrounds as part of it" (p. 13)
5. opportunity but also insecurity (p. 13)
6. lasting values which form the base for the national sense of purpose (p. 13)
7. "so that they can have a role in the debate about what matters most in Britain" (p. 13)
8. "but he also that people had moral sense, a sense of responsibility to each other..." (. 14)
9. "the values that underlie that institution" (p. 15)
10. no (p. 16)

Activity 1.5. Practice sentences to accompany Vocabulary Notes to Unit 1

- | | |
|-----------------|--------------|
| 1. hammer home | 7. make for |
| 2. rooted | 8. wish away |
| 3. hammer home | 9. underlie |
| 4. grapple with | 10. enshrine |
| 5. erode | 11. enshrine |
| 6. grapple with | 12. erode |

Activity 1.6. Mastering the vocabulary in Exercise 19 on page 29

- | | |
|------|------|
| A 5 | H 10 |
| B 8 | I 12 |
| C 7 | J 6 |
| D 11 | K 2 |
| E 13 | L 14 |
| F 3 | M 9 |
| G 1 | N 4 |

Activity 1.7. Translating sentences from Ukrainian into English

- | | |
|-------------------------|------------------------------|
| 1. longevity in office | 6. fair play |
| 2. bring home to them | 7. freedom of assembly |
| 3. wedded to the belief | 8. equate money with success |
| 4. woolly | 9. eclipse |
| 5. erode | 10. allegiance |

Activity 1.8. Describing pictures

- | | |
|--------------------------------|-----------------------------------|
| 1) cyberspace | 5) eclipse |
| 2) woolly (woolly sheep stool) | 6) root (family rooted in love) |
| 3) corrode | 7) grapple with (garbage problem) |
| 4) uproot | 8) (student) mobility |

Activities for Unit 2

Activity 2.4. Practice sentences to accompany Vocabulary Notes to Unit 2, pp. 63-66

EXERCISE 2.4.1

1. fringe
2. gratification
3. diversion
4. pry
5. deference
6. suave
7. nurture

EXERCISE 2.4.2.

1. fringe
2. suave
3. pry
4. gratification
5. nurture
6. diversion
7. deference

Activity 2.5. Practice Exercises for Idioms, ex. 16, p. 72

1. **Give it to me straight**—did I get the job or not?
2. A lot of American diplomats were **out on** their **ear** after Donald Trump downsized the U.S. State Department.
3. Accounting isn't very interesting, but it is important **meat-and-potatoes** work.

4. Actors need to become members **in good standing** of the Actors' Equity Association before they can get high-paying professional acting jobs.
5. As a teenager, Catherine the Great **was pledged** to marry the heir to the Russian empire.
6. Being a professor might look glamorous on television, but the everyday **meat-and-potatoes** tasks like grading homework aren't always very exciting.
7. Don't be **getting big ideas** about buying a new computer. The city government has no money in the budget for that.
8. Donald Trump is a **familiar face** on television this year.
9. He **got rid** of the **burden** of his secret by telling his wife.
10. He asked his wife if she was cheating on him with her high-school boyfriend, but she couldn't **give** him the answer **straight**.
11. Her **stuck-in-the-rut** husband won't do anything on vacation except visit his relatives.
12. I **got rid** of the **burden** of carrying a heavy backpack when I started carrying my laptop computer instead of seven heavy books to class every day.
13. I **have** a lot of games and crafts **up** my **sleeve** to entertain the children for two hours.
14. I **hawked** my **services** as an English tutor until I found a better-paying teaching job.
15. I **indulged** my **scruples** by reporting my friend's illegal behavior to our boss instead of looking the other way, so that friend won't speak to me anymore.
16. I come from a small town full of wholesome, upstanding, neighborly, **meat-and-potatoes** people.
17. I considered cooking dinner last night, but the wilted, rotten vegetables at the supermarket **doused** the **gleam in** my **eyes**, so I took my children to McDonald's instead.
18. I didn't fall in love with my husband until I found out he had an amazing singing talent **up** his **sleeve**.
19. I don't like how my boyfriend's mother **slaps** him **down** for trying to learn useful life skills she thinks are "girly," like cooking, cleaning, and mending clothes.
20. I don't think their marriage is healthy—he always **slaps** her **down** with insults in public if she tries to joke with her friends.
21. In British folklore, Sir Lancelot's loyalty **is/was pledged** to King Arthur and Queen Guinevere.

22. Kirsten **indulged** her **scruples** by joining the U.S. Peace Corps instead of looking for a higher-paying job. 😊
23. Many international construction companies' services **were pledged** to the U.S. government to try to rebuild the city of Baghdad after the invasion in 2003.
24. My **stuck-in-the-rut** sister refused to go skydiving with us.
25. My coworker was upset yesterday after the department supervisor **slapped** her **down** in a meeting for suggesting we try a new type of computer software.
26. My neighbor's son went door to door **hawking** his **services** taking care of old people's lawns and gardens.
27. Our professor is a member **in good standing** of the Modern Language Association, so she is eligible to attend their international conference next year.
28. She can't **get rid** of the **burden** of debt my just getting another credit card!
29. She's got **big ideas** about becoming a professional singer, but everyone hates her voice.
30. Sometimes it's really nice to see a **familiar face** when I don't know many people in a new town.
31. Sometimes my boss offends people when he **gives** them feedback **straight** instead of softening his comments with undeserved compliments.
32. The 1845-1849 Irish Potato Famine **forced** thousands of Irish peasants **down** the **road** toward immigration to the U.S. and Australia.
33. The American football player O.J. Simpson was a community member **in good standing** until he went on trial for killing his ex-wife and her new boyfriend.
34. The cost of importing the Ferrari **doused** the **gleam in** John's **eyes**, and he bought a Toyota instead.
35. The drug addict became a **familiar face** in prison.
36. The gambler got kicked out of the casino after he got caught cheating in the card game with an ace **up** his **sleeve**.
37. The high cost of university education in the U.S. **forces** many high-school graduates **down** the **road** toward enlisting in the military or taking low-wage jobs.
38. The high-powered tax lawyer **indulged** his **scruples** by taking the case of a poor woman who needed his help pro bono.

39. The kids were excited about watching *Shrek* in class until the teacher **doused** the **gleam in** their **eyes** by assigning an essay based on the movie.
40. The lawyer **hawked** his **services** in the hospital's emergency room until the nurses told him he needed to advertise elsewhere.
41. The mayor has **big ideas** about running for President of Ukraine someday.
42. The new law makes it more difficult for city councilors to steal money using **slush funds**.
43. The Russian government's payments to American political lobbyists were hidden in shady, disreputable **slush funds**.
44. Thousands of General Motors employees will be **out** on their **ear** when the company closes several factories later this month.
45. Three policemen went to jail after they got caught using a **slush fund** to buy illegal guns.
46. We can't do any innovative or interesting projects until our **stuck-in-the-rut** old boss retires next year.
47. Western economic pressure in the 1980s and 1990s **forced** the Chinese government **down** the **road** toward privatizing their economy.
48. You'll be expelled from the university and be **out on** your **ear** if you don't improve your grades this semester.

Activity 2.6. Mastering the vocabulary from Vocabulary Notes pp. 63-34 and the text on pp. 58-63

Part 2.6.1.

A 3
B 5
C 6
D 1
E 4
F 7
G 2

Part 2.6.2.

A 4
B 3
C 5
D 7
E 2
F 1
G 6

Part 2.6.3.

A 2
B 7
C 1
D 3
E 6
F 4
G 5

Activity 2.8. Translating sentences from English into Ukrainian

Part 2.8.1.

1. needed written form
2. give it straight
3. flyblown
4. gave/ made pledges
5. gratification

Part 2.8.2.

1. nurture
2. suave
3. in deference to
4. espionage novels
5. mesh

Part 2.8.3.

1. pry into my private life
2. to read a homily
3. zealot
4. have no scruples
5. could easily dose the gleam in their eyes

Activity 2.9. Describing pictures

1 – nurture

4 – cog

2 – fringe

5 – douse

3 – diversion (sign)

6 – (computer/ child) prodigy

Activities for Unit 3

Activity 3.6. Practice Vocabulary in Unit 3

1. pinch
2. prone
3. streak
4. cluster
5. song and dance
6. forage
7. disrupt
8. composite
9. half-baked
10. adaptive

Activity 3.7. Mastering the vocabulary from Vocabulary Notes pp. 63-34 and the text on pp. 58-63

Part 3.7.1.

- 1 – B
- 2 – D
- 3 – A
- 4 – E
- 5 – C

Part 3.7.2.

- 1 – C
- 2 – E
- 3 – B
- 4 – A
- 5 – D

Part 3.7.3.

- 1 – D
- 2 – A
- 3 – B
- 4 – E
- 5 – C

Activity 3.8. Translating sentences from Ukrainian into English

Part 3.8.1.

1. the chair/ the head of the department
2. lecture room
3. researcher, science
4. linguist
5. supervisor; associate professor

Part 3.8.1.

1. research journals
2. associate professor
3. linguistics
4. academician of the Academy of Sciences of Ukraine
5. professor emeritus

Activity 3.9. Describing pictures

1 – forage

4 – down the drain

2 – swarm

5 – streak (in hair)

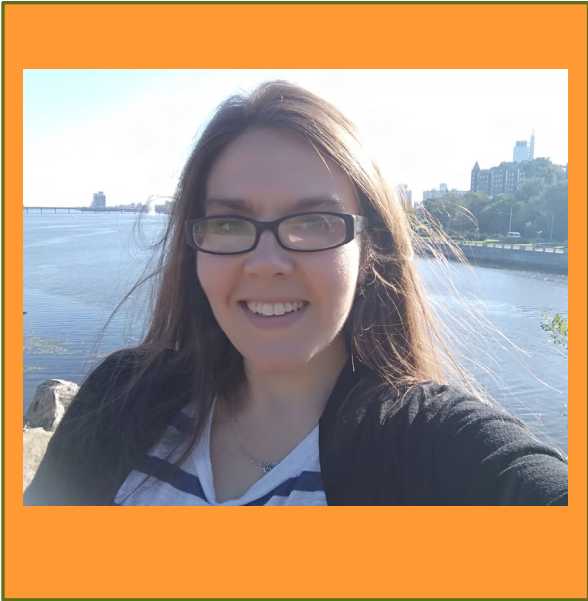
3 – fold up

6 – (grapes) cluster

The Sources Used

- ⁱ “Dateline Extra,” *MSNBC*, May 6, 2011, https://archive.org/details/WRC_20110507_010000_Dateline_NBC.
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skills

confidence

practice

words

success