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Містить матеріал оригінальних англомовних видань за тематикою: англійська мова професійного призначення, ідеомагічна англійська, британський і американський варіанти англійської мови, академічна діяльність, система освіти у провідних країнах світу, особливості “Хай-Тек” термінології, а також вправи різного характеру: аналітичні, тренувальні, творчі, лексичні.

До кожного тематичного блоку подано словник, що значно полегшує переклад текстів.

Призначений для викладачів, що працюють за програмою англомовного проекту, може бути використаний усіма бажаними поглибити знання англійської мови.

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PREFACE

This book is designed as a training course to help teachers develop skills in speaking correct and fluent English so that they can deliver lectures, hold practices and laboratory works with students of all specialities taught in English. It is also recommended for those who intend to achieve higher levels of proficiency in speaking English.

It comprises five units which cover the following issues: “Academic Activities”, “English for Specific Purposes”, “A Way to Idiomatic English”, “High Technology”, “Education Worldwide”.

The unit “Education Worldwide” presents information on education in some foreign countries, highlights its peculiarities and emphasizes the problems facing teachers and students nowadays. Suggestions for effective academic process are provided in the “Academic Activities” unit. The “English for Specific Purposes” unit gives the concepts of standard English as compared with English for specific purposes. The unit “A Way to Idiomatic English” will help teachers clearly express their ideas teaching them to find correct terms, idioms, collocations and other lexical means making speech informative, authentic and expressive. The “High Technology” unit concerns specific terminology and peculiarities of scientific and technical texts having to do with up-to-date achievements in world science and engineering.

Structurally, each unit consists of several texts and other informative materials taken from original sources. A diversified system of exercises enables learners to thoroughly work on lexical and grammatical material. The emphasis is made on its correct usage helping learners to form good language habits, on the use of grammar and new words to construct sentences of their own. After-text questions and issues for discussion are aimed at developing communication skills. Each unit is supplied with lexical back-up, self-study and “Survival English” sections.

Although the units appear in a certain sequence, they are completely self-contained and can be used independently of each other. They are suitable for learners of a wide range of language levels from pre-intermediate to advanced.

The book is completed with Appendix where you can find necessary information on correct reading of formulae, a list of irregular verbs, Latin and Greek alphabets to be used by science teachers.

UNIT I. ACADEMIC ACTIVITIES

Exercise 1. *Learn the vocabulary:*

fail – зазнати невдачі
have a zeal about – мати запал до
whatsoever – який-небудь
in fact - насправді
feel on top of the world – чудово почуватися
enrich knowledge – збагачувати знання
inspire – надихати
tricky – складний, заплутаний
minefield – мінне поле
succinctly – стисло, без зайвих слів
no sooner had I ... than ... - не встиг я .., як...
in a full-proof manner – просто, переконливо
contradict – заперечувати
confidence – впевненість
scatter – поширювати
be spoiled for choice – мати вибір
PhD (Doctor of Philosophy) – учений ступінь
ELT (English Language Teaching) – викладання англійської мови
nurture – виховувати
achieve a success – досягати успіху
inexhaustible source – невичерпне джерело
generous – щедрий
option – вибір
the more ..., the more ... - чим більше, тим більше
go wrong – виходити не так, як гадалося
chip in – втручатися
vigorously – енергійно

Exercise 2. *Read and translate text 1 from “English Teaching Professional,” using the vocabulary given in exercise 1.*

Text 1. A teacher's profile

Luke Prodromou

Why I became a teacher

I became a teacher because I failed to be an actor. I had a zeal about teaching whatsoever, and did not particularly enjoy my first year of teaching in Greece. In fact, I didn't go to Greece because I wanted to teach at all; I went to discover my roots. I'm still digging.

My best teaching moment

When a student, at the end of the lesson, said she had come to class with a headache but left the lesson without one.

My worst teaching moment

When a student came to class feeling on top of the world and left with a headache.

The book I have found most useful

"Lessons from the Learner" by Shelagh Deller. This book has been a goldmine of ideas for using the learners' own words as a starting point for enriching their knowledge of English. It has inspired some of the most memorable lessons for me, and I hope for the learners, too.

My most tricky teaching point

The difference between the simple past and the present perfect is a minefield, especially when the students' own L 1 (first / native language) has one form for both. No sooner had I explained the difference succinctly and in a full-proof manner, than we turned to the textbook and find the first example it gives contradicts what I had said with such confidence only seconds before.

How I'd like to be remembered as a teacher

Standing up and scattering success and joy in the classroom.

My biggest mistake

I'm spoilt for choice here. Let me give the reader a multiple-choice. Luke's biggest mistake was:

- (a) failing his driving test three times;
- (b) not trying one more time to be an actor;
- (c) not doing a PhD in Shakespeare studies when he was young and had boundless energy;
- (d) not becoming an ELT textbook writer ten years earlier.

My greatest success

My three children, Rosa, Michael and Antony. If there is one thing even more difficult than teaching well, it's bringing up children well. To nurture a child into a happy, intelligent and democratic human being is the kind of success I'm still hoping to achieve.

The person who most influenced my teaching

Mario Rinvoluceri, an inexhaustible source of inspiring ideas and a generous friend and colleague.

My message to new teachers

Teaching is not a soft option. It's hard work and the more you put in, the more you get out. Never forget that it's a branch of education and you won't go far wrong.

My favourite language teaching anecdote

A teacher came out of the class depressed because some of the students had been looking at their watches during her lesson. Another teacher heard this and chipped in. "That's nothing – in my class they were looking at their watches, listening to them and shaking them vigorously!"

Exercise 3. *Find in text 1 15 words that can function both as nouns and verbs.*

Exercise 4. *Find in text 1 the English for:*

збагачувати знання, надихати, заперечувати, широкий вибір, безмежна енергія, виховувати дітей, досягати успіху, невичерпне джерело, колега, легкий вибір, без зайвих слів, переконливо.

Exercise 5. *Discuss the following issues.*

1. Why I became a teacher.
2. My best teaching moment.
3. My worst teaching moment.
4. How I'd like to be remembered as a teacher.
5. My message to new teachers.

Exercise 6. *What would you say (do) in the following situations?*

1. Your students are not prepared with their homework.
2. A student is always late for your classes.
3. One of your students occasionally cuts your classes.
4. You have difficulty answering a student's question.
5. You notice a student cheating at the exam.

Exercise 7. *Learn the vocabulary:*

avoid – уникати

false – помилковий, неправильний

dichotomy – дихотомія (деление пополам)

inherently – за своєю суттю

complexity – складність, заплутаність

transition - перехід

reception – сприймання

implication – приховане значення

cognitive – пізнавальний

take into account – враховувати

attend to information – уважно слухати інформацію

assume – робити припущення

lend itself to – підходити для чогось

deserve attention – заслуговувати на увагу

furthermore – більше того, крім того

key point – основне положення

bewildering – заплутаний, який збиває з пантелику

an array of – безліч

miss the essentials – пропустити головне

attenuator – атенюатор

be aware of – усвідомлювати

extract – одержувати, здобувати (извлекать)

one-to-one correspondence – точна відповідність

tie the terms into language – вводити терміни у мову

otherwise – інакше

unintelligible – неясний, нерозбірливий, незрозумілий

similarly – таким же чином, так само

relate – встановлювати зв'язок

in relation to - відносно

gestalt – гештальт

Exercise 8. *Read and translate text 2, using the vocabulary given in exercise 7.*

Text 2. Communicating through lectures

Most university teachers at one time or another find themselves lecturing. In recent years lecturing has been called into question. Traditional teachers lecture, it is said; while those who count themselves among the avantgarde, the innovative, and the experimental will avoid the formal lecture. This is a false and unfortunate *dichotomy*. Lecturing is neither inherently good or bad. It has been and remains one of the chief strategies of the university teacher. What is wrong with lecturing is that it is so often done poorly. And it is done poorly because most university teachers don't understand the complexity involved in the transmission and reception of information.

What are the implications of cognitive learning *theory* for the university teacher who plans to lecture? How can a lecture be planned and executed to take into account what we know about the way human beings attend to, process, and remember information? Let us assume that the topic for the day is the activity of the heart in the human circulation system. This is a unit that may come up in a basic biology course, an advanced physiology course, a health course, or a general *science* course. It is a topic that does not lend itself to inquiry methods or group processes, i. e., it is a good topic for a lecture.

First of all, we know that students must attend to information before they can process it. So we probably need to suggest why the topic generally is one that deserves attention. Furthermore, we need to identify in our minds, and for our students, the five or six key points or concepts that they need to attend to during the lecture. Such a topic can involve a bewildering array of concepts, terms, and illustrations; and unless students know what to pay attention to, they will miss *the essen-*

tials. Students have well-developed attenuators, and they will quickly filter out the nonessentials if they are told what is essential. The teacher plays an important role in helping students to focus attention on the main ideas.

The lecturer will then need to enter into some description of the basic features of the heart. In doing so, he will be aware that students will take the information that is provided, whether through words, diagrams, pictures, or models, and will begin to extract from the material the essential features and basic patterns. An actual heart will probably not be available, nor it is necessary to have one, because understanding how the heart works involves a basic process of abstraction and symbolization. There will not be a one-to-one correspondence between the actual heart and the words and pictures used to describe it. Thus an accurate photograph or detailed visual representation of the heart may not be as helpful as a simple diagram that helps students to abstract the central features.

In describing the flow of blood through the heart it is necessary to introduce a certain amount of terminology. It will be important to tie the terms into *language* with which the student has had some previous experience or *association*. Otherwise, if too much unfamiliar terminology is introduced at once, it will appear unintelligible. Similarly, the basic principles of blood circulation need to be related to familiar concepts and associations. Students will need to see the overall gestalt of the circulation system and will also need to understand where it fits among the body's other systems.

Exercise 9. *Learn the vocabulary:*

arise – виникати, поставати
astute – проникливий
proceed – продовжувати (ся)
medium – тут засіб навчання
provide assistance – надавати допомогу
facilitate – сприяти, полегшувати
point out – підкреслювати
device – засіб

search – шукати
perceive – сприймати, усвідомлювати
outlines – план, конспект лекції
hand out - роздавати
handouts – роздатковий матеріал
throw a shot – робити постріл
fling – кидати, метати
throw a frisbee – кидати тарілку (гра)
expectation – очікування, сподівання

Exercise 10. *Read and translate text 3, using the vocabulary given in exercise 9.*

Text 3. Implications of Teaching

At some point an unexpected question may arise. A student may not understand some part of the illustration or may have the diagram oriented the wrong way in relation to the body. An astute lecturer will realize that this is not a “dumb question,” but rather an idiosyncratic *interpretation*, one of many which are probably taking place out there in the heads of the students.

As the lecture proceeds it will be important for the teacher to work with one medium at a time. If materials are handed out, time should be allowed for their examination. If a slide is projected it should be discussed. A good lecturer will avoid projecting a slide that illustrates one point, handing out materials which take another point, while trying to talk about a third point.

The lecturer will also be clear in his own mind about what students should remember and should provide some assistance to students in making associations that facilitate recall. It may be pointed out that there is a logical system for remembering some of the terminology. The *terms* associated with the heart may be grouped according to the four basic sections of the heart or perhaps by inflow and outflow functions. Or perhaps the lecturer will need to suggest some mnemonic devices which might help to memorize things.

Throughout the whole lecture the teacher will want to keep in mind that students are active processors of information. As they listen and look they will be searching for essential features and basic patterns. The notes they take are codes for what they perceive, and the teacher may want to provide outlines, perhaps as handouts, to insure that the coding process is orderly and complete. Students will follow only what they attend to and they will remember only those things that have become, for some reason, unforgettable. The rest is mere words, words that drift out over the classroom and fall unattended to the floor.

Teachers who take into account the way the mind works will be far more *effective* than those who just stand up and talk. Lecturing is part art but mostly science. Those who employ lecturing as a teaching *strategy* need to recognize it for what it is, a highly complex mode of transmitting and receiving information. For most university teachers, lecturing is like throwing the shot: they spend all their time getting together a very heavy message and then they just fling it. Lecturing, in fact, is more like throwing a frisbee: The message has to be thrown in such a way that it can be caught and with some reasonable expectation that it can be returned.

Exercise 11. *Find in text the English for:*

читати лекції; уникати формальної лекції; брати до уваги; опрацювати інформацію; заслуговувати на увагу; основні поняття; під час лекції; приділяти увагу; пропустити головне; відігравати важливу роль; процес абстрагування; візуальне представлення; вводити нову термінологію; попередній досвід; незнайома термінологія; неочікуване питання; надавати допомогу; запам'ятовувати інформацію; роздатковий матеріал; передавати та сприймати інформацію.

Exercise 12. *Find in the text the equivalents of the following:*

to take into consideration; to deal with information; a large number of concepts; in addition; most important points; to concentrate on the main

ideas; unknown terminology; to be connected with; as the lecture goes on; give some help to students; to make easier; to learn by heart.

Exercise 13. *Match the italicized words in the text with these definitions.*

1. A system of communication by written or spoken words, which is used by the people of a particular country or area.
2. A separation between two things or ideas that are completely opposite.
3. A feeling or memory that is connected with a particular place, event, word, etc.
4. The basic and most important information or facts about a particular subject.
5. An idea or set of ideas that is intended to explain something about life or the world, especially one that has not yet been proved to be true.
6. Knowledge about the world, especially based on examination and testing, and on facts that can be proved.
7. A well-planned series of actions for achieving an aim.
8. Producing the result that was wanted or intended.
9. A word or expression that has a particular meaning, especially in a technical or scientific subject.
10. An attempt to explain the reason for an event, a result, someone's actions, etc.

Exercise 14. *Complete the sentences.*

1. Students must attend to information before...
2. Students will quickly filter out the nonessentials if...
3. In describing the flow of blood through the heart it is necessary to...
4. If too much unfamiliar terminology is introduced at once, it will appear...
5. As the lecture proceeds, it will be important for the teacher to work with...
6. Students will remember only those things that...
7. Teachers who take into account the way the mind works will be far more effective than those who...

Exercise 15. *Translate into English.*

1. По-перше, студенти повинні уважно прослухати інформацію перед тим, як опрацювати її.
2. Викладач відіграє важливу роль, допомагаючи студентам зосередити увагу на найважливіших питаннях.
3. На початку лекції необхідно ввести певну кількість нових термінів.
4. Під час лекції може виникнути неочікуване питання.
5. Лектору слід допомагати студентам утворювати асоціації, що сприяє вивченню нового матеріалу.

Exercise 16. *Use these word combinations in sentences of your own:*

to take into account; let's assume that; to deserve careful attention; the basic principles; to be related to; should be discussed; it may be pointed out that; may be grouped according to; for some reason.

Exercise 17. *Speak on the following issues.*

1. What is the place of a lecture in academic process?
2. What types of lectures do you know? Which do you prefer?
3. Why is lecturing often done poorly?
4. How can students' attention be focused on the essentials?
5. What are the ways to introduce terminology?
6. How can making associations be useful?
7. Are there any special techniques to make new information unforgettable?

Exercise 18. *Read and learn the phrases that can be used at the lecture.*

1. Let's start with... – Почнемо з...
2. Let's get started. – Почнемо.
3. The subject of the lecture is... – Тема лекції...

4. The following questions will be considered /covered in this lecture... – В цій лекції розглядатимуться наступні питання.
5. I'd like to draw your attention to the following... – Я хотів би привернути вашу увагу до...
6. It's of primary importance to point out that... – Надзвичайно важливо зазначити, що...
7. I'd like to raise some questions related to... – Я хотів би порушити деякі питання, пов'язані з...
8. It may be assumed that... – Можна припустити, що...
9. Let's resume our work. – Повернемося до роботи.
10. As it was mentioned above... – Як було зазначено вище...
11. Is everything clear? – Все зрозуміло?
12. We are through with this problem. – Цю проблему вирішено.
13. Thus, we can come to the following conclusion. – Отже, ми можемо дійти наступного висновку.
14. It is necessary / essential to note that... – Необхідно зазначити, що...
15. Some examples / illustrations may be helpful here. – Можливо, деякі приклади / ілюстрації будуть корисними.
16. Let's review the material of the previous lecture. – Давайте повторимо матеріал попередньої лекції.
17. The attendance has been poor lately. – Останнім часом відвідуваність погана.
18. No prompting. – Не підказувати.
19. Behave / Calm down. – Заспокойтесь.
20. Would you like to have another try / go? – Хочете зробити ще одну спробу?
21. Turn in your papers, please. – Здавайте свої роботи.
22. Let's adjourn. / Let's have a break. – Давайте зробимо перерву.

Exercise 19. *Learn the vocabulary:*

inquiry – допитливість
 foster inquiry – сприяти допитливості
 arouse curiosity – викликати цікавість
 facility – уміння, здатність

customarily – зазвичай
issue – проблема
pursue – дотримуватися
crucial – вирішальний
option – варіант
try and discard options – випробовувати і відкидати варіанти
evolve – розвивати, розкривати
outcome – результат
reach different conclusions – дійти різних висновків
be concerned – турбуватися
enhance – посилювати
conviction – впевненість
challenge - виклик
relevance – доречність
assertion – твердження
suspend judgements – утриматися від висловлення думок
insufficient – недостатній
warrant – виправдовувати
tolerance – терпимість
diverse – різноманітний
attitude - ставлення

Exercise 20. *Read and translate text 4 taken from “Teaching Strategies for the College Classroom”.*

Text 4. Inquiry as teaching strategy

James R. Davis

How shall we establish conditions that arouse curiosity? What strategy shall we use to foster inquiry? Is it possible to teach people to think by guiding the process of *inquiry*?

How does one go about teaching people to ask questions? First of all, as teachers, we have to talk less. Unless we talk less, students won't have a chance to ask questions. They won't have the *opportunity* to solve problems, develop their curiosity, and begin to inquire deeply into a subject. For at least part of the hour, we must stop talking. When we

do talk, we should probably help our students to ask questions by asking questions, too, rather than always giving them answers.

Secondly, we need to help students understand the central role of language in thinking and develop in them some facility in the use of language. Almost all of what we customarily call “knowledge” is language. Which means that the key to understanding a “subject” is to understand its language.

Thirdly, we must let a line of inquiry go where it will. We may have some idea of the kinds of *issues* that we hope will be explored, but for inquiry to be free, it has to pursue its own end. It is *crucial* for students to be able to see how one thing leads to another, how and why *options* are tried and discarded, how general *principles* evolve, and how conclusions are reached. This means that a lesson will seldom have the same *outcome*, because different people will reach different conclusions. It’s not a neat process.

Finally, a teacher who uses an inquiry strategy will be less concerned about what students learn than *how* students learn. The “test” of their learning will not be how many *facts* they have learned, but how they have enhanced their ability to inquire. In observing students, the teacher will want to examine “the frequency with which they ask questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the *standards* on which they base their challenges; their willingness to suspend *judgements* when they have insufficient data; their willingness to *modify* or otherwise change their position when data warrant such change; the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.” In short, the university teacher who uses an inquiry strategy has to learn how to become a master at helping people learn how to think.

Exercise 21. *Find in the text the English for:*

мати можливість, вирішувати проблеми, розвивати цікавість, давати відповідь, роль мови у мисленні, використовувати мову, загальні принципи, посилювати здібність, спостерігати за студентами, доре-

чність та зрозумілість стандартів, недостатня інформація, виправдовувати зміни, різноманітні відповіді, вживати узагальнення.

Exercise 22. *Match the italicized words in the text with these definitions.*

1. A rule which explains the way something works, or which explains a natural force in the universe.
2. A question you ask in order to get information.
3. An opinion that you form after thinking carefully about something.
4. To make small changes to something in order to improve it and make it more suitable or effective.
5. A choice you can make in a particular situation.
6. A chance to do something or an occasion when it is easy for you to do something.
7. Something that is extremely important because everything else depends on it.
8. A problem or subject that people discuss.
9. A level of quality, skill, ability or achievement by which someone or something is judged.
10. A piece of information that is known to be true.
11. The final result of a meeting, discussion etc, especially when no one knows what it will be until it actually happens.

Exercise 23. *Complete the sentences.*

1. Teachers need to help students understand the central role of ...
2. The key to understanding a “subject” is ...
3. It is crucial for students to be able to see ...
4. A lesson will seldom have the same outcome because ...
5. The university teacher who uses an inquiry strategy has to learn ...

Exercise 24. *Translate into English.*

1. Викладач допомагає студентам ставити питання, коли сам їх ставить, а не дає на них відповіді.
2. Мова відіграє важливу роль в процесі мислення.

3. Майже все, що ми за звичкою називаємо „знанням,” є мовою.
4. Студентам важливо розуміти, як розвиваються загальні принципи, як можна дійти висновків.
5. Викладачу буде цікаво, як часто у студентів виникають питання.

Exercise 25. *Use these word combinations in sentences of your own:*

have a chance; solve problems; develop curiosity; the use of language; reach a conclusion; have insufficient data; change one's position; diverse answers; apply generalizations.

Exercise 26. *Find the mistakes in the sentences below and correct them.*

1. The teacher must let a line of inquiry to go where it will.
2. It is crucial that students are able to see how one thing leads to another.
3. The teacher will want examining the students' willingness to change their position when data warrant such change.
4. The university teacher which uses an inquiry strategy has to learn how to become a master at helping people to learn how to think.
5. Is it possible to teach people thinking by guiding the process of inquiry?

Exercise 27. *Discuss the following issues.*

1. Conditions that arouse curiosity.
2. Ways of teaching students to think.
3. Ways of teaching students to ask questions.
4. The role of language in thinking.
5. The use of inquiry as a teaching strategy at your classes.

Exercise 28. *Learn the vocabulary:*

goings-on – поведінка, спосіб життя
reference – посилання
gradually – поступово

abandon – відмовлятися від
intend – мати намір
seek – шукати
conduct – поведінка
hark back – повертатися до початкового пункту
pursuit – пошук, прагнення
in terms of – з точки зору
couch – викладати, формулювати
acquire – здобувати
fallible – схильний до помилок
possess – володіти
in accord with – згідно з
frequently – часто
result in – призводити до
misapprehension – помилкове розуміння

Exercise 29. *Read and translate text 5 using vocabulary given in exercise 28.*

Text 5. Teachers without goals

Ever since Aristotle, people have tried to explain the goings-on in the universe by reference to goals, or purposes, or ends. Following the birth of modern science in the seventeenth century, however, we have gradually abandoned the teleological explanations of the physical world. We do not say that ice cubes intend to melt, nor that planets want to revolve around the sun in an ellipse, nor that the stones fall because they seek their proper resting place. But most of us still try to explain human **conduct** teleologically, by reference to purposes and goals. Harking back to Aristotle – “Every act and every investigation and similarly every action and pursuit, is considered to aim at some good” – we believe that every **rational** activity aims at some end, or good.

So it is with teachers. Most teachers approach their task by identifying goals or aims. Indeed, most teachers not only see each lesson and each class in terms of goals; this is how they see the entire educational process: as an enterprise, a mission, a journey toward some end.

Teachers usually couch their goals in terms of what they want the students to learn, what **knowledge** they want students to acquire. As they see it, their role is to transmit the targeted knowledge to the students. As noted before, this construction of the educational transaction arises from the belief that we acquire knowledge from without, the belief that the mind is a bucket to be filled with knowledge.

But we are not passive receptors of knowledge; rather, we are active, although fallible, creators of knowledge. And we create new knowledge when we uncover inadequacies in our present knowledge. In every case, the growth of knowledge consists of modifying the knowledge one already possesses.

From this, it follows that teachers cannot transmit knowledge to students. It may *look* as though the teacher is transmitting knowledge to students, but this is an **illusion**. A teacher can present knowledge to students, but it is the students who create their understandings of what the teacher presents. And the understanding each student creates is largely a product of the knowledge the student already possesses. Students **accumulate** what the teacher presents – they *make* sense of it in accord with the knowledge they already have. This frequently results in **errors** and misapprehensions of what the teacher presents. On the other hand, some students do create reasonable facsimiles of what the teacher has presented, and can reproduce it – for a test, say.

Exercise 30. *Learn the vocabulary:*

occur – траплятися, відбуватися
deny – заперечувати, не допускати
presume – наважуватися, насмілюватися
pressure – тиск
impose – нав'язувати, зобов'язувати
regurgitate – вивергати, викидати
constrain – стримувати, обмежувати
fail – зазнавати невдачі
retain – утримувати, зберігати
permanent – постійний
claim – стверджувати

irrelevant – недоречний, такий, що не стосується справи
hence – отже
attempt – намагатися, спроба, намагання
further – подальший
tenaciously – міцно, добре
evidence - доказ

Exercise 31. *Read and translate text 6 using vocabulary given in exercise 30.*

Text 6

Thus, though the transmission of knowledge is an illusion, it is the case that teachers can and do *try* to transmit knowledge. But transmission does not occur; instead, in every case, it is the students who create their understandings of what the teacher presents. And even though students do sometimes create reasonable facsimiles of what the teacher wants them to learn, the attempt to transmit knowledge to students corrupts *education*.

First of all, it is immoral for teachers to do this. When they attempt to transmit knowledge, teachers have to *ignore* their own fallibility and, at the same time, deny agency to the students. That is, when they try to transmit knowledge, teachers presume to decide what students should know and to impose that knowledge on them. What actually happens here is that the students are forced, or constrained, to create the understandings that the teacher deems “correct.” This converts education into an authoritarian transaction.

Second, there are pragmatic reasons for not trying to transmit knowledge to students: such attempts usually fail. The student may retain this so-called transmitted knowledge (but actually created knowledge) for a time – until he or she regurgitates it, say, for a *test* – but such knowledge usually does not take; it usually does not become a *permanent* part of the student’s own knowledge. Such knowledge disappears not, as some claim, because the student does not use it, or because it is *irrelevant*, or meaningless, to the student. No, such knowledge disappears because it never was the student’s *own* knowledge; it was not knowledge the student created by modifying his or her own

knowledge. It was knowledge the student created solely to pass the test or to please the teacher. It was “school knowledge,” constructed and held apart from the student’s *own* knowledge. Hence, it soon disappears.

The final reason for not attempting to transmit knowledge to students is a pedagogic one: it prevents further growth. That is, when attempts to transmit knowledge are seemingly successful, this is usually an indication that the “transmitted” knowledge has become a *true belief* for the student – knowledge that the student will retain tenaciously, knowledge that will not grow. As evidence of this, one needs only recall that the most “successful” students in schools – the ones who learn what the teacher transmits – usually are, or become, the most dogmatic knowers.

Exercise 32. *Entitle text 6.*

Exercise 33. *Find in the text the English for:*

з часів Аристотеля, сучасна наука, телеологічне пояснення, фізичний світ, обертатися навколо сонця, поведінка людини, визначати цілі, освітній процес, набувати знання, як зазначено вище, створювати знання, згідно з, призводити до помилок, з іншого боку, поперше, у той самий час, прагматичні причини, постійна частина, власне знання студента, здати тест, подальше зростання.

Exercise 34. *Match the italicized words in the text with these definitions.*

1. The general area of work or study connected with teaching.
2. Something that is not important because it is not connected with the situation or subject that you are dealing with, or it has no effect of influence on a situation.
3. The way someone behaves, especially in public, in their job etc.
4. To gradually get more and more money, possessions, knowledge etc. over a period of time.
5. A set of questions, exercises, or practical activities to measure someone’s skill, ability, or knowledge.

6. Based on clear, practical or scientific reasons.
7. A mistake, especially a mistake in speaking or writing or a mistake that causes serious problems.
8. Continuing to exist for a long time or for all future time.
9. To deliberately pay no attention to something that you have been told or that you know about.
10. The facts, skills, and understanding that you have gained through learning or experience.
11. Something that seems to be different from the way it really is.

Exercise 35. *Find in the text the equivalents of the following:*

go around the sun; human behaviour; in connection with; get knowledge; as mentioned before; have knowledge; bring about errors; pass knowledge; according to; worsen education; change knowledge; separate from; the last reason.

Exercise 36. *Match the beginning from column A with the ending from column B.*

- | A | B |
|--|---|
| 1. We believe that every rational activity... | a) modifying the knowledge one already possesses. |
| 2. We create new knowledge when... | b) it never was the student's own knowledge. |
| 3. The understanding each student creates is largely a product of... | c) the knowledge the student already possesses. |
| 4. The growth of knowledge consists of... | d) aims at some end, or goal. |
| 5. The so-called transmitted knowledge disappears because... | e) we uncover some inadequacies in our present knowledge. |

Exercise 37. *Choose the correct form in the sentences below.*

1. Ever since Aristotle, people *are trying / have tried* to explain the goings-on in the universe by reference to goals.

2. *It is / these are* the students who create their understandings of what the teacher presents.
3. When they try to transmit knowledge, teachers presume to decide *that / what* the students should know.
4. There are pragmatic reasons *not to try / for not trying* to transmit knowledge to students.
5. Every act and every investigation *is / are* considered to aim at some good.

Exercise 38. *Learn the vocabulary:*

avoid - уникати

facilitate – полегшувати, сприяти

approach – підхід

hold out – пропонувати

improve – поліпшувати

predetermined – визначений, вирішений (наперед)

focus on – зосереджувати увагу

assume – припускати

assumption – припущення

it's up to the student – вирішувати має студент

trial-and-error – метод проб і помилок

elimination – виключення, вилучення

Exercise 39. *Read and translate text 7 taken from “Teachers Without Goals, Students Without Purposes”.*

Text 7. Facilitating the Growth of Knowledge

Henry J. Perkinson

The critical approach to teaching avoids the difficulties connected to attempts to transmit knowledge. It holds out the possibilities (1) that education need not be authoritarian, (2) that teachers can facilitate *real* learning by helping students improve their own knowledge, and (3) that

education can occur in such a way that students' knowledge will continue to grow.

Education then is not a mission, not a journey to some predetermined end. Education is an adventure. Teachers who adopt the critical approach do not have goals; they have agenda. That is, each teacher focuses on a specific part of student's knowledge. A teacher may focus on helping students improve their writing, or their mathematical skills, or their understanding of the physical world; this is the teacher's agenda.

What is presented here is not original, nor novel. As teachers from Socrates to Montessori have argued, all education is self-education; the student educates himself or herself. The teacher's task is simply to facilitate this self-education. In doing this, the teacher assumes, first, that the student has knowledge; second, that the student's knowledge is inadequate. From these two assumptions, it follows, third, that the student's knowledge is capable of improvement – which is what the educational transaction is all about. But improvement of growth is up to the student. The student is the one who modifies his or her present knowledge. The teacher facilitates growth of knowledge by creating an environment that allows the student to engage in those trial-and-error elimination activities through which growth takes place.

Exercise 40. *Find in the text the English for:*

критичний підхід; поліпшувати знання; зосереджувати увагу; математичні навички; сприяти самоосвіті студента; робити припущення; створювати довкілля.

Exercise 41. *Complete the gaps in the sentences with the appropriate words given in brackets.*

(inadequate, learning, self-education, improvement, approach)

1. Teachers can facilitate real _____ by helping students improve their own knowledge.
2. Teachers who adopt the critical _____ do not have goals; they have agenda.
3. The teacher's task is simply to facilitate a student's _____.

4. The teacher assumes that the student's knowledge is ____.
5. ____ of growth is up to the student.

Exercise 42. *Answer the questions.*

1. How can teachers facilitate real learning?
2. What do teachers who adopt the critical approach focus on?
3. What is the educational transaction all about?
4. Who does improvement of growth depend on?
5. How can the teacher facilitate growth of student's knowledge?

Exercise 43. *Use these word combinations in sentences of your own:*

avoid difficulties; improve knowledge; focus on a specific part; facilitate self-education; create an environment; trial-and-error elimination.

Exercise 44. *Learn the vocabulary:*

recall – згадувати

agenda – порядок денний (питання для розгляду)

personal significance – особиста важливість

flow chart – схема потоку інформації

environmental issues – проблеми навколишнього середовища

encourage – заохочувати, підтримувати

brainstorm – мати блискучу ідею

be aware – усвідомлювати

rearrange - переставляти

Exercise 45. *Do this teaching style questionnaire taken from “English Teaching Professional”.*

Teaching Style Questionnaire

For each of the statements below, give yourself a score from 1 to 5 according to the scale below. There are no right or wrong answers. Your score will reveal a profile of your teaching style in terms of Multiple Intelligences theory.

1 never 2 not much 3 a little 4 quite a lot 5 a lot

1 I use pictures in my teaching	25 I discuss my learners' pets with them
2 I write things down in order to remember them	26 I like structured agendas for meetings at lectures
3 I believe that learners learn a lot from groupwork	27 I use activities in class where my learners move around
4 I remember my classes by recalling how people stood, sat or moved	28 When I think of a class ,I imagine where everyone sits
5 I prefer working independently to working in a team	29 I like teaching outside
6 I would describe myself as a planner	30 My learners work in groups
7 I believe that my learners learn by discussing with each other	31 I discuss music with my learners
8 I enjoy calculating my learners marks	32 I try to give my learners tasks which have personal significance for them
9 I like my learners to write things down	33 I use diagrams and flow-charts in my teaching
10 I teach learners to remember things using rhymes or rhythm	34 I ask learners to reflect on how they function in a group as they learn
11 I use mind maps, tables and / or diagrams (e.g. when planning)	35 I like to use poetry or literature in my lessons
12 I like to use environmental issues in my lessons	36 I'm aware of my learners as individuals in a class
13 I encourage my learners to reflect individually on their own learning	37 I'm aware of the group dynamics in my classes
14 I like using role play and /or drama	38 I touch my learners
15 When I think back to a lesson, I imagine it as if I were watching television	39 I try to tap into my learners' musical interests

16 When teaching, I use activities where learners physically move objects (board games, cards)	40 I enjoy class debates or discussions
17 It helps me if I put on background music when I'm planning lessons	41 I discuss gardening, natural places and environmental issues with my colleagues
18 I like units in my coursebook which deal with natural phenomena	42 I approach tasks in a logical way
19 I reflect about what I'm doing in my work	43 I prefer working in a team to working independently
20 I'm good at languages	44 I make visual materials for my classes
21 I use films and /or videos when teaching	45 I like helping my learners to plan and organise their work
22 I integrate music into my lessons	46 I'm aware of the weather outside my classroom
23 I brainstorm ideas on paper	47 My learners write songs, raps or poems in my classes
24 I need quiet and privacy if I'm planning	48 I rearrange furniture in my classroom to my liking

Add up your scores for each intelligence (using your logical-mathematical intelligence!)

Intelligence	Bodily- kinaesthetic	Interpersonal	Intrapersonal	Linguistic	Logical- mathematical	Musical	Naturalist	Spatial
Statement	4.....	3.....	5.....	2.....	6.....	10...	12...	1.....
	14...	7.....	13.....	9.....	8.....	17...	18...	11...
	16...	30.....	19.....	20...	26...	22...	25...	15...

	27...	34.....	24.....	23...	33...	31...	29...	21...

	38...	37.....	32.....	35...	42...	39...	41...	28...

	44...	43.....	36.....	40...	45...	47...	46...	48...

Total

Exercise 46. *Learn the vocabulary:*

come into existence - започаткувати

resemble – бути схожим, нагадувати

commonly – звичайно

be intended to – призначатися для

personal opinion – особиста думка

make up – складати

statement – ствердження, варіант відповіді

properly – як слід

advantage – перевага

score – оцінювати в балах, оцінка

range of knowledge – обсяг знань

guess – здогадуватися

take account of – брати до уваги

require – вимагати

meaningful whole – значуще ціле

actually – насправді, дійсно

depend on (upon) – залежати від

from this standpoint – з цієї точки зору

fair – справедливий

along with – поряд з

obtain – отримувати

Exercise 47. *Read and translate text 8 using vocabulary given in exercise 46.*

Text 8. Modern exams

In ancient times the most important exams were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud or giving speeches.

In the European universities of the Middle Ages, students who were working for advanced degrees had to discuss questions in their field of study with people who had made a special study of the subject. This custom exists today as part of the process of testing candidates for the doctor's degree.

Generally, however, modern examinations are written. The written exam, where all students are tested on the same questions, was probably not known until the XIX century. Perhaps it came into existence with the great increase in population and development of modern industry. A room full of candidates for a state exam, timed exactly by electric clocks and carefully watched over by managers, resembles a group of workers at an automobile factory. Certainly, during exams teachers and students are expected to act like machines. There is nothing very human about the examination process.

Two types of tests are commonly used nowadays. The first type is sometimes called an "objective" test. It is intended to deal with facts, not personal opinions. To make up an objective test the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that look like answers to students who have not learned the material properly.

For testing student's memory of facts and details, the objective test has advantages. It can be scored very quickly by the teacher or even by a machine. In a short time the teacher can find out a great deal about the student's range of knowledge.

For testing some kinds of learning, however, such a test is not very satisfactory. A lucky student may guess the correct answer without really knowing the material. Moreover, some of the wrong answers are usually more incorrect than others, yet the scores on the test will not take account of this fact.

For a clearer picture of what a student knows, most teachers use another kind of exam in addition to objective tests. They use “essay” tests which require students to write long answers to broad general questions.

One advantage of the essay test is that it reduces the element of luck. The student cannot get a high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. It should show how deeply he has thought about the subject. Sometimes, though, essay tests have disadvantages, too. Some students are able to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form.

Besides, in an essay test the student's score may depend upon the examiner's feelings at the time of reading the answer. If he is feeling tired or bored, the student may receive a lower score than he should. From this standpoint the objective test gives each student a fairer chance.

When some objective questions are used along with some essay questions, however, a fairly clear picture of the student's knowledge can usually be obtained.

Exercise 48. *Find in the text the English for:*

усний іспит, давня Греція, докторський ступінь, письмовий іспит, зростання населення, розвиток сучасної промисловості, бути схожим, ствердження, перевіряти пам'ять студента, перевага, правильна відповідь, недолік, з цієї точки зору, державний іспит,

Exercise 49. *Rewrite the following sentences substituting the italicized words with their synonyms used in the text.*

1. In ancient times the most important exams were *oral*, not written.
2. The written exam, perhaps, *appeared* with the great increase in population and development of modern industry.
3. An “objective” test is *used* to deal with facts, not personal opinions.

4. For testing student's memory of facts and details, the objective test has some *strong points*.
5. For a clearer picture of what a student knows, most teachers use another kind of exam *besides* objective tests.
6. Sometimes essay tests have some *weak points*.
7. Some students who actually know the material *have some difficulty* expressing their ideas in essay form.
8. *From this point of view* the objective test gives each student a fairer chance.

Exercise 50. *Match the beginning of the sentence from column A with its ending from column B.*

- | A | B |
|---|---|
| 1. In the schools of ancient Greece and Rome, testing usually consisted of... | a) the teacher writes a series of questions, each of which has only one correct answer. |
| 2. To make up an objective test... | b) to write long answers to broad general questions. |
| 3. "Essay" tests require students... | c) saying poetry aloud or giving speeches. |
| 4. One advantage of the essay test is that... | d) when both objective and essay questions are used |
| 5. You can get a clearer picture ... | e) it reduces the element of luck. |

Exercise 51. *In the sentences below the verb forms are wrong. Correct them.*

1. The written exam, where all students are being tested on the same questions, was probably not known until the XIX century.
2. Certainly, during exams teachers and students are expecting to act like machines.
3. The teacher writes three statements that look like answers to students who has not learned the material properly.
4. If the teacher will feel tired or bored, the student may receive a lower score than he should.

5. The essay test should show how deeply the student thought about the subject.

Exercise 52. *Translate into English.*

1. Швидке зростання населення та розвиток сучасної промисловості призвели до письмової форми складання іспитів.
2. Об'єктивний тест призначається для перевірки знання студентами фактів та деталей.
3. Для отримання більш об'єктивної картини знань студентів, студенти складають комбіновані випробування, до яких входять так звані "об'єктивні" тести і письмові іспити - есе.
4. Деякі студенти здатні написати досить добрі відповіді на питання тесту навіть без глибоких знань матеріалу.
5. Тест-есе вимагає від студента повної відповіді на широке загальне питання.

Exercise 53. *Use the following word combinations in sentences of your own:*

European universities; discuss questions; field of study; come into existence; commonly used; is intended to deal with; learn properly; range of knowledge; know the material; in addition to; from this standpoint.

Exercise 54. *Discuss the following issues.*

1. Spoken exams versus written exams.
2. Objective test. Its advantages and disadvantages.
3. Essay test. Its strong and weak points.

Exercise 55. *Learn the vocabulary:*

count on – розраховувати
draw up – складати
stick to – дотримуватися
be distracted – відволікатися

arrange – упорядковувати
moaning – стоґін
long-term goal – довгострокова цїль
maintain – підтримувати
background – другорядний, неважливий
weighty work – серйозна робота
take a break – робити перерву
wind down - завершувати
hinder – заважати, перешкоджати
snatch – похапцем поїсти
temptation – спокуса
thoroughly – старанно, як слід
tricky – складний, заплутаний
tackle the questions – братися до питань
accordingly – відповідним чином
gain – здобувати, добиватися

Exercise 56. *Read and translate text 9 using vocabulary given in exercise*

Text 9. How to pass exams

There is a technique to just sailing through, so make sure you don't just count on good luck.

Before you start

- Get organised: draw up a revision timetable of topics to cover. Stick to it and let friends and family know that you are serious, so they don't interrupt your studies.
- If you find it difficult to concentrate, don't study at home where you'll be easily distracted; go to your library instead.
- If motivation is a problem, arrange to meet a friend and study together. But don't let it turn into an excuse for a social chat or a moaning session!
- Remember what you are studying for. Why do you need these exams? Keeping your long-term goal in mind will help maintain your motivation.

Studying tactics

- Go with your body clock: if you're slow in the morning, use that time to do some background reading. Do the weightier work in the afternoon.
- Don't study for more than thirty to forty minutes at a time. Take regular breaks to have enough fresh air and stretch your legs.
- Don't study too late, especially the night before your exam. Tiredness will hinder your performance the next day. Always make sure you wind down before you go to bed.
- It's important to maintain a happy, positive frame of mind, so don't let revising take over your whole life. Give yourself something to look forward to after a day's studying: meet friends, or relax in a warm bath.
- Eat well; have a proper meal rather than snacks snatched at your desk.

On the day

- Allow plenty of time to get to the exam, but don't arrive too early or you'll sit around getting nervous.
- Resist the temptation to compare what you've revised with other students while waiting.
- Do read the paper thoroughly before starting. It's time well spent. It's very easy to misunderstand simple instructions when you're under a lot of pressure.
- On multiple-choice exam papers, go through and do all the easy questions first then go back to the beginning and try the trickier ones.
- On essay papers, tackle the questions you feel happiest about first, so you can build up your confidence.
- Work out how much time you have for each question and pace yourself accordingly. You have nothing to gain from finishing early.
- Always keep things in proportion. The worst thing that can happen is that you'll fail. If necessary, you can usually retake an exam.

Exercise 57. *Learn the vocabulary:*

a great amount – багато
precisely – точно

clarify – з'ясовувати
objective – мета
insistent – наполегливий
argumentative – що любить сперечатися
in some measure – деякою мірою
attain – досягати
in advance – заздалегідь
valuable – цінний
familiar – (добре) обізнаний

Exercise 58. *Read and translate text 10 using vocabulary given in exercise 57.*

Text 10. Conferences

Every professional spends a great amount of time at conferences (meetings). Conferences may involve two people or many people. They may be informal conversations or highly formal group meetings. Whatever the nature of the conference, you must be well prepared.

Be certain to find out precisely what the purpose of the conference is going to be. The purpose is usually defined by the *agenda*, a list of topics in the order they are to be discussed. Are you going to clarify a problem? Plan a course of action? Make a final decision on action? Before attending always clarify exactly what the topic(s) will be.

Formulate your own objectives before the meeting. Knowing what you want out of the meeting does not, however, mean that you have to be too insistent or argumentative. You must also understand what other people want and, in some measure, compromise.

To help attain your own objectives, try to determine in advance what the others will be wanting. Prepare yourself to know not only the subject matter of the topic of discussion, but also to know the views and opinions of others in the meeting.

Finally, make written and mental notes to aid your oral participation in the meeting. Oral conference skills can be extremely valuable, but they are the most helpful when you are familiar with the subject of the conference and the views of the other participants.

Exercise 59. *Learn the vocabulary, then read and translate text 11:*

unlike – на відміну від

avoid – уникати

contraction – скорочення

step-by-step - поступово

Text 11. Oral presentations

In speaking, unlike writing, the listener cannot get back to what has already been said to hear it a second time. When you speak to a group, you should make your audience understand everything you say. This means your pronunciation must be clear, your speaking must not be too fast, and your information must be well organized.

First of all, you must speak as clearly as possible. Since you speak English as a second language, it is your responsibility to make sure that what you say is clearly pronounced. Avoid too much informality and too many contractions. For example, do not say “gonna” for “going to” when speaking to a group. Also, if your pronunciation is not clear, your words may be confused by the listener.

Be sure to keep your speech fast enough so that your audience remains interested, but do not speak so quickly that your listeners cannot keep up with what you are saying. For example, it is very easy to go too fast if you read directly from your notes. Reading will probably bore your audience, anyway. Always use brief notes when giving an oral presentation. It is often convenient to use notecards. Using only notes, and not the full text of your presentation, will help you remember the main things you want to say while at the same time allowing you to look at the audience as you speak. By looking at your audience, you can determine whether or not they are understanding. Remember to use simple language, speak slowly, use notes to help you remember what to say, and look at your audience.

Finally, be certain that your information is well organized. You should give a very clear instruction which states (1) what your main topic is going to be and (2) what your main points will be in the course of

presentation. Then, discuss each point in a logical, organized, step-by-step manner. Finally, state your conclusions. In stating your conclusions, you may want briefly to summarize the main points you discussed earlier.

In giving an oral presentation, you will find it helpful to remember (1) to speak clearly, (2) to use simple language, (3) to speak slowly enough so that your audience understands you without boring them, (4) to look at your audience, and (5) to organize your material in a clear and logical manner.

Exercise 60. *Find in the text the English for:*

витрачати багато часу, неформальне спілкування, мета конференції, порядок денний, з'ясувати питання, прийняти остаточне рішення, деякою мірою, визначати заздалегідь, висловлювати точку зору та думки, надзвичайно цінний, тема конференції, учасник конференції, слухачі, чітка вимова, перш за все, уникати скорочень, плутати слова, читати нотатки, говорити повільно, чітка інструкція, основні питання, поступово, робити висновки, зробити короткий огляд основних питань, дивитись на аудиторію, якомога чіткіше, коротко.

Exercise 61. *Give synonymous words and word combinations to the following:*

a great amount of; precisely; purpose; clarify a problem; attain objectives; in advance; main topic; in step-by-step manner; sufficiently.

Exercise 62. *Complete the gaps in the sentences with the correct phrases given in brackets.*

1. The purpose is usually defined by the _____, a list of topics in the order they are to be discussed.
2. Before attending a conference always clarify exactly what the _____ will be.

3. Prepare yourself to know not only the subject matter of the topic of discussion, but also to know the _____ of others in the meeting.
4. Your _____ must be clear, your _____ must not be too fast, and your _____ must be well organized.
5. Always use _____ notes when giving an oral presentation.
6. You should give a very clear _____ which states (1) what your main topic is going to be and (2) what your main points will be in the _____ of presentation.
7. In stating your conclusions, you may want briefly to _____ the main points you discussed earlier.

(pronunciation, summarize, brief, views and opinions, course, agenda, information, topic, instruction, speaking)

Exercise 63. *Find mistakes in the sentences below and correct them.*

1. Formulate your own objectives before you will attend the conference.
2. You must also understand that other people want and, in some measure, compromise.
3. In speaking, unlike writing, the listener cannot get back to what was already been said to hear it a second time.
4. When you speak to a group, you should make your audience to understand everything you say.
5. First of all, you must speak as clear as possible.
6. Be sure to keep your speech enough fast so that your audience remains interested.

Exercise 64. *Translate into English.*

1. Ціль конференції зазвичай визначається порядком денним.
2. Перед тим, як відвідати конференцію, з'ясуйте теми, які будуть обговорюватись.
3. Вам слід знати не тільки тему дискусії, але й погляди та думки інших учасників конференції щодо цієї теми.

4. Коли ви звертаєтесь до групи людей, ви повинні чітко вимовляти та досить повільно говорити.
5. Не вживайте неформальних виразів та скорочень.
6. Користуйтесь короткими записами, щоб чітко та логічно довести свою інформацію.
7. Роблячи висновки, ви можете коротко назвати основні положення свого виступу.
8. Під час усного виступу не забувайте дивитись на слухачів, щоб впевнитись, що вони зацікавлені вашою інформацією.

Exercise 65. *Learn the vocabulary, then read text 12:*

suggestion – пропозиція

accurate – точний, правильний

orderly – організований

notes – записи

summary – короткий виклад

abstract – конспект, витяг

Text 12. Note taking and summarization

Due to the nature of their work, people involved in academic activities frequently attend meetings, conferences, or read lengthy materials. In each of these situations, they may want to take notes as a way of remembering the most important information. Here are some suggestions on note taking. A good listener must try to organize information while listening. To take accurate notes, you must be able to find the central idea, find the secondary information, and recognize unnecessary information. Not all information is important. When taking notes, you need not write complete sentences or worry about punctuation.

A summary is a short, orderly collection of the most important information in an article. It is different from notes, since it is written in sentence form. The ability to summarize is very useful in academic activities. To do it well, you must understand the information and decide what is most important.

Like a summary, an abstract is a short description or condensation of a piece of writing. It is usually found at the beginning of long reports, or before articles in professional journals with the special purpose of saving the reader time. Abstracts are usually a page or less in length and are most often in the form of one paragraph.

Exercise 66. *Make summaries of the following texts.*

Text 13. Color in our lives – yesterday and today

Have you ever stopped to think what an important part color plays in our lives? It is not only present in every object that surrounds us, but it is an intimate part of our way of life. Colors can affect our actions: for example, cars stop at a red light and move again when the light turns green. Colors can also be used to describe our feelings: for example, people speak of “feeling blue,” of being “green with envy,” or of “seeing red.” In one way or another, we make constant reference to color.

We not only refer to colors in our expressions, but we also base many of our superstitions and traditions on them. For example, we give a bride something blue to bring her good luck and dress her in white to show her purity. We believe that black cats bring bad luck and that red means danger. We wave a yellow and blue flag as a symbol of our country and a white flag to show that we surrender.

If we look back in history, we will find that color has been important to every generation and culture for one reason or another. Prehistoric men attached great importance to red, believing that, as it was the color of man’s blood, it represented life. They smeared their dead with red-colored clay which, according to one of the theories, they supposed would ensure the departed ones eternal life. The Romans attached great importance to purple. Since it was the most difficult color to produce, they allowed only high officials to wear it. The Greeks thought green, yellow, blue and red were the most significant colors, because these colors were thought to represent the four elements of the universe. Green stood for the earth; yellow, for air; blue, for water; and red, for fire. Christians throughout the years have also believed that colors have symbolic values. For example, white indicates purity and joy; red, chari-

ty; blue, truth; green, hope and life everlasting; purple, sorrow and suffering; and black, death.

Probably man's earliest use of color was to decorate his body. Indian and African tribes painted themselves to frighten away evil spirits and enemies. The Chinese painted masks on their faces to symbolize characters in their traditional plays. A face painted red symbolized a good character; green, an evil one; black, a strong-willed character; and gold, a god. The modern woman continues the tradition of painting the body, as the annual multi-million-dollar cosmetic sales indicate clearly.

While color continues to be used decoratively and symbolically as it was long ago, it is also being used in many new ways. For example, chemists use color to analyze the chemical composition of various substances; scientists measure the depth and density of many transparent materials by analyzing the colors reflected and transmitted by them; and astronomers use color to measure the universe. Perhaps the most important use of color in our lives today will prove to be the laser, a beam of high-intensity colored light traveling on parallel wavelengths, which can cut through steel and provide us with a completely new energy source and, perhaps, even a new means of communication.

Yes indeed! Color does play as important a part in our lives today as it did yesterday.

Text 14. Gain a wealth of experience

Today, one in three young people enters higher education and a degree is fast becoming the minimum qualification for any white-collar job. This is not to suggest that the value of a degree has diminished. We now live in a far more complex world and most jobs today require a much higher level of intellectual skills than ever before. Graduates not only continue to enjoy higher pay and lower unemployment than non-graduates, but most employers will tell you that there is still a shortage of good graduates.

So what do employers look for in graduate recruits? Certainly, they want intellectual skills acquired in taking a degree. These include the ability to collect and analyse information, to acquire specialist knowledge, to solve problems, and to communicate clearly. In the past it was enough. When graduates were a small elite, employers could afford

to invest in extended training programmes lasting between one and two years.

Above all, nowadays they want recruits to have already had some practical experience. One of the strongest single messages received from employers was the value of work experience. In fact most students do now get work experience of one kind or another. What is less certain is whether they use all the learning opportunities this provides. Many still see it only as a necessary way to get some money.

Recent government policy says that all students should have what it described as “quality work experience” before they complete their full-time education. However, not enough employers offer suitable vacancies to provide this. Ideally, you would get vacation or part-time work relevant to your area of study so that you could start to apply theory to the world of work.

Few people will find a lifetime employer. They will move between employers to gain greater experience. Many will be offered short-term contracts, others will be offered work as consultants on a self-employed basis. Graduates face more flexible though less certain futures. In going to university it is important to recognize that the future will be very different from the past, that you must learn to adapt and you can and should learn from every experience of student life.

Exercise 67. Learn the vocabulary:

draw attention – привертати увагу

in the first place – в першу чергу

move to – переходити до

note – зауважити

emphasize – надавати особливого значення

in conclusion – на закінчення

give view on – висловлювати точку зору щодо

in connection with – у зв’язку з

concerning – стосовно

unbelievable – неймовірний

in addition – на додаток

stick to the point – дотримуватися теми

You might find these phrases useful when participating in a meeting.

Stages of a meeting	Phrases
Chairman	
Opening a meeting	I declare the meeting open. Can we start? Ladies and gentlemen, are we ready to begin? OK then, perhaps we could make a start?
Introducing a speaker	I have a great pleasure to introduce Dr. Baker, an expert in ... Our first speaker, Dr. Baker, will speak on...
Interrupting a speaker	May I draw your attention to the fact that this point will be discussed later?
Opening a discussion	And now I'd like to open the discussion on the presentation given by Dr. Baker. Are there any questions to Dr. Baker?
Thanking	I'm sure I'm speaking for everyone when I say how grateful we are to Dr. Baker for his informative (excellent) presentation (talk, speech, lecture). I'd like to thank everybody here.
Ending a meeting	I declare the meeting closed.
Speaker	
Introducing the report	Mr. Chairman, Ladies and Gentlemen, it is a great honour to address this meeting (conference). I'd like to talk in my report about... First of all (in the first place) I'd like to name the main points of my paper.
While reporting	Now, let us turn to the point... The second point is... Moving to point three...

	<p>And finally...</p> <p>I'd like to attract your attention to...</p> <p>I'd like to note (emphasize)...</p> <p>If you look at this diagram (graph)...</p> <p>As I have already mentioned...</p> <p>Do you see what I mean?</p> <p>Do you follow me?</p> <p>As far as I know...</p> <p>As far as... is (are) concerned</p>
Ending the report	In conclusion I'd like to stress the importance of... Thank you for your attention.
Audience	
Introducing yourself	My name is John Smith. I'm from Massachusetts Institute of Technology. I'm very impressed with Dr. Baker's complete (interesting) presentation. I'd like to give my view on this subject.
Questions	My question is as follows... I have a question to ask... One question is..., the second question is... I'd like to ask a question in this connection.. I'd like to ask a question concerning... Is it possible to describe simply, how...
Agreement with a speaker	I think you are entirely right speaking about... I'd like to express agreement with the speaker.
Disagreement	But I'm not sure you're right. I'm very sorry to have to say that but I don't agree with you, Dr. Baker. Unfortunately, I cannot agree with your

	final statement. I wish I could agree with you but... We are not yet certain...
Making remarks	It is unbelievable... I find it hard to believe... I'd like to make a comment of general nature... I'd like to make two more remarks... I have a few points to make...
Making contribution to the discussion	I'd like to add in connection with.... In addition I'd like to mention...

Exercise 68. *Learn the vocabulary:*

constitute – становити, являти собою
 insult – ображати
 patronize – ставитися зверхньо
 consider – вважати
 questionnaire – анкета
 tend – мати схильність
 affirm – підтверджувати
 enthuse – викликати ентузіазм, захоплювати
 refer- посилатись, звертатись
 flexible – гнучкий
 merely – просто
 exemplify – наводити приклад
 clarity – ясність, чіткість
 finely-tuned – добре настроєний
 awareness – обізнаність
 pre-empt – заволодіти раніше за інших
 trait – характерна риса
 empowerment – доручення, повноваження
 praise – похвала
 relinquishing control – помірний контроль
 link – поєднувати, пов'язувати
 up-to-date – сучасний

patient – терпячий
treat – ставитися

Exercise 69. *Read and translate text 15, using vocabulary given in exercise 68.*

Text 15. What Makes a Teacher Special

Paul Bress

While the role of the teacher is being discussed, though, surprisingly little has been written on what actually constitutes a good teacher. More has been written on what a good teacher *isn't*. “Really rotten teachers” are defined as people who:

- insult and patronise students over a long period of time
- are extremely critical of students
- are always in “lecture mode”
- never consider changing teaching style
- don't realise they're bad teachers

Against this background I was curious to find out what students considered to be the qualities of a good or, indeed, a *special* teacher. I distributed the simplest questionnaires:

Write down the five things which, in your opinion, make a teacher special.

The questionnaire was completed by 40 adult students of many different nationalities, and 20 experienced teachers. Students tended to stress the caring nature of the special teacher, while the teachers focused on the ability to give individual attention. Both affirmed the importance of the teacher's role in enthusing a class, and of turning the classroom into a rich learning environment; both referred to the importance of being flexible and of adapting the lesson when necessary. Finally, both considered humor to be important – but not as important as previous points. To add some weight to my research, I observed four highly experienced teacher trainers for 90 minutes each, and noted down all the aspects of their lessons which I would describe not as merely good but as special.

My conclusion was that the lessons demonstrated an ability on the part of the teachers to exemplify not only all the criteria mentioned in the results of the survey, but other qualities too. In my opinion, the key additional qualities were:

- an extraordinary clarity of communication
- an ability to make the most of every learning opportunity
- a finely-tuned sense of how to teach vocabulary
- an awareness of what is going to be difficult for students to understand or do, and the ability to preempt problems

The following traits seemed to me to add that special quality to the teaching:

- flexibility of voice, profile, and pace
- the empowerment of students through praise, elicitation, and relinquishing control
- an ability to link lessons, or parts of lessons
- an ability to teach more than just subject

Clearly, different teachers bring different qualities into the classroom, and one of the elements of being "special" is that each one of us is unique, and displays certain unique individual characteristics.

Certainly, one clear conclusion reached was that teachers do indeed still play an important role in student learning, and there are teachers who are "special."

Students think a special teacher:

- has caring qualities
- interests/motivates students
- uses a variety of up-to-date materials, topics and methods
- gives all the students equal, fair treatments
- is patient and re-teaches where necessary
- is funny

Teachers think a special teacher:

- treats each student as an individual
- is enthusiastic/inspiring
- has caring qualities
- creates a rich learning environment
- is funny
- is spontaneous/flexible

SURVIVAL ENGLISH: DISCUSSING IDEAS AND OPINIONS

Discussion is one of the most common speaking activity in any language. English is no exception. Taking part in a discussion is an art which demands skill and ability.

First of all, you should be able to present your ideas in a concise and clear manner. In making an oral presentation you have a special need to gain and hold the attention and interest of your audience. A useful technique here is to use appropriate openings. You may either focus the attention of the audience on the most interesting aspects of the subject or state in general terms what exactly you intend to speak about. Other helpful techniques are the abilities to create a sense of urgency, obtain someone's cooperation, suggest alternative actions, attack someone else's opinions and ideas etc.

In other words, you are supposed to be able to persuade people of the importance, necessity or correctness of your own point of view and defend your own position. Discussing someone's ideas or actions suggests also reacting to each other's views and preparing to give their own. When the British discuss they use a lot of special phrases to show their reactions to what the previous person has said. Here are some phrases which can be used when you are having a more serious and perhaps a more formal or intellectual discussion:

Openings

The problem of ... is rather complicated / controversial.

When speaking about the peculiarities of ... we should take into account

...

At present there's no doubt that...

As you probably know there's also some general grounds to believe that...

I'd like to raise the subject of ...

May I make the point about ...?

I think it's important to consider ...

There's one thing I'd like to suggest.

I'd like to dwell on the main principles of ...

I'd like to start with a few remarks about ...
I've got a few very brief remarks about ...
In connection with what has been said here, I'd like to stress that ...
Some more facts about ...

***Testing someone's reaction to a proposal or an idea
you intend to make***

How would you feel about the discussion of ..?
I was thinking you might be interested in ...
I wonder if you have ever considered the possibility of ..?
You know it might be a good idea to discuss ...
Have you ever considered ..?

Creating a sense of urgency

Something's got to be done.
It's obvious that we can't go on like this any longer.
This is a very urgent matter indeed.
It's time we did something about ...
The first thing we've got to do is ...

Getting facts

I think I've missed some details concerning ...
What exactly?
Could you be a little more specific / precise?
Could you give us some details about ..?
Could you explain ..?
I'd like more information about ...

Discouraging remarks

That's just quite impossible, I'm afraid.
That's a bit awkward, actually, I'll tell you why.
I can't say we are delighted with the prospect / proposals etc.

I can't give you a definite answer yet.

Encouraging remarks

That's exactly what I say.

Well, I couldn't agree more.

There's no argument then.

That seems to be OK.

That's an excellent idea.

I think it would be reasonable.

Bringing a discussion to the point

Perhaps we could go back to the point.

That's very interesting, but I don't think it's really to the point.

That's completely irrelevant / off the point. We are talking about another problem.

Could you stick to the subject / point, please?

Summing up the discussion

Can I go over the main points raised?

To sum up then. Most of you consider ...

OK, there seems to be a general agreement about ..., but a considerable area of conflict has arisen in connection with ...

In conclusion, I'd say that the discussion was rather constructive / fruitful / useful etc.

Exercise 70. *Answer the following questions.*

1. Do you think discussion is an art? If so, give your reasons.
2. What skills does a discussion demand?
3. What should one be able to do in order to discuss something?
4. What is a useful technique to gain and hold the attention and interest of the audience?

5. What one may say in an opening?
6. What are the other helpful techniques to be used in a discussion?

Exercise 71. *Change the following arguments into arguing agreement.*
Work in pairs:

A

1. Planning isn't as important in teaching as some people may think. Many good teachers seem to be able to enter the classroom with no conscious preparation of what they are going to do. Yet they teach a good lesson. No plan is so good that you have to keep to it. A good teacher can manage well without a conscious plan.
2. Teachers do need conscious plans. Flexibility, which is a characteristic of a very good teacher, doesn't mean not having a plan, but being prepared to adapt it to the circumstances as they arise. Planning makes it possible for a teacher and a student to know exactly where they are going and to know that they both have the same objectives. Finally, unplanned lessons are often the result of years of experience with planned ones.

B

1. The TV is of a great educational value. It teaches people a lot of things. It broadens your world outlook. Watching TV is rather enjoyable and relaxing. You can watch TV when you rest. Life isn't all work. Sometimes you feel like relaxing.
2. Watching TV is a sheer waste of time. It makes people passive. You can't learn much from watching TV. Life is too short for us to waste time.

C

1. Space travel is a waste of time and money. The money could be used to help victims of starvation. Space travel encourages international competition. We don't learn anything important about our environment from space travel.

2. Space travel teaches us a lot about the universe. Man needs to learn more about the environment. It provides international cooperation. Sometimes we make a lot of technological discoveries.

Exercise 72. Hold formal debates on the issues listed below.

1. Teaching foreign languages in Ukraine should be radically changed.
2. Teaching is an art. Good teachers are born, not made.
3. They say the younger you marry, the sooner you part.
4. Cars should be banned from cities because of pollution and the noise they make.
5. Which do you think is able to learn more efficiently: a fairly bright fourteen-year-old or an adult of equal ability and intelligence?

UNIT II. TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)

Exercise 1. *Read and translate text 1.*

Text 1. Approaches to English for Specific Purposes (ESP)

The importance of English as an international language continues to increase as more and more people are wanting or required to learn English. For example, governments are introducing mass education programs with English as the first, and sometimes only, foreign language; the growth of business and increased occupational mobility are resulting in a need for English as a common medium of communication; and access to much scientific and technical literature is difficult for those with no knowledge of English.

These demands and requirements have resulted in the expansion of one particular aspect of English Language Teaching (ELT) – namely the teaching of English for Specific Purposes (ESP). The demand for this has often come from learners with no need for the ‘general’ English course. Some learners wish to learn English for particular reasons connected with their studies or their jobs. Some may be attending a University course in an institution where English is the medium of instruction and find they have difficulty in understanding lectures or participating in seminars. Others, working in commerce, may realize that a special course in English would help them in reading reports or conducting business transactions.

There are two main divisions which help to distinguish ESP situations: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

EOP is taught in situations in which learners need to use English as part of their work or profession. EAP is taught generally within educational institutions to students needing English in their studies. There may be two situations where English is a separate subject on the curriculum but with a related content to other subjects (independent ESP) and where English is the medium for learning other subjects (integrated ESP).

Much of the demand for ESP has come from scientists and technologists who need to learn English for a number of purposes connected with their specialties. A scientist may need to operate in English in a number of different situations. He may be required to present a paper at a conference, exchange views informally at social gatherings, read relevant literature on his subject or write a paper. Each of these situations will demand a different language skill and a different range of communicative abilities. It's necessary that material should encourage a student to view his specialist English as a vehicle for communication, to consider 'how language is used to give expression to certain reasoning processes, how it is used to define, classify, generalize, to make hypotheses, draw conclusions and so on.'

There are considered three level of motivation to learn English. *Level One*, the highest level, when English is required to obtain a degree, a desirable job or to get promotion; *Level Two*, to improve exam grades or influence positively career prospects; and *Level Three*, where English could increase the student's status, be useful if he went abroad, or widen his knowledge and interests.

Exercise 2. *Learn the words from text 1:*

specific	специфічний
purpose	мета
conduct	здійснювати
transaction	операції, перерахунки
distinguish	відрізняти, розрізняти
occupational	професійний
academic	освітній
curriculum	програма
related	зв'язаний
content	зміст
relevant	доречний
vehicle	засіб
reasoning	міркувати; робити висновок
promotion	просування (по службі)
grades	бали / оцінки

Exercise 3. Scan text 1 for the English equivalents of the given below phrases, use them in situations.

Впроваджувати програми громадської освіти; підвищена професійна мобільність; доступ до різноманітної наукової та технічної літератури; навчання англійської для специфічних цілей; певні причини, пов'язані з їхнім навчанням або роботою; відвідувати університетський курс; засіб навчання; здійснювати ділові перерахунки; англійська мова для професійної діяльності; англійська мова для освітньої мети; окремий предмет програми / розкладу; використовувати англійську в різних ситуаціях; представити доповідь на конференцію; обмінюватись поглядами; вимагати іншого мовного вміння; робити висновки; отримати ступінь; покращувати екзаменаційні бали / оцінки.

Exercise 4. Match a line in **A** with a line in **B**.

A	B
a. Some learners wish to learn English	1. to obtain a degree, a desirable job or to get promotion.
b. The growth of business and increased occupational mobility are resulting in	2. a different language skill and a different range of communicative abilities.
c. Others, working in commerce, may realize that a special course in English would help them in	3. for particular reasons connected with their studies or their jobs.
d. There are three level of motivation	4. reading reports or conducting business transactions.
e. The importance of English as an international language continues to increase	5. a need for English as a common medium of communication.
f. Each of these situations will demand	6. to learn English.
g. Level One is the highest level, when English is required	7. as more and more people are wanting or required to learn English.

Exercise 5. *Answer the questions to text 1.*

1. What is the reason for so many people today to learn English?
2. What do the growth of business and increased occupational mobility result in?
3. Does access to much scientific and technical literature depend on the knowledge of English?
4. What have the current demands and requirements as to English learning brought about?
5. What particular reasons do some learners wish to learn English for?
6. How are ESP situations distinguished?
7. What situations is English for Occupational Purposes taught in?
8. What situations is English for Academic Purposes taught in?
9. A scientist may need to operate in English in a number of different situations, doesn't he? What are these situations?
10. How should a student view his specialist English?
11. What three levels of motivation to learn English are considered?

Exercise 6. *Speak on:*

- a) why a particular aspect of English Language Teaching (ELT) – namely the teaching of English for Specific Purposes (ESP) - has emerged;
- b) two main divisions distinguishing ESP situations;
- c) three levels of motivation to learn English;
- d) your motivation to learn English.

Exercise 7. *Read and translate text 2.*

Text 2. English as an International Language

Today around the world young people and adults are involved in the study of English. Indeed this interest in the learning has increased to such an extent that English is now considered by many to be an international language. It is the international language in both global and local sense. Today there are over seventy countries in which English has held

or continues to hold special status, with many other countries giving English the special priority in which English is a required foreign language. In Australia, Canada, the United States and the United Kingdom English is the primary language; it serves as a second language in multinational countries such as Singapore, India and the Philippines; while in the other countries (China, Japan, Korea etc.) English is studied as a foreign language.

Whereas today there are many native and non-native speakers of English, in the coming decades, more and more users of EIL will be bilingual speakers of English who use English for specific purposes, often for cross-cultural communication. Some of these bilingual speakers will use English on a daily basis within their own country, at times for cross-cultural communication within their own borders. Others will have more restricted purposes in using English, often for accessing and sharing information.

Smith (1976) was the first to define the term ‘international language’, noting that an ‘international language is one which is used by people of different nations to communicate with one another’. Clearly it is a language being learned by more and more individuals as an additional language, it is central to a growing global economy, and it is the major language of a developing mass culture.

Exercise 8. *Learn the words from text 2:*

adult	дорослий
sense	зміст, значення
require	вимагати
primary	первинний; основний
multinational	багатонаціональний
whereas	тоді як
native	рідний; місцевий;
native speaker	носій мови
bilingual	двомовний
specific	особливий, специфічний
purpose	мета
cross-cultural	міжкультурний

communication	спілкування
restricted	обмежений
access	доступ; мати доступ
share	ділити(ся)
define	визначати
note	помічати, звертати увагу

Exercise 9. *Use suffixes -ment, -ion/-tion, -ity, -ice, -y, -ness, -th to make nouns of the following words. Write some sentences using these words:*

involve, consider, economic, global, prior, local, senseless, inform, special, require, restrict, serve, communicate, grow, define, develop, central

Exercise 10. *Comment upon the statements if they are true or false. Correct the false ones.*

1. Today around the world mainly young people are involved in the study of English. 2. In over seventy countries at present English holds special status, with special priority given to the language in other countries where it is a required foreign language. 3. Today there are more native than non-native speakers of English. 4. In the coming decades, more and more users of EIL (bilingual speakers) will use English only for restricted purposes, i.e. for accessing and sharing information. 5. According to Smith's definition (1976) 'international language' is one which is used by people of different nations to communicate with one another' and it is the major language of a developing mass culture.

Exercise 11. *Look through text 2 to answer the questions.*

1. Why is English considered by many nowadays to be an international language?
2. What status does English hold in the countries worldwide?
3. What purposes is and will English be used for in the coming decades?
4. Who was the first to define the term 'international language'?
5. What was the definition?

Exercise 12. *Consider the purposes of English learners nowadays. What are yours? Discuss the ideas with your partners.*

Exercise 13. *Read and translate text 3.*

Text 3. Reasons for the Initial Spread of English

The use of English as an international language has been brought about by the continuing spread of English. This spread has resulted in a variety of changes in English on grammatical, lexical and phonological levels. Several geographical and historical factors as well as sociocultural ones led to the initial spread of English.

During the nineteenth and the twentieth centuries both British and American colonialism and the migration of English-speaking individuals to other areas were of central importance. In addition, by the beginning of the nineteenth century Britain has become the world's leading industrial and trading nation. Most of the innovations of the Industrial Revolution were of British origin, resulting in new terminology for technical and scientific advances. Hence, those who wanted to learn more about these innovations needed English both to understand the new terminology and to talk to English-speaking inventors and manufacturers. Similar developments were taking place in the United States, and by the end of the nineteenth century the United States had overtaken Britain as the fastest growing economy, producing many new inventions.

The story of English throughout this period is one of rapid expansion and diversification, with innovation after innovation coming to use the language as a primary or sole means of expression. So many developments taking place at the same time led to the emergence, by the end of the 19th century, of a climate which made English the natural choice of progress.

In the seventeenth and the eighteenth centuries English was the language of the leading colonial nation – Britain. In the eighteenth and nineteenth centuries it was the language of the leader of the industrial revolution – also Britain. In the late nineteenth century and the early twentieth it was the language of the leading economic power – the USA.

As a result, when new technologies brought new linguistic opportunities, English emerged as a first-rank language in industries which affected all aspects of society – the press, advertising, broadcasting, motion pictures, sound recording, transport and communications.

Exercise 14. *Learn the words from text 3:*

bring about	спричиняти, викликати
spread	поширення
variety	різноманітність; ряд, численність
innovation	нововведення
origin	походження
advances	успіх, прогрес
hence	отже, таким чином
inventor	винахідник
manufacturer	виробник
similar	схожий, подібний
developments	події
overtake	доганяти
rapid	швидкий
expansion	поширення, розширення
diversification	диверсифікація, урізноманітнення
sole	єдиний
means	засіб, спосіб
expression	вираз, вислів
emergence	поява
first-rank	першорядний; основний
affect	впливати, діяти
advertising	реклама
broadcasting	радіомовлення
motion pictures	кіно, кінематографія
sound recording	звукозапис

Exercise 15. Match English and Ukrainian equivalents; use them in situations from the text:

result in a variety of changes	аналогічні події
lead to the spread of English	впливати на всі аспекти суспільства
innovations of British origin	призводити до різноманітних змін
new terminology for scientific advances	швидка експансія та урізноманітнення
similar developments	нововведення британського походження
rapid expansion and diversification	основний чи єдиний засіб виразу
primary or sole means of expression	нова термінологія для наукових досягнень
affect all aspects of society	призводити до розповсюдження англійської мови

Exercise 16. Complete the following sentences filling in the blanks with the suggested phrases (in brackets):

(many new inventions; led to; new linguistic opportunities; by the end of the nineteenth century; colonialism and the migration; of British origin; the continuing spread of English; new terminology; the natural choice of progress; emerged)

1. So many developments taking place at the same time ... the emergence, by the end of the 19th century, of a climate which made English 2. During the nineteenth and the twentieth centuries both British and American ... of English-speaking individuals to other areas were of central importance. 3. The use of English as an international language has been brought about by 4. Most of the innovations of the Industrial Revolution were ... , resulting in ... for technical and scientific advances. 5. As a result, when new technologies brought ... , English ... as a first-rank language in industries which affected all aspects of society. 6. ... the United States had overtaken Britain as the fastest growing economy, producing

Exercise 17. *Speak on the reasons for the initial spread of English.*

Exercise 18. *Read and translate text 4.*

Text 4. The Current Spread of English

Colonialism, speaker migration, and new technology developed in English-speaking countries were important in the initial spread of English, but what are the factors that are fueling its current spread and the macro-acquisition of the language within existing speech communities? In order to answer this question, it's useful to consider the current uses of English in various intellectual, economic and cultural arenas.

90% of international organizations (among them military, economic, sports, scientific and public ones) carry on their proceedings only in English. Hence, English is the key as an international language in a global sense in enabling countries to discuss and negotiate political, social, educational and economic concerns.

The widespread use of English in a variety of intellectual areas makes it imperative for any country wishing to access the global community for economic development to have access to it. Initially, English is often necessary for securing funds for development either through international organizations or private funding sources. When the aid has been granted, whether it involves public health issues, agricultural development, or advancements in transportation infrastructures, the dissemination of relevant information will most likely be in English. In this ways the language plays a key role in the economic development of a country.

English also dominates with the motion picture industry and popular music, two key components in what some term the development of a global culture, particularly among young people. The fact that so much of popular mass video and music are in English makes the language enticing to many young people, often motivating them to study it.

Travel and tourism also fuel the current spread of English. About 10 per cent of the world's labour force is now employed in tourist-related industries, and it is estimated that by the year 2006 there will be over 100 million new jobs in this area. International travel has a glo-

balizing effect, promoting the need for a common language. Today this language is English. International airports around the world have essential information available in English and major international hotels have English-speaking staff available.

The significant role that English plays today in the storage and dissemination of information is another key factor in its continued spread. For example, in the 1980s almost 85 per cent of scientific papers were written in English; these percentages have increased significantly. However it is not just in scientific publishing but in book publishing as a whole that English is supreme. More books are published in English than in any other language (28%) followed by Chinese (13.3 %) and then German (11.8 %). Today over 84 per cent of the Internet servers are English medium followed by 4.5 per cent German and 3.1 per cent Japanese. These figures clearly demonstrate that one needs to know English today in order to access and contribute to both printed and electronic information.

Finally, access to higher education in many countries is dependent on the knowledge of English. Although it may not be the medium of instruction, accessing key information in a great variety of fields is often dependent on having reading ability in English. Furthermore, in many countries the cost of higher education is encouraging universities to accept international students as a method of increasing revenues and in such circumstances English is frequently the method of instruction.

Exercise 19. *Learn the words from text 4:*

fuel	підтримувати, сприяти
current	поточний, теперішній, нинішній
macro-acquisition	широкомасштабне вивчення
proceedings	діяльність; справи
negotiate	вести переговори, домовлятися
imperative	важливий, обов'язковий
secure	одержувати, здобувати
funds	кошти, фінанси
aid	допомога
grant	надавати; грант, субсидія

dissemination	поширення, розповсюдження
relevant	відповідний, доречний, такий, що має відношення до справи
enticing	привабливий
available	наявний; придатний, корисний
significant	важливий, значний
storage	зберігання
supreme	головний, основний, панівний
medium	засіб
furthermore	крім того
cost	вартість, ціна
encourage	заохочувати
accept	приймати
revenue	дохід
circumstances	обставини, умови
instruction.	навчання

Exercise 20. *Find in text 4 synonyms and synonymous phrases for the following ones; translate those sentences into Ukrainian:*

contribute to; discuss various matters; intellectual spheres; get financing; provide assistance/help; concern public health problems; achievements in transportation infrastructure; proliferation of information; cinema industry; attractive; travel; English-speaking personnel; play an important role; clearly show; means of teaching; increase income/earnings.

Exercise 21. *Translate into English.*

1. Доступ до вищої освіти у багатьох країнах залежить від знання англійської мови. 2. Англійською мовою публікується більше книжок ніж будь якою іншою (28%), після англійської мови йде китайська (13.3 %) та німецька (11.8 %). 3. Той факт, що існує багато відео та музичних матеріалів англійською мовою, робить його привабливим для молоді, мотивуючи молодь вивчати англійську мову. 4. Колоніалізм, міграції носіїв мови, новітні технології роз-

роблені в англomовних країнах були дуже важливими на ранньому етапі поширення англійської мови. 5. Англійська мова є ключовою, як міжнародна мова, яка діє можливість у глобальному сенсі вести переговори та досягати домовленості з політичних, соціальних, економічних питань та питань освіти. 6. Англійська мова часто стає необхідною для отримання фінансування для розвитку як через міжнародні організації, так і через джерела приватного фінансування. 7. Подорожування та туризм також сприяють розповсюдженню англійської мови сьогодні.

Exercise 22. *Divide text 4 into logical parts and write a topical sentence for each one. Retell text 3 in brief, using the outline composed of topical sentences.*

Exercise 23. *Read and translate text 5.*

Text 5. Negative Effects of the Spread of English

The main negative effects of the spread of English involve the threat to existing languages, the influence on cultural identity, and the association of the language with an economic elite. The spread of English reduces the role of existing languages, in some cases leading to their extinction. Whereas today more than 6,000 languages exist, some linguists project that by the year 2100 the number of languages could drop to 3,000. The primary reason for such a shift is believed to be the extensive promotion of English / deliberate policy/ by core English-speaking countries to maintain dominance over *periphery countries* – in many cases developing countries. The term *linguistic imperialism* has been coined to describe a situation. However, this approach oversimplifies the complexity of the phenomenon of language spread. Many individuals learn English not because they wish to become bilingual or have a love of the language, but rather because they want access to such things as scientific or technological information, global economic trade, and higher education. Knowing English makes such access possible. Knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business,

technology, science and travel. In short, English provides linguistic power.

The spread of English has led to local traditions being replaced by a largely western-influenced global culture. Indeed today one can witness the celebration of Halloween in Chile, the lighting of Christmas trees in Japan and the sending of Valentine's Day cards in India. All this is due to global communication, western dominated mass media, the economic benefits that various celebrations bring through the marketing of greeting cards and gifts, and a desire among many young people around the world to be part of a global culture.

In many cases English is spreading primarily among those with greater economic resources, thus contributing to social inequalities. In many countries around the world English is learnt only by those who can afford instruction in it. Not being able to afford such instruction can close many doors, particularly with regard to accessing higher education. Thus, it's important to take a critical view and recognize, that in many ways English acts as a gatekeeper to positions of wealth and prestige both within and between nations.

Conclusion can be made that although an international language must be widely spoken and recognized, this is not a sufficient condition to define a language as such. Rather an international language is one that is no longer linked to a single culture or nation but serves both global and local needs as a language of wider communication. The spread of English has both positive and negative implications. Whereas an international language can contribute to greater efficiency in the sharing of information, to economic development, and to cross-cultural communication, there are also significant dangers in this process. Perhaps the most serious of these is the promotion of social inequalities based on a lack of access to instruction in the language.

Exercise 24. *Learn the words from text 5:*

identity
extinction
project
shift

самобутність
вимирання
передрікати, передбачати
зміна, переміна

deliberate	навмисний; обдуманий
maintain	утримувати; підтримувати
dominance	панування; перевага
coin	створювати
approach	підхід
possess	володіти
fabled	казковий
permit	дозволяти, допускати
provide	давати; забезпечувати
replace	замінити
witness	бути свідком; спостерігати
celebration	святкування
benefit	користь, вигода
afford	дозволити собі
gatekeeper	сторож, швейцар
wealth	багатство
recognize	визнавати
implication	прихований зміст

Exercise 25. Find a) pairs of synonyms and b) pairs of antonyms among the following words:

a) spread, provide, maintain, lead (to), possess, influence, benefit, prevalence, marketing, proliferation, drop, involve, project, include, impact, cause, instruction, suppose, trade, have, reduce, keep, dominance, give, advantage, teaching

b) reduce, weakness, permit, benefit, contribute, oversimplify, possess, increase, power, complicate, provide, lack, prohibit, deprive, disadvantage, impede

Exercise 26. Answer the questions to text 5.

1. What negative effects of the spread of English do you know?
2. How does the spread of English influence the existing languages? What do some linguists project?
3. What does the term *linguistic imperialism* mean?

4. Why do many individuals learn English?
5. What impact has the spread of English had on local traditions?
6. Why is the spread of English recognized to contribute to social inequalities?
7. What conclusion can be made with regard to an international language?
8. Does the spread of English have positive or negative implications?
9. What can an international language contribute to?
10. What are the dangers in this process?

Exercise 27. *Translate into English.*

1. Розповсюдження англійської мови послаблює роль існуючих мов, у деяких випадках призводячи до їх зникнення. 2. У багатьох випадках знання англійської мови стоїть насторожі багатства та престижу як у середині самого суспільства, так і між різними країнами. 3. Усе це зумовлено спілкуванням у всьому світі, ЗМІ, які знаходяться під впливом Заходу, економічними вигодами та бажанням молоді всього світу бути частиною глобальної культури. 4. Міжнародна мова – це мова, яка більше не належить одній культурі чи нації, а служить і глобальним, і локальним потребам, як мова більш широкого спілкування. 5. Міжнародна мова може сприяти більш ефективному обміну інформацією, економічному розвитку та міжкультурному спілкуванню. 6. Найбільш серйозною небезпекою є створення соціальної нерівності, яка базується на відсутності доступу до здобуття освіти цією мовою. 7. Багато людей вивчає англійську мову, щоб отримати доступ до наукової та технічної інформації, глобальної економічної торгівлі та вищої освіти.

Exercise 28. *Speak on the positive and negative implications of the spread of English.*

Exercise 29. *Read and translate text 6.*

Text 6. Native Speakers and Standards in English

There is no doubt that during this century the number of bilingual users of English will continue to grow, far exceeding the number of native speakers. Bilingual users of English are individuals who use English as a second language alongside one or more other languages they speak. However, there is tremendous variety in language ability among bilingual English speakers, with some speaking English like native speakers and others having limited English proficiency that meets their particular communicative needs. For bilingual users worldwide, English is used primarily as a language of wider communication across national and cultural boundaries. In such cases, English is used as a default language since no other alternative exists.

Traditionally bilingual users of English were assumed to pursue the goal to achieve the native-like competence in English. The essential features most individuals associate with being a native speaker of a language are as follows: a particular language is the first language learned; being a native speaker involves the continued use of the language in that person's life; being a native speaker assumes a high level of the language competence. All three conditions are important.

Most linguists agree that all languages and dialects are of equal status, that languages in contact always undergo change, and that variants of a language are appropriate in particular contexts. A realistic approach may be to treat the native speaker model not as a goal for production but rather as a point of reference to prevent non-native varieties from moving too far apart from each other.

As was pointed out, an international language is by definition a language that belongs to all those who speak it and not to the few who acquire and use it from childhood. In many countries bilingual speakers of English are using the language on a daily basis alongside one or more others and frequently their use of English is influenced by these other languages. Hence, they are developing new lexical items, new grammatical standards, and their pronunciation is also being influenced by their other languages.

From 15 century standards of pronunciation and vocabulary gradually became established. In 18 century there was a lot of discussion about 'correct' English, and Samuel Johnson's dictionary, published in 1755, came to be considered an authority on the correct use of words. Dialects (forms of a language used in a particular region) were considered inferior to standard English. , also called the Queen's/King's English or BBC English. The issue of standards exists in all languages. The French Academy, for example, is charged with the responsibility of upholding particular standards in the use of French. Whereas no comparable body exists to regulate the use of English, the desire to uphold standards is clearly present. At present many linguists argue that one variety of English must be promoted and a concerned effort made to teach standards.

The *Longman Dictionary of Applied Linguistics* (Richards, Platt and Weber, 1985) associates Standard English with written language and it notes its status in relation to other varieties. It defines Standard English as

“The variety of a language which has the highest status in a community or nation and which is usually based on the speech and writing of educated speakers of the language. A standard variety is generally: a) used in the news media and in literature; b) described in dictionaries and grammars; c) taught in schools and taught to non-native speakers when they learn the language as a foreign language”.

Exercise 30. *Learn the words from text 6:*

exceed	перевищувати
alongside	поряд, поруч
tremendous	величезний
ability	здібність; здатність; уміння
proficiency	досвідченість; вправність
default	за умовчанням, за відсутності
pursue	переслідувати
goal	мета
competence	вміння; спроможність
undergo	знавати, переносити

appropriate	відповідний, придатний
particular	конкретний, даний
treat	розглядати, вважати, трактувати
point of reference	орієнтир, рекомендація
inferior	нижчий, неповноцінний, гірший
uphold	підтримувати; захищати
argue	стверджувати

Exercise 31. *Give the Ukrainian equivalents of the following words and phrases; use them in sentences of your own:*

tremendous variety in language ability; far exceeding the number of native speakers; to have limited language proficiency; to meet particular communicative needs; a language of wider communication; a default language; to pursue the goal; to achieve the native-like competence in English; to involve the continued use of the language; a high level of the language competence; to be of equal status; to undergo change; to treat the native speaker model as a point of reference; to prevent from moving apart; to point out; to acquire a language; the issue of standards; to be charged with the responsibility; to uphold particular standards in the use of a language; to make a concerned effort; in relation to

Exercise 32. *Complete the sentences choosing the correct preposition from the suggested ones in brackets; some prepositions can be used several times.*

(with, among, of, for, by, during, across, out, in, to)

1. The primary goal of bilingual users is to achieve native-like competence ... English. 2. A standard variety of a language is taught ... non-native speakers when they learn the language as a foreign one. 3. The French Academy is charged ... the responsibility of upholding particular standards in the use of French. 4. Being a native speaker assumes a high level ... the language competence. 5. ... this century the number of bilingual users of English will continue to grow. 6. Most linguists agree that all languages and dialects are ... equal status. 7. As was pointed ...

, an international language is ... definition a language that belongs to all those who speak it. 8. The *Longman Dictionary of Applied Linguistics* associates Standard English ... written language. 9. There is tremendous variety in language ability ... bilingual English speakers. 10. ... bilingual users worldwide, English is used primarily as a language of wider communication ... national and cultural boundaries.

Exercise 33. *Match the terms with their definitions.*

1) an international language	a) an individuals who uses English as a second language alongside one or more other languages he/she speaks
2) Standard English	b) a person who learns a language as the first one, continuously uses it and has a high level of the language competence
3) a native speaker	c) a situation in which those in power promote the use of English, producing the dominance of English over other languages in the area
4) a bilingual user	d) the variety of English generally used in the printed media and carries the most prestige
5) linguistic imperialism	e) a language that belongs to all those who speak it and not to the few who acquire and use it from childhood

Exercise 34. *Write questions to the given answers.*

1. Yes, it will. It will far exceed the number of native speakers. 2. They are individuals who use English as a second language. 3. Their goal was to achieve the native-like competence in English. 4. There are three essential features associated with a native speaker. 5. The realistic ap-

proach is to treat the native speaker model not as a goal for production but rather as a point of reference. 6. By definition it is a language that belongs to all those who speak it and not to the few who acquire and use it from childhood. 7. Due to this they are developing new lexical items, new grammatical standards, and pronunciation. 8. No, there is no comparable body responsible for upholding particular standards in the use of English. 9. By definition of the *Longman Dictionary of Applied Linguistics* Standard English is “The variety of a language which has the highest status in a community or nation and which is usually based on the speech and writing of educated speakers of the language”.

Exercise 35. *Discuss with your colleagues the issues of a native speaker; of a bilingual speaker; standards in a language. Give your opinion.*

SURVIVAL ENGLISH: MAKING AN APPOINTMENT

Exercise 36. *Read the dialogue with a partner.*

A: Mr. Howard’s office. Good morning.

B: Good morning. I was wondering whether Mr. Howard could see me. My name is Martell.

A: Oh yes, Mrs. Martell. Mr. Howard got a letter from your manager. He said you’d be calling to make an appointment.

B: I was rather hoping that perhaps Mr. Howard would be able to see me this morning.

A: Oh, I’m very sorry but Mr. Howard has several engagements today. He is at a meeting this morning and he has several other appointments this afternoon.

B: Then would you kindly make an appointment for me?

A: Yes, certainly. I’ll just look in his diary. Now, would Friday at three-fifteen suit you?

B: No, I’m afraid I shan’t be in town on Friday.

A: Then, would you be able to come on Monday at eleven o’clock?

B: Yes, that would be quite all right.

A: Good. I'll make it for eleven o'clock on Monday, then.

B: Thank you very much. Good-bye.

A: You're welcome, Mrs. Martell. Good-bye.

Exercise 37. *Answer the following questions. Give sentences close to those in the dialogue.*

1. What did Mrs. Martell want at Mr. Howard's office?
2. The assistant seemed to know her name. How did he know it?
3. Why wasn't Mr. Howard able to see her?
4. What did she then ask the assistant to do for her?
5. Why wasn't the appointment made for Friday?
6. When did she say she'd be able to come?

Exercise 38. *Complete the following using the sentences from the dialogue; retell the dialogue in reported speech.*

B: Is this Mr. Howard's office? My name is Mr. Bruce. I was wondering ...

A: We had a letter from your manager. He said ...

B: I was rather hoping ...

A: I'm very sorry but Mr. Howard ...

B: Then would you kindly ...

A: Would Thursday ...

B: No, I'm afraid I ...

A: Then could I make it for ...

B: Yes, that would be ...

Exercise 39. *Study the list of some useful words and expressions; use them in short dialogues based on the situations 1–3.*

telephone directory

make an appointment

have an appointment

cancel an appointment

телефонний довідник

домовитись про зустріч

мати домовленість про зустріч

скасувати зустріч

Would Friday at fifteen suit you?	Чи влаштує вас п'ятниця о 15:00?
Would Monday at two o'clock be all right?	Чи влаштує вас понеділок о 14:00?
I was hoping he'd be able to see me.	Я сподівався, що він зможе прийняти мене.
I was hoping you'd be willing to help me. , що ви захочете допомогти мені.
I was wondering if the manager could see me.	Мені було цікаво, чи зможе менеджер прийняти мене.
Can I have an appointment for later the same day?	Чи можу я домовитися про зустріч у той самий день пізніше?
Could I see him for a couple of minutes?	Чи можу я побачитися із ним на пару хвилин?
Hello, can I speak to Mr. Ford, please?	Здрастуйте, скажіть, будь ласка, чи можу я поговорити з паном Фордом,?
No, sorry. He is not available.	Ні, вибачте. Він не може підійти до телефону.
No, sorry. Wrong number. Extension 743, please.	Ні, вибачте. Неправильний номер. Додатковий 743, будь ласка.
We'd be pleased to hear from you.	Ми будемо раді отримати інформацію від вас.
She is so sorry to cancel this appointment.	Вона дуже шкодує про скасування зустрічі.

1. Making an appointment with a doctor (a colleague, a hair-dresser etc.).
2. Making a telephone call to cancel an appointment.
3. Insisting politely that you must see the manager though the secretary says he is too busy at the moment.

Exercise 40. *Read conversations 1 and 2 with a partner. Translate them. Try to dramatize them.*

Conversation 1

A: Powerglide Systems.

B: I'd like to speak to Emma Wood, please.

A: Speaking. Who's calling, please?

B: Ernesto Garrone.

A: Hello, Mr. Garrone. Nice to hear you. How are you?

B: Fine, thanks. And you?

A: Fine.

B: I'm phoning about my visit on the 22nd. I had to change my flight. And I'm not arriving until eleven.

A: Oh, right. Thank you for letting us know. Anything else?

B: No, that's everything, I think. I'm looking forward to meeting everyone.

A: Until Thursday at around eleven, then. Thank you for calling. Good-bye.

Conversation 2

A: Michael Black.

B: Hello, Michael, Emma here.

A: Hello, Emma, I got the schedule.

B: Good. The reason I'm calling is there have been some changes.

A: Oh yes?

B: Mr. Garrone is bringing a colleague. Would you mind showing them about the laboratory, please?

A: No, not at all.

B: That's very good of you.

A: When would suit you best?

B: Some time on Thursday, if possible. Would you prefer the morning or the afternoon?

A: The afternoon, I think. What about two o'clock?

B: That should be fine. We were planning to start a workshop at 2.30 but I can put that off till three.

A: Right then.

B: So that's two on Thursday, then. Thanks a lot, Michael.

A: You're welcome. Take care.

B: And you. Bye.

Exercise 41. *We often use the word "would» when we are making arrangements. Match the two halves of these sentences.*

e.g.: Would you mind going out tonight?

Would you prefer discussing / to discuss it right now?

Would you like me to do it myself?

1. Would you mind if I ...	a. put it on the schedule then?
2. She'd like to ...	b. arrange a demonstration?
3. Would you like me to ...	c. very kind.
4. That would be ...	d. have a look at your device.
5. Would you ...	e. brought a colleague with me?
6. Would you mind ...	f. showing her the device?
7. Would you prefer ...	g. the morning or the afternoon?

Exercise 42. *Work with a partner to ask and answer questions. Use the correct question form from the box.*

<i>Would you ... ?</i>	<i>Would you like to ... ?</i>
<i>Would you mind ... ?</i>	<i>Would you like me to ... ?</i>
<i>Would you mind if I ... ?</i>	<i>Would you prefer ... ?</i>

1. Ask for permission to use your colleague's phone.
2. Find out whether your guest wants tea or coffee.
3. Offer to call a taxi for your visitor.
4. Invite your friend to play tennis/chess with you next week.
5. Ask your colleague to make you a copy of his new report.
6. Ask your colleague to give you a lift to the airport.

Exercise 43. *Read this telephone conversation. Choose the correct words and phrases in italics.*

G: Could I speak to Mr. Boutin please?

B: Speaking.

G: Hello. *I am/This is* Sarah Green from London. I understand you would like *me to/ that I* make a few changes to your itinerary.

B: Yes, that's right. *I prefer / would prefer* to see Ms Watson and Mr. Flavell before I meet Mr. Trigg. *Would you mind /Would you like* arranging that for me?

G: *Yes, of course / No, not at all.* I'll set up a meeting with Ms Watson at eleven o'clock and Mr. Flavell at twelve.

B: Perfect.

G: And *do / would* you still like to go to the seafood restaurant for lunch? Perhaps at one instead of twelve.

B: Yes, *I will / that would be nice.*

G: Good. There's just one other thing though. Mr. Trigg won't be able to see you until four o'clock. That doesn't give you much time so would you mind *if I booked / me to book* you on a later flight back?

B: *Yes / No,* that'd be OK.

G: There's one at 8.15. I'll try to book you a seat.

B: Thanks. I'll leave it to you then. *Would you / Would you mind* give/-ing me a ring later on to confirm everything?

G: Yes, of course.

Exercise 44. *We use a lot of standard phrases to start and finish telephone calls. Make yourself a checklist for future reference. Study the table below and these phrases.*

- Anyway ...
- I'll look forward to seeing you on Monday, then.
- How are things?
- Let me know if there is anything I can do.
- I'm phoning to ask ...
- Thanks for calling.

Welcoming the call	Nice to hear from you.
Polite enquiries	How are you? -----
Saying why you're phoning	The reason I'm phoning is ... -----
Leaving a message	Could I leave a message for Mr. Ford? -----
Indicating you are ready to finish	Right then ... -----
Offering help	Give me a ring if you have any problem. -----
Confirming future plans	See you on the 26 th , then. Until Friday, then. -----
Ending on a friendly note	Thanks for your help. ----- Have a nice day.

Exercise 45. *Now complete the beginning and ending of the conversation below. Use words and phrases from the table.*

The start

A: Sandra Parker.

B: Hello, Sandra. Hans Grass here.

A: Hans, _____ . _____ ?

B: I'm fine, thanks. _____ with you?

A: Not bad at all, thanks.

B: Sandra, _____ if you have the details for the meeting.

The finish

A: _____ .

B: Yes, I'll do that. Thanks.

A: _____ . _____ . Friday, then.

B: Yes. _____ .

A: You are welcome. _____ .

Exercise 46. *Put the sentences in this conversation into the correct order. Number them. Then read it with a partner to check your answers.*

- Yes, it's off. It was OK for me, but Christopher has got to go to the States.
- OK. I'll pencil it in and wait to hear from you then.
- I don't know. I'll get in touch with him and find out.
- Has something come up, then?
- Claudia Caves
- I was going to London, but I could put it off.
- Could we? Would the Wednesday of the week after suit you?
- Claudia, this is Heinrich. Bad news about next week's meeting, I'm afraid.
- Thanks, Claudia. Sorry to put you out like this.
- Yes, I'll get back to you as soon as I can.
- It's no problem. Can Christopher make it, though?
- He's a difficult man to pin down, isn't he? Do you want to fix another time?

UNIT III. A WAY TO IDIOMATIC ENGLISH

Step I

Exercise 1. Read the text. While reading find English equivalents to the following word combinations from it. (They are in the same order as they appear in the text).

Зробити помилку; навчитися розслаблятися; звучати впевнено, чим більше, тим легше, поставити себе в ситуацію; почати нервувати; зосередитися на чому-небудь; декілька разів; сказати у відповідь; мати ціль розмовляти правильно; турбуватися про; з другого боку.

Text

How to speak fluently

Confidence is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake, or that the people listening will not understand them. How can you learn to relax when you want to speak English. How can you sound more confident?

Practice often. The more often you speak, the easier it becomes. Try to think of people you can talk to in English, or places in your town where English is spoken a lot. You need to put yourself in a position where you need to speak.

Relax and think about the message. It's easy to become nervous if you only focus on grammar rules when you are speaking. What you want to say is usually more important than how you say it! The key to relaxing when you are speaking is to talk about something which find really interesting. Speaking is easier when you have something to say, and you are enjoying the conversation.

Rehearse what you want to say. If you are very nervous, try to practice saying what you want to say to yourself a few times. Planning and rehearsal can make your speaking more confident. Remember, however, that you need to think about the person who is listening to you – what are they likely to say in response?

Fluency or accuracy?

Speaking English fluently is a goal for many learners of English. Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying. However, many learners also have the goal to speak accurately. Speaking accurately means that you speak without errors of grammar and vocabulary. Which

is more important – and more difficult – for you? It might depend on how you have learnt English in the past.

So, which is more important – fluency or accuracy? You have a very strong focus on accuracy – on getting the grammar and vocabulary correct – you may find that you worry about making mistakes. This can make you shy about speaking in English and, as a result, your spoken fluency might not improve. This means that, although you know English well, you might not be able to have a conversation. On the other hand, you may be someone who really likes to talk, and you are willing to try out language even though you make mistakes. This can help make you sound very fluent. However, if you make too many mistakes which you do not stop to correct, you can find that it is difficult to make others understand your ideas.

Speaking a language well requires both fluency and accuracy.

Exercise 2. Answer the questions to be sure you understand the main points of the text.

1. According to the text, how can you learn to relax when you have to speak English? 2. What can make your speaking more confident? 3. What does fluency mean? 4. What does speaking accurately mean? 5. When might you not be able to have a conversation although you know English?

Exercise 3. Match each word in the left box with the words in the right box to form seven word combinations. Then use these expressions to complete the sentences that follow.

Learn	in response
sound	about
speak	a mistake
say	relax
become	accurately
learn	nervous
make	confident

1. It is easy ... when you have to act as an interpreter for the first time. 2. If you know what you are going ... you will not stop and think too long. 3. When speaking a foreign language, not all people ... mak-

ing mistakes. 4. The more often you speak a foreign language, the easier it becomes ... 5. You should try to ... to your students, otherwise they will repeat your mistakes. 6. It is quite natural that people ... while speaking a foreign language. 7. Your spoken fluency might not improve if you don't

Exercise 4. Give 10 pieces of advice (what to do, or not to do) using the information from text 1 to a student who wants to speak fluently and correctly in English.

Example: relax. Learn to relax when you want to speak English.
nervous. Don't become nervous when you are speaking.

Confident, worry, speak, sound, say in response, try out, correct, focus on, to practice, stop and think.

Exercise 5. Make up a story of your first experience of speaking English to the student audience or delivering a lecture in English for the first time.

Exercise 6. Make a summary of the text using the following key words.

Confidence, relax, confident, nervous, rehearsal, in response, accuracy, fluency, worry about, practise, focus, although, however.

Step II

Exercise 1. Read and translate the text.

Text **Identify your style**

What kind of learner are you? Think about situation in which you have used English and how you felt about making mistakes. Is being correct, when you speak, the most important thing for you? Or do you always take risks, trying out new language even though it might not be

correct? The first step towards improving your spoken English is recognizing what is easy for you – and then working on what is difficult.

Focus on one area at a time. When you speak English, do you notice any mistakes which you make quite often? Maybe you make mistakes which you make quite often? Maybe you make mistakes with tenses, or with question forms? Or do you sound slow – as if you are always searching for words and correct grammar? Next time you speak with your friends, try to work on the problem you have noticed. If it's fluency, try to focus on making sure your friend understands what you've said, not on avoiding mistakes. If you make a tense error – don't think about other mistakes. By choosing an area to work on, you can help yourself overcome problems.

We all know how important vocabulary is when we are learning a language. Finding the exact word for the idea you want to express is important for becoming a fluent, confident speaker. It is not unusual for learners of English to feel that they don't know enough words.

Not having a wide vocabulary can have a serious effect on your confidence as a speaker. But how can you become more confident even if you don't know a lot of words. The first thing to do is to think of what you do in your own language. When speaking in your own language, we often forget the word we need, or have problems finding the precise word¹⁰ for an idea we want to express. This doesn't make us less confident – we simply find other ways to express what we want to say.

So how can you do this in English? Explain what you mean. Don't worry if you can't find the exact word you are searching for. Instead, try explain what you mean. This is known as paraphrasing and is an important skill. You can give a short definition - for example, if you forget the word 'envelope', you might say 'thing you put a letter in before you post it'. Or you can give a description. So, instead of 'elephant' you could say 'a big, grey animal with large ears. They live in Africa'.

Ask for help if you get stuck and really can't think of the word you need, why not ask the people listening for help?

You could say 'I can't think of the word I need'. Together, you and your listeners might be able to find the words for the idea you want to express. Working together with people who are listening will make

life easier for you – and give you both a chance to practice speaking and listening.

When learning English, it's very important to notice how words are often heard together. For example we say: she'll do different sorts of thing. In this context, 'sorts' means the same as 'types' – but we would not usually say 'different types of things'. This linking together of words is called collocations. So, we can say that 'sorts of' collocates with 'things'. Very often, you will hear whole phrases which are often repeated within a single situation. You can see phrases – 'take it as it comes' and 'live life to the full'. They are examples of phrases that have a fixed meaning. We understand the meaning of the phrase from the context in which we heard it, not by analyzing each word. These fixed phrases or chunks are useful because, when we use them, we do not need to build each sentence word by word. By learning and using useful chunks of language you can begin to sound more fluent because you will not need to think about each individual word in the sentence. If you are going to give a talk or presentation, plan the stages in your talk. When you introduce a new idea, show it to the listener by using phrases like 'Let me tell you about ...', or you could start your talk with a question which you then answer. If you are going to give a list of points, how are you going to show the listener that they link together? Think of phrases such as 'first of all ...', 'another thing is ...'. And how are you going to finish? Perhaps you could say 'in conclusion' or 'to finish off ...'. Use your plan as a map through your talk, showing how things link together.

Exercise 2. Find English equivalents to the following word combinations (collocations, chunks) from the text. (They are in the same order as they appear in the text).

Сполучати / утворювати словосполучення; словосполучення; великий шматок; ризикнути / відважитися; спробувати; покращити розмовну англійську; працювати над; разом / одночасно; підшукувати слова; пересвідчуватися; подолати перешкоди / вирішувати проблеми; мати серйозний вплив на / серйозні наслідки; точне слово; не хвилюйтесь(ся); замість того / замість чого-небудь; важливе уміння; коротке визначення; описувати; застряти; різні / різ-

номанітні речі; приймати таким, яким воно є; жити повним життям; стійке / фіксоване значення; зробити доповідь або презентацію; почати з чого-небудь; зробити перелік головних питань; пов'язувати / з'єднувати; на закінчення / як висновок.

Exercise 3. Match the words in A and B to form collocations from the text. Each pair can be used only once.

- | | |
|--------------------|---------------------|
| 1. ask | a) a talk |
| 2. live life | b) for help |
| 3. give | c) on |
| 4. give | d) stuck |
| 5. give | e) sorts of thing |
| 6. get | f) with |
| 7. precise / exact | g) a list of points |
| 8. overcome | h) a description |
| 9. have and effect | i) to the full |
| 10. difficult | j) risk(s) |
| 11. take | k) problems |
| 12. start | l) word |

Exercise 4. Put the words and collocations (1-10) into the appropriate spaces.

1. A fixed meaning; 2. different sorts of thing; 3. give a talk; 4. in conclusion; 5. collocations; 6. chunks; 7. overcome problems; 8. a serious effect on; 9. searching for words; 10. at a time.

1. You can help yourself ... by choosing an area to work on. 2. Instead of answering questions when asked, students often prefer speaking all 3. ... I'd like to mention how grateful I am to you all. 4. If you intend to ... or presentation, you should be ready to answer questions. 5. Your vocabulary cannot be poor, otherwise, it can have ... on your confidence as a speaker. 6. Some collocations having ... are not easy to translate. 7. ... and ... are synonyms as linguistic terms though their original meanings are different. 8. If you are ... and correct grammar while speaking, you will sound slow. 9. In the collocation ... the word 'sorts' cannot be substituted by the word 'types.'

Exercise 5. The following questions have been jumbled. Put them in the right order and then answer them.

1. towards, first, the, English, step, your What is, improving, spoken?
2. make, mistakes, do, What, you, often, quite?
3. have, problem, with, a, you, should, do, if, you, What, tenses?
4. a, effect, your, on, serious, What, as, a, have, can, confidence, speaker?
5. more, a, lot, don't, can, How, you, you, of, words, confident, even, if, know, become?
6. you, done, find, can't, can, be, What, word, searching, you, for, are, exact, if, the?
7. easier, you, make, will, What, life, for?
8. very, learning, What, is, notice, to, when, English, important?
9. collocation, a, is, called, What?
10. used, should, phrases, What, a, idea, new, be, you, introduce, when?

Exercise 6. Make a summary of the text in the form of a short talk.

Step III

Exercise 1. Read and learn the vocabulary to the text.

To lie in wait – бути в засідці

to trap smb. – ловити капканом

to be called for – бути необхідним для чого-небудь

big (small) in size – великий (маленький) за розміром

few in number – мало, небагато

galore – багато, в достатку

embellishment – прикрашення, перебільшення

to be discarded – відмовитись від чого-небудь

in this respect – в цьому відношенні

leech-like phrases – речення-п'явки

in spite of – незважаючи на, всупереч (чомусь)

to be unaware of smth. – не знайти чогось (не підозрювати)

owing to – завдяки

to call smb's attention to smth – звертати чиюсь увагу на щось
except for – за винятком, якщо не зважати на, як би не..
to arrive at a decision – прийти до висновку
mouthful – шматок, ковток
to roll off – зіскакувати
to work hard – наполегливо працювати
in other words – іншими словами
beat healthily or falter – битися рівно або з переboями
to be hummed in – бути оточеним
to do without – обходитись без
for a while – на деякий час
to give a rest – давати відпочинок (спокій)
from time to time – час від часу
put out to grass – дати відпочинок
at least – принаймні
conscious(ly) – свідомий(о), усвідомлений(о)
to underscore an argument – підкреслювати, наголошувати довід,
доказ, аргумент
a point of view – точка зору
to shine red for smb. – попередження про (небезпеку), застереження
проти
to be on guard – охороняти, стояти на варті, захищати

Exercise 2. Read and translate the text. While reading it, do exercise 3.

Text

How to convey a good message

We write to be understood. A sentence therefore must have in it no unnecessary words; a paragraph should carry only sufficient sentences to make its meaning clear and concise and correct.

In conversation we are able to correct what we have said, able to alter, or even repeat. In writing, however, there is only a single act of communication. As a result words become important instruments of expression.

They lie in wait to trap us. Too often we qualify them where no qualification is called for. We write very relevant instead of the single

word relevant; quite obvious for obvious; very necessary for necessary; blue in color for blue; big in size for big; few in number for few; quite impossible when impossible is sufficient; absolutely perfect for perfect; by means of for by; the actual number for the number; and there are other examples of this kind.

When we look at what we write, what do we see? Spelling mistakes galore; words misused; the frequent use of jargon; participles dangling everywhere; plural words with singular verbs; sentences with no verb at all; punctuation peppering our letters or leaving them all but barren.

How then are we to achieve any form of style? How are we to choose the words that fit our style?

Every word has a message to convey. If it carries any embellishment then the embellishment must add to its meaning; if it does not, it should be discarded.

Omit needless words. This is a basic principle of any writing. Let this be a start to improving style – the discarding of needless words. A great sinner in this respect the word *fact* with its leech-like phrases. We write *in spite of the fact that* when we mean *although*; *he was quite unaware of the fact* instead of the more simple *he did not know*; *owing to the fact that* instead of *because*; *they are in fact* when all we mean is *they are*; *we call your attention to the fact that* instead of *we remind you*. Write *whether* instead of the question as to whether; *except* for the exception of; *decide* for arrive at a decision. And there are many more mouthfuls of unnecessary words.

Be sparing with adjectives, but lavish with verbs. We over-use our adjectives. Why? Because we like them. They roll off the tongue. We probably have more adjectives in the deep-freeze of our mind than any other part of speech, but the tragedy is that we do not work hard enough at knowing how and when to use them. Of course adjectives do have a place in writing. For they themselves carry information. For example: this *informative* guide to the *new* skill of *systematic* word processing; *free* copy; we need *brown* and *black* polish for our shoes; *minimal* qualifications; the *particular* objectives; *coral* lipstick; *useful* portfolio. Yet we should not ask adjectives to help our words unless

they are going to add to their meaning. In other words, the adjective must be the ally to the noun.

Verbs are also very important. Use them a lot and keep them strong, for the verb is the pulse of your sentence; and like a pulse it can beat healthily or falter. Prefer when you can the verb that takes an object, e.g. training operators, writing reports, selling word processors. Such ‘doing’ verbs generate positivity.

Beware of your special words. We all have favourites. Our writing is hemmed in by our own vocabulary, and because of this constriction, we too often use words lying to hand in our minds, e.g. words such as interesting, quite, actually, really, case, instance – which we are too lazy to do without for a while. Why not give them a rest from time to time? For if we are to keep our style fresh and positive, we must periodically put out to grass the words we overwork; or at least consciously use them sparingly. Do this and your writing will improve.

Do not overstate. We are all guilty of this. It stems probably from a mistaken wish to underscore an argument or point of view; but what it does in fact is the reverse; it undermines the points of view. For overstatement shines red for danger to the reader who is at once on guard, encouraged now to suspect what has gone before and what is to follow.

Exercise 3. Find the words in the text with the same meanings as the following (the order of appearance of the words is the same as that in the text).

Inessential, brief, right, to change, a device, to droop, multiple, to sprinkle, to reach, to select, to suit, a note, an exaggeration, useless, machining, professionalism, assistant, significant, a pet, a dictionary, limitation, economical(ly), a desire, to stress, opposite, to assume.

Exercise 4. Complete each sentence with the correct word from the text.

1. A sentence must have in it no ... words (good, correct, concise, unnecessary). 2. In conversation we are able to ... or even repeat what we have said (say, alter, pronounce, ask). 3. How are we to choose the words that ... our style (match, suit, fit, approach). 4. If a message carries any ... then the ... must add to its meaning (request, ending, embel-

ishment, sentence); if it does not, it should be (discarded, repeated, decided, missed). 5. The tragedy is that we do not ... enough at knowing how and when to use them (work hard, escape, repeat several times, read aloud). 6. We should not ask adjectives to help our words ... they are going to add to their meaning (unless, though, till, whether). 7. In other words, the adjective must be the ... to the noun (enemy, brother, teacher, ally). 8. We all have ... (favourite, parents, dictations, interests). 9. If we are to keep our style fresh and positive, we must periodically ... the words we overwork (repeat, give a chance, forget, put out to grass). 10. Overstatement stems probable from a mistaken wish to ... an argument or point of view (enlarge, diminish, underscore, finish).

Exercise 5. Find words in the text which mean the same as the following.

1. a piece of information that you ask someone to give to another person when it is not possible to speak to that person directly. 2. a story or statement made more interesting by adding details that are not true. 3. not able to produce fruit, seeds, children or baby-animals, that is fruitless, unproductive, empty. 4. not noticing or realizing what is happening. 5. used economically, only a little not often, not to be worn out too soon. 6. generous, wasteful, very or over abundant. 7. something that is deliberate or intended or is done deliberately and intendedly. 8. to get rid of something, not to use any more. 9. an ability to do something well, especially because you have learned and practiced it. 10. to think that something is probably true, especially something bad. 11. to emphasize the fact that something is important or true. 12. when something becomes narrower or tighter or limits someone's freedom to do what they want.

Exercise 6. Find antonyms (words which are opposite in meaning) in the text for the following words.

Enemy, maximal, to idle, outcast, economical, understatement, sickly, abundant, security, discourage.

Exercise 7. Correct the following wrong statements with reference to the text. You can begin with the phrases: as far as I know (remem-

ber), I don't think that this statement is correct (this information is reliable), from my point of view, I guess, I reckon etc.

1. In conversation people should not correct anything what has been said, they are not able to alter or repeat their statements. 2. While making notes, students never make spelling mistakes, never misuse words or use plural words with singular verbs. 3. You should use embellishments as often as you can and never be discarded of them even if they do not add to the meaning of the message. 4. People do not like adjectives and are always sparing with them. 5. To keep our style fresh and positive we should never do without our favourite words, we must not put out to grass the words we overtake.

Exercise 8. Make questions for each answer below with reference to the text, using the question word given in brackets.

1. A sentence must have in it no unnecessary words (What words). 2. Too often we qualify words where no qualification is called for (What?) 3. Every word has a message to convey (What does?) 4. If any embellishment does not add to the meaning of the message, it should be discarded (What ... done?) 5. To omit needless words is a basic principles of any writing (What?) 6. We over-use our adjectives because we like them and they roll of the tongue (Why?) 7. We probably have more adjectives in the deep-freeze of our mind than any other part of speech (Where?) 8. The tragedy is that we do not work hard enough at knowing how and when to use them (What?) 9. Like a pulse, the verb can beat healthily or falter (How?) 10. Our writing is hemmed in by our own vocabulary and because of this constriction we often use words lying to hand in our minds (Because of what?) 11. To keep our style fresh and positive, we must periodically put out to grass the words we overwork (What for?) 12. We are all guilty of overstating (What?)

Exercise 9. Make up a list of recommendations to your students what should or should not be done to convey a good message. Use the following words and word combinations in the proper form.

A paragraph, concise, alter, communication, frequent, dangle, plural, to choose, fit the style, a message, embellishment, to be discarded, to be unaware of, owing to, to work hard, enough, skill, an ally,

constriction, to give a rest, sparingly, overstatement, underscore, an argument, on guard, suspect.

Exercise 10. Translate in writing.

1. В реченні не повинно бути зайвих слів. 2. В розмовній мові людина може змінити або повторити те, що вона сказала. 3. Дуже часто ми пояснюємо слова, які не потребують пояснення, наприклад, «великий за розміром» замість «великий» або «чорного кольору» замість «чорний». 4. Якщо в реченні є перебільшення, воно має додати щось до змісту, якщо ні, то його треба позбутися. 5. Час від часу ми маємо дати відпочинок словам, які ми дуже часто вживаємо, або, принаймні, використовувати їх ощадливо. 6. Більшість з нас має гріх перебільшувати, тому що ми хочемо підкреслити який-небудь доказ, або точку зору. 7. Читачі завжди на поготові помітити перебільшення тому, що воно дає їм червоне світло про небезпеку. 8. Аби мова була швидкою та грамотною, слова повинні самі зіскакувати з язика людини. 9. Найбільшим грішником в цьому відношенні є слово «факт». 10. В закутках нашого мозку міститься набагато більше прикметників, ніж інших частин мови.

Step IV

Exercise 1. Read and translate the text.

Text

Accuracy of expression

In all writing accuracy of expression is important. It is good idea to build up a wide and accurate vocabulary, adding to it new words when the opportunity occurs, but guard against using such words solely for effect; this will only result in stilted and awkward expression.

When you come across an unfamiliar word, refer to a dictionary and memorize the exact meaning of the word, its proper pronunciation and its part of speech so that you will know how to use it correctly.

One or more words having the same or nearly the same essential meaning are synonyms. Here are some example:

Task; work; duty

Acute; keen; sharp

State; condition; circumstance

Hesitate; vacillate; waver

Sometimes pairs of words seem identical in meaning, but closer examination reveals a distinction not at first apparent. It is obvious, therefore, that you must be careful in your use of synonyms. Look at the following:

- Why do you hesitate to agree when you know you have no option?

- The Chairperson continued to vacillate on the question of salary for the new branch manager.

- Under the constant barrage of questions the witness's certainty began to waver.

In these three sentences each synonym has a slightly different meaning.

The words which are opposite in meaning are antonyms. For example:

Good; bad

White; black

Genuine; false

A homonym is a word having the same pronunciation as another but differing from it in origin, meaning and, often, in spelling, e.g.

Bare; bear

Meet; meat

Site; cite

Maid; made

It will help you to remember the different meanings of synonym, antonym, and homonym if you understand their Greek derivation:

Syn with

Anti against, opposite

Homo same

Prepositions are usually short words, e.g. to, at, of, for, about, in. These show the relationship of one thing or person to another. For example:

- She was accompanied **by** her father.

To help you, here is a list of words with their correct prepositions.
Agree with a person – погодитись з людиною

agree to a proposal or plan – дати згоду на план або пропозицію
 averse to a plan or suggestion – неохильний до плану або пропозиції
 collaborate with a person – співпрацювати з людиною
 comply with a request – виконати або підкоритися проханню
 consequent upon an action – викликаний дією, статися завдяки дії
 correspond with a person – листуватися з людиною
 correspond to (one thing may correspond to another) – відповідати,
 бути аналогічним (чомусь)
 deficient in knowledge, etc. – позбавлений знань,
 defer to a person's viewpoint or wish – рахуватися з точкою зору або
 бажанням людини
 distaste for an action, situation or thing – відчувати огиду до дії, ситу-
 ації
 entrust to a person – довіряти людині
 entrust with a thing – довіряти якусь річ
 indifferent to criticism, a person or a situation – байдужий до критики
 impatient of authority, control – нетерплячий влади, контролю
 negligent of duty – недбалий, неухважний до обов'язку
 responsible for an action – відповідальний за вчинок
 responsible to a person – відповідальний перед людиною
 relevant to a discussion, point of view – що стосується дискусії, точки
 зору
 preferable to a person or thing – кращий (найкращий) для людини або
 речі
 prevail upon (on) a person – умовити людину
 substitute for a person or thing – замінювати людиною або річчю

Common errors

1. Collective nouns (the name given to a group or collection of people or things, e.g. committee, staff, flock, community, audience) take a singular verb. This is sometimes forgotten when the subject is separated from the verb by several words or phrases. For example:

- The bundle of blocks, magazines and papers **was** lying on the table.

In some instances a collective noun may take a plural verb. This happens when the stress is on the individual items making up the collective noun rather than on the collective noun itself, e.g.

- The committee **was** unanimous when it came to voting.

But:

- The committee of directors **were** unanimous when it came to voting.

2. **That and which.** **That** restricts the meaning of the word it defines; **which** does not.

- The TV set that needs repair is on the shelf.

It tells us which TV set is on the shelf – it is the one that needs repair, e.g. **that** is restrictive.

- The TV set which needs repair, is on the shelf.

The use of **which**, with commas, changes the meaning. Here is the implication is that there is only one TV set – it needs repair and is on the shelf, e.g. some additional information is given about the TV set, that is why this information is singled out by commas.

3. One of the most common of all grammatical errors is the sentence with the unrelated, e.g. something it refers back to. It must be given or the sentence must be recast.

For example:

- They didn't have a quorum for the meeting **which** meant it had to be cancelled.

If you are asked to what 'which' refers to, you'll see that you cannot find it. So the sentence must be recast in some way:

They did not have a quorum for the meeting; therefore it had to be cancelled.

4. The words **among** and **between** may also cause some trouble as for their usage.

Among is used when two or more persons or things are involved.

- We divided the books among the students of our group.

Between is used when only two things are involved, as in:

- There was little to choose between two applicants.

Note, however, that when more than two are involved but each is considered individually, **between** should be used in preference to among, for example:

- The solicitor drew up an agreement between the four trustees.

The use of between here is correct because the four trustees are being considered individually.

5. The word **data** can also cause some errors when used:

a) the dictionary tells us that **data** are things known or granted, facts known to be true. We **cannot** refer, to data; we can however write about **original** data for these are our findings or observations.

b) Although a plural word, it carries a singular verb.

- This data **is** to be found as soon as possible.

6. The shortened form of the Latin et cetera is **etc.** It has the meaning of ‘and other things and the rest’. Avoid using it other than at the end of a list of items given almost in full, for example:

- On the desk there were newspapers, journals, magazines, files, photographs, etc.

- Here, **etc.** indicates that ‘and other things’ were not of sufficient importance to mention separately.

- But if a list has been introduced by the words: **for example, such as, as follows**, then the addition of **etc.** at the end **is wrong**.

7. Take care with the words **less** and **fewer**.

Remember that **less** refers to quantity and **fewer** refers to numbers. For examples:

- My problems are less than yours.

This means that my problems are not so great as yours.

- My problems are fewer than yours.

This means that my problems are less in number than yours.

Exercise 2. There follow six exercises, each of which contains errors in punctuation, spelling, word order, accuracy of expression, and misuse of words. The number of errors is shown within brackets. Try to find them.

Exercise 1. The chairman predicted that this year would be the very best year for the Company since the boom year of ten years’ ago. He said that they have every reason to be optimistic for this year and the

way that sales were increasing lead the board to think that forecast might be on the conservative side (7).

Exercise 2. Between you and I there need be no arguments. You only see it from the viewpoint of the secretarial staff whereas I have to consider the question on three alternative issues. However, I hope to thoroughly examine the situation so that a decision can be reached briefly (8).

Exercise 3. Personally I think the idea a good one but owing to unforeseen circumstances I am not prepared to accept such a decision like you infer (8).

Exercise 4. We have the choice of two candidates. We have to select the best one for the job, remembering that the work calls for tact, clear thinking and an ability to get on with people. Mr. Jones manner it seemed to me was a little aggravating while Ms Robinson improved as her interview progressed (7).

Exercise 5. Checking the figures carefully, the cashier's mistake was soon discovered by the manager. Either an over-sight or a wrong entry were responsible for the mistake. What was to be done. The manager was in a quandary, but she left that action had to be taken and taken quickly. She decided that as from 1 March she would introduce a new check system (7).

Exercise 6. 'All right', he said, but I cannot agree with you. Brown seems to be under the allusion that the managing director was biased. I am sure that nobody else thought so. Nevertheless in fairness to Brown I must say that the Managing Director was somewhat self opinionated in his remarks, and I should have preferred him to be a little more uninterested (8).

Step V

Exercise 1. Read and try to remember the recommended vocabulary to the text.

Entail – викликати, спричиняти

productive skills – продуктивні вміння

involve – втягувати, умішувати, мати наслідком

receptive skills – рецептивні вміння
connecting device – сполучний (з'єднувальний) засіб
amount – кількість, величина
for particular purpose – для певної мети
make predictions – робити прогнози
communicative competence – комунікативне вміння (спроможність)
to be aware of – знати, усвідомлювати
by heart – напам'ять
fixed statement – непорушне, незмінне висловлення
to be not likely – бути неймовірним

Exercise 2. Read and translate the text.

Text **Learning a foreign language**

The ultimate aim of all English teaching is for students to 'know English', or at least know enough English for whatever purpose they have in learning the language. In this text we shall consider what 'knowing English' entails – in other words, what are the aspects of the language that need to be learnt?

Clearly, students need to develop skills, e.g. speaking, listening, reading and writing.

Within the productive skills (speaking and writing), we can say that students need to learn words and phrases to express meanings in English. In speaking, this will involve learning the sound system and stress and intonation patterns; in writing, it will involve learning spelling and punctuation and ways of joining sentences together in connected speech or writing.

Within the receptive skills (listening and reading), we can say that students need to understand words and structures in their spoken and written forms, and also understand the connecting devices that link them together.

A student who has learnt all these things, then, would be able to understand connected speech and writing and produce correct sentences in English. But this does not quite amount to 'knowing English'; for

language is not merely an abstract system which is used for making correct sentences; it is a way of communicating with other people. 'Knowing English', therefore, must mean knowing how to communicate in English. This involves not only producing language correctly, but using language for particular purposes; for example, being able to give advice in English, make predictions, describe people. We call these the functions (or 'communicative functions') of language.

One communicative function can be expressed by a range of different structures, e.g. intention can be expressed by 'I'm going to', 'I'm planning to', 'I intend to' etc.

If learners are able not only to produce and understand structures, but also use them to do things through language, we say that they have 'communicative competence' in the language.

Recognizing the importance of functions will help students be more aware of why they are practicing particular structures. For example, in a class where learners are aware of functions as well as structures, they will not learn 'there is / are' for its own sake or because it is a 'useful structure'. Rather, they will learn how to describe places.

Another traditional approach to learning is learning by heart. It is likely to be most useful in learning things which are fixed and limited, such as numerals or irregular past tense forms. The problem with learning by heart as a strategy for learning is that using a language involves understanding and producing an infinite variety of sentences. Learning set sentences by heart may enable us to make a few fixed statements but it is not likely to prepare us for a great variety of language that we need to understand and use.

Applied to learning, this method emphasizes the importance of repetition and drilling exercises and as any other method it has its positive and negative aspects.

The third view of the language learning process, is to see language as a system of rules. Learning a language involves being exposed to samples of language that we can understand; from this we can acquire the rules of the language and apply them to make an unlimited number of original sentences.

We have considered three views of the learning process, learning by heart, forming habits by drilling and repetition, and acquiring rules

naturally through attempts to communicate. All these are valid views of the ways in which language skills can be developed although the third is the most powerful.

Exercise 3. Find the synonyms in the text to the following words (They are in the same order as they appear in the text).

Final, goal, cause, part, sample, linking, susceptible, quantity, only, road, connection, forecast, scope, try, skill, to realize, training, specific, attitude, founded, unusual, endless, multitude, underline, significance.

Exercise 4. Complete the following sentences with appropriate words from the text in the correct form and then translate them.

Amount, involve, entail, predictions, statement, device, skills, approach, pattern, intention.

1. Do you have any wallpaper with the same ... but a different color. 2. Try to reduce the ... of fat in your diet. 3. Her brother went to the US with the ... of getting a job at a university. 4. He decided to adopt a different ... to teaching the Bible through story-telling. 5. Despite their confident ..., sales of the new car have not been very good. 6. At least three politicians ... in the last year scandal. 7. The farmers there still use the 'Archimedes Screw', an ancient ... for raising water from a lake or a well. 8. You need computing ... for most office jobs. 9. Running your own business usually ... working long hours.

Exercise 5. Translate into English.

1. Вони мають новий апарат, який реєструє електричну діяльність мозку. 2. Ці вправи розвивають уміння студента читати та писати. 3. Я не впевнений щодо його намірів. 4. Ця книга має не загальноприйнятий підхід щодо критики мистецтва. 5. Ці зміни зачеплять кожного в штаті службовців. 6. Школа має достатню кількість ресурсів та обладнання. 7. Зразки погоди змінилися за останні роки. 8. Подорож буде пов'язана з двома пересадками на поїзд. 9.

Ці дні можна використати, щоб зробити корисні економічні передбачення. 10. В офіційній заяві вона фактично сповістила про свою відставку.

Exercise 6. What do you think?

1. What are the aspects of learning a foreign language;
2. What do productive skills involve?
3. What do receptive skills involve?
4. What are positive and negative aspects of three views of the learning process?
5. What is your opinion of positive and negative aspects of different methods of learning a foreign language?

Exercise 7. Decide which of the following statements accurately reflect the content of text 3. Use the text to support your answer.

1. The ultimate aim of all English teaching is for students to develop four skills: speaking, listening, reading and writing. 2. Developing productive skills involves learning listening and reading. 3. Language is merely an abstract system which is used for making correct sentences. 4. Knowing a foreign language means to be able to use it for particular purposes: for example, to give advice, to describe people, to ask the way and so on. 5. People have ‘communicative competence’ in a foreign language if learners are able to produce and understand different structures e.g. “I am going to”, “There is / are”, “I intend to” etc. 6. If learners are aware of functions and structures, they will learn “there is / are” because it is a “useful structure”. 7. A traditional approach to learning is learning by heart because it involves understanding and producing an infinitive variety of sentences. 8. Learning by heart as any other method has its positive and negative aspects. 9. Knowledge of the rules of a foreign language and the ability to apply them to make an unlimited number of original sentences is the least effective way of learning a language.

Step VI

Exercise 1. Match word combinations in A with their Ukrainian equivalents in B.

- | | |
|--------------------------------|-------------------------------------|
| 1. condensed account | a) важливе питання |
| 2. narrative form | b) точне значення |
| 3. subject matter | c) жаргонний / сленгів вираз |
| 4. concise form | d) зробити короткий виклад / резюме |
| 5. considerable correspondence | e) стислий звіт |
| 6. make a summary | f) велика / значна кореспонденція |
| 7. main points | g) неважливі / незначні подробиці |
| 8. unimportant detail | h) головні / основні питання |
| 9. essential facts | i) правильна послідовність |
| 10. important point | j) аббревіатура / скорочення |
| 11. direct speech | k) пряма мова |
| 12. proper sequence | l) суттєві факти |
| 13. slang expression | m) стисла форма |
| 14. abbreviation | n) у формі викладу |
| 15. exact meaning | o) тема / предмет обговорення |

Exercise 2. Read and translate the text.

Text **How to write a summary**

A summary is a condensed in narrative form of the subject matter of a report, series of letters, or any other kind of document or series of documents. It must be written in concise and clear English.

What is the purpose of a summary? Your manager, director, principal may wish to all the important facts of a matter about which there has been considerable correspondence. They may not the time to read all the letters and may ask you to make a summary. This summary must contain all the main points/ unimportant details must be omitted. When completed, the summary should give all essential and relevant facts of

the matter under examination so that no reference need be made to the correspondence.

How brief should a summary be? This is not always easy to determine, but it should be as brief as the inclusion of all the important points will permit. Normally, one third of the number of words in the original matter is sufficient to achieve this.

All direct speech in the original matter must be turned into indirect speech in the summary.

Characteristic of a good summary

- **Completeness** The summary must contain sufficient details to enable the subject to be understood in all its aspects without reference to the original.

- **Correct English** The rules of grammar must be obeyed. Slang expressions and abbreviations should not appear in a summary.

- **Continuity** The sentence should read and smoothly.

- **Preciseness** Care must be taken to present the exact meaning of the original.

- **Logical order** The fact should be set out in their order and sequence.

When making a summary, try to follow these stages:

a Read though the original, if possible twice, grasp the topic dealt with, and gain a clear idea of the subject matter.

b Make an outline of the summary before writing it.

c Make a rough draft and compare it with the original; be sure you have included everything of importance and excluded all unimportant details.

d Write the summary.

Your summary must be a summary of the whole of the original and not several small summaries of parts of the original. Therefore, do not make the mistake of writing summaries of the parts of the original and then putting them all together as one. For instance, if a particular circumstance is set out in a number of articles, you should not make a summary of each one. You must grasp the main topics from all of the articles as a whole and then, in narrative form, make a summary of the topics, taking all the important details from each article.

Economy of words is essential.

Here are two examples:

- Replying to the statement of the Chairperson, Mr. Smith said he did not accept that view of the matter (19 words).

This can be shortened to:

- Mr. Smith disagreed with the Chairperson's view (7 words).
- It seems to me that your Company or your Directors or your Manager have shown little consideration for special requirements of the firms for whom I am speaking. We are entitled therefore to ask that these requirements shall be more fully met in future; if not, these firms will not unnaturally seek their supplies elsewhere. (56)

This can be shortened to:

- Expressing dissatisfaction with the attitude of the Company, the speaker urged that his client's requests receive due attention if their dealings were to be continued. (26)

Step VII

Exercise 1. Read and translate text 1.

Text 1. Other Englishes

US or American English is not the only special variety of English. Each area of the English-speaking world has developed its own special characteristics. This is usually mainly a matter of vocabulary and pronunciation. We want to give you a small taste of some of the different varieties of English by drawing your attention to vocabulary used in various English-speaking regions. All the words given in the text would be understood by educated native speakers of British English although they might not choose to use them themselves. They are all words which you may come across in your own reading, listening or viewing.

Australian English is particularly interesting for its rich store of highly colloquial words and expressions. Australian colloquialisms often involve shortening a word. Something the ending '-ie', or '-o' is then added, e.g. a *smoko* (from smoking), is a 'tea or coffee break' and a *milko* delivers the milk; *beaut*, short for 'beautiful' means 'great'. Because of the current popularity of Australian TV programmes and films, some of these words are now being used by British people too.

Indian English, on the other hand, is characterized by sounding more formal than British English. It has retained in everyday usage words that are found more in the classics of nineteenth century literature than in contemporary TV programmes from London, e.g. The bereaved are condoled and the Prime Minister is felicitated on his or her birthday. An Indian might complain of a pain in his bosom (rather than his chest) and an Indian bandit is referred to as a miscreant.

Scottish English uses a number of special dialect words. Some of the more common of these are worth learning.

aye: yes	loch: lake	dreich: dull
ben: mountain	to mind: to remember	janitor: caretaker
brae: bank (of river)	bairn: child	lassie: girl
dram: drink (usually whisky)	bonny: beautiful	outwith: outside
glen: valley	burn: stream	wee: small
kirk: church	stay: live	ken: know

Black English is the term used to refer to the English which originated in the Caribbean islands and has now spread to many parts of the UK, Canada and the USA. Listed below are some words which are characteristic of Black English but are also now used in other varieties of English. Many are particularly associated with the music world.

dreadlocks: Rastafarian hairstyle	beat: exhausted
chick: girl	dig: understand
jam: improvise	pad: bed
rap: street-talk	square: dull

Exercise 2. What do you think these examples of American colloquialisms mean? They are all formed by abbreviating an English word which you probably know.

1. Where did you go when you were in Oz?
2. She wants to be a journo when she leaves uni.
3. We got terribly bitten by mozzies at yesterday's Barbie.
4. He's planning to do a bit of farming bizzo while he's in the States.

5. What are you doing this arvo?
6. We decided to have a party as the oldies had gone away for the weekend.

Exercise 3. The Words on the left are more common in Indian English than British English. The words on the right are the equivalent words more frequently used in British English. Match the Indian word with its British English equivalents.

- | | |
|-------------------|--------------------------|
| 1. abscond | a. catch |
| 2. nab | b. man who annoys girls |
| 3. bag | c. plimsolls, sneakers |
| 4. Eve-teaser | d. underwear |
| 5. the common man | e. flee |
| 6. fleetfoots | f. people awaiting trial |
| 7. undertrials | g. the general public |
| 8. wearunders | h. capture / obtain |

Exercise 4. Below you have some statements made by a Scot. Answer the questions about them.

1. Mary had a bonny wee lassie last night.
What happened to Mary yesterday?
2. They stay next to the kirk.
What noise is likely to wake them on Sunday morning?
3. It's a bit dreich today.
Is it good weather for a picnic.
4. He's got a new job as janitor at the school.
What kind of duties will he have?
5. Would you like a wee dram?
If you say 'yes', what will you get?
6. 'Are you coming, Jim?' 'Aye'.
Is Jim coming or isn't he?
7. They have a wonderful view of the loch from their window.
What can they see from the window?

Exercise 5. Answer the following questions relating to Black English.

1. Would you be pleased to be called square? 2. What does hair that is in dreadlocks look like? 3. When might you feel dead beat? 4. If musicians have a jam session, what do they do?

Exercise 6. Read and translate text 2.

Text 2. New words in English

No language stands still. New words and expressions are always being created, usually because something new is invented or sometimes just for fun. No government committee decides whether a new word is acceptable or not; if it is used frequently, and in a variety of contexts, it will find its way into the dictionary. Here are some of the words and expressions that have come into English since 1980.

New science and technology

Faxable: able to be sent by fax machine

junk fax: unsolicited material, such as adverts, sent by fax

tummytuck: a plastic surgery operation to remove fat from the stomach

sound bite: a brief excerpt from a speech or statement, broadcast on TV

New sports and fashions

Monoboarding: the sport of skiing downhill on a large single ski

snowsurfing: skiing downhill standing sideways on a large single ski

vogueing: a style of dancing to house music incorporating the movements and gestures of models displaying clothes.

Political and social trends

Eco-friendly: not harming the environment

cardboard city: area occupied by cardboard boxes serving as homes for the homeless

teleworking: working from home communicating by computer and fax

advertocracy: pursuit of public policy by mass advertising campaigns

destatisation: withdrawal of the state from areas that were previously state-controlled as in the (former) Soviet bloc in the 80s and 90s

Gorbomania: extreme enthusiasm for the former Soviet President, Mikhail Gorbachev

newmannery: behaviour of the new man (gentle, caring, non-sexist)

couch potato: a lazy person who prefers watching TV to being active

New words from other languages

fatwa: formal legal opinion delivered by an Islamic leader (Arabic)

karaoke: singing pop songs solo to recorded music in bars (Japanese)

glasnost: policy of openness or frankness (Russian)

New forms or meaning for old words

ageism: prejudice against someone because of their age

nostalgise: to indulge in nostalgia

pre-schooler: a child not yet enough for school

dark-green: holding radically green political beliefs

singlehood: the state of being single rather than married

clergyperson: a male or female member of the clergy (a typical development from clergyman. Compare: chairperson)

Exercise 7. Here are some more new words. Match them with their definitions. Which of the five categories opposite does each fit best in?

- | | |
|-------------------|---|
| 1. collectomania | - a specially bred miniaturized form of vegetable
- a hypothetical miniaturized device capable of making its way through bodily passages and performing various tasks
- an irresistible urge to collect things
- an indoor version of American football
- a house constructed solely from natural materials
- a female of limited intelligence but high sex appeal |
| 2. bio-house | |
| 3. bimbo | |
| 4. mini-vegetable | |
| 5. arenaball | |
| 6. microbot | |

Exercise 8. Choose which word from those defined opposite fits into the following sentences.

1. I always buy roll-on rather than aerosol deodorants ever since I learnt how much more ... they are. 2. ... was much more common in the West than the USSR just as Mrs Thatcher was probably more popular outside the UK. 3. Most of my married friends think there's a lot to be said for ... 4. I don't think that I'd like to try It sounds too dangerous to me. 5. They think that in the next ten years more and more people will start It should certainly ease traffic in the rush hours. 6. The size of London's ... seems to grow every time I go there. It sometimes seems as if the country is going backwards. 7. He's such a His only activity is pressing the remote control. 8. Many politicians now try to ensure they write some effective ... into their speeches.

Exercise 9. If you meet a new word it is often possible to work out its meaning from its context. Practice by explaining what the underlined words in the following sentences must mean.

1. I very much prefer restaurants where there is no microwavery. 2. They're building a new Cineplex on the edge of the town so we should be able to choose from a variety of films on Saturday nights. 3. Upskiing, which uses small parachutes, is a rapidly developing sport in the USA. 4. World AIDS Day was inspired by the health globocrats of the World Health Organization. 5. He is writing a thesis on humorology. 6. The boss is very much a hands-on manager who likes to be involved in all aspects of the company's work. 7. Many large shops now have their own store cards. 8. The post-war baby-boomers are now becoming grandparents.

Exercise 10. Read and translate text 3.

Text 3. Slang

Slang is a particular kind of colloquial language. It refers to words and expressions which are extremely informal. Slang helps to make speech vivid, colorful and interesting but it can easily be used inappro-

priately. Although slang is mainly used in speech, it is also often found in the popular press.

It can be risky for someone who is not a native speaker to use slang.

Firstly because some slang expressions may cause offence to some sections of the population. For example, most policemen are quite happy to be referred to as coppers but are offended by the term pigs. Similarly, you could probably use the word sizzled (meaning drunk) in front of anyone but using the words, pissed or arseholed, which is also mean drunk, could upset some people.

Secondly, slang words date very quickly. Different generations, for instance, have used different slang expressions to say that something was 'wonderful'.

pre-war: top-hole

1940s: wizard

1960s: fab, groovy

1970s: ace, cosmic

1980s: brill, wicked

It can be possible to work out a native speaker's age from the expressions which they use, as people tend to stick with the slang expressions of their youth.

To sum up, you may find it interesting to learn about slang and you may come across slang expressions (particularly when you are watching films or reading popular newspapers or novels) but you might be well advised to avoid using slang yourself.

Here are some examples of some slang words and expressions which you may come across. The ones which are most likely to cause offence are underlined>.

Expressions for money: dough, bread, dosh, loot, brass, spondu-licks.

Expressions for the police: pigs, fuzz, cop(per)s, bill.

Expressions for drunk: pissed, sizzled, paralytic, legless, arseholed.

Expressions for a stupid person: wally, prat, nerd, jerk, dickhead, plonker, pillock.

Expressions for lavatory: loo, lav, bog, john

Expressions for drink: booze, plonk, a snifter, a snort.

Drug-related expressions: a fix, dope, grass, high, stoned, snow (heroin).

Prison-related expressions: nick (prison), nark (informer), screw (warder).

Slang is often used by one particular group and is unintelligible to other people. Here are some examples from American truck-drivers using CB radio to talk to each other.

grandma lane: slow lane

doughnuts: tyres

motion lotion: fuel

five finger discount: stolen goods

anklebiters: children

eyeballs: headlights

super cola: beer

affirmative: yes.

Lexical backup

Say ↔ Tell

Speak ↔ Talk

Don't confuse **say, tell, talk and speak.**

1. You **say** words to someone.
2. You **tell** someone facts and information about something.
3. You **talk** to someone about a subject.
4. You **speak** (you say words) or you speak a language.

1. Say smth to smb. What did she say to you?

Say what / where / why etc. The director didn't say how long the experiment would take.

Say hello / sorry / yes etc (to smb). Pete came over to say goodbye to us.

Say + that. It says in today's paper that oil prices are going up again.

2. **Tell smb (that).** She wrote to tell us (that) she was getting married.

Tell smb smth. Now you can tell me all the details.

Tell smb about smth. Have you told anyone about this?

You must always say who you are telling.

Don't say "he told that he was going".

3. **Speak** to produce words with your voice. She had a sore throat and couldn't speak.

To be able **to speak** a language. This professor speaks five languages.

Speak to smb. (phrasal verb) to say someone or have a conversation with them. Mother is on the phone. She wants to speak to you.

Don't confuse She is speaking English (= she is speaking it now) and she speaks English (= she can speak it).

4. **Talk** to produce words with your voice in order to have a conversation, tell people what you think. Please don't all talk at the same time.

Talk about. They talked about their favourite actors.

Talk to (with American). Mary was talking to her group mate. I left John talking with his aunt.

Exercise 1. Fill in the blanks with *say, tell, speak, talk* in the correct form.

1. It has been nice ... to you. 2. He refused to ... me his name. 3. The doctor didn't ... how long the operation would take. 4. Have you ... with John about your problem? 5. Let's have a cup of coffee and you can ... me all the details. 6. This leaflet ... you how to apply for a driving license. 7. If you are worried about your work, come and see me and we'll ... it over. 8. Paul ... me that he might be late. 9. How old are babies when they learn 10. The manager wrote to the bank and ... they needed a loan.

Exercise 2. Translate into English.

1. Скажіть мені будь-ласка, хто сьогодні відсутній. 2. Щоб оволодіти мовою потрібно намагатися розмовляти англійською не лише на заняттях, але й між собою. 3. Я запитала Миколу, чи може

він позичити мені гроші, але він сказав ні. 4. Сідайте і розкажіть мені все про це. 5. Ви розповідаєте дуже тихо. Будь-ласка голосніше. 6. У сьогоднішній газеті йдеться про те, що ціни на м'ясо знову підвищено.

Exercise 3. Test yourself if you know and can translate the following verbs.

Add, point out, mention, put it, express, inform, report, gossip, discuss, negotiate, debate, whisper, mumble, stammer / stutter, chat, ask, shout, advise, explain, criticize, threaten.

Quite and rather

We often use 'quite' with a positive idea and 'rather' with a negative idea.

- She is quite intelligent but rather lazy.
- It's rather cold today.
- He's quite handsome.
- When we use 'rather' with positive words it means 'unusually'.
- He's rather good-looking for his age.

Much, many, little, few, a lot of, lots of, plenty of

Much, little are used with uncountable nouns.

Many, few are used with countable nouns.

A lot of, lots of, plenty of are used with both, countable and uncountable nouns.

Much, many are mainly used in negative sentences and questions.

Little, few – мало, недостатньо

A little, a few – трошки, декілька

Plenty – достатньо, досить, чимало

Exercise 4. Complete these sentences with **much, many, a lot of, plenty of, little, a little, few, a few**. Sometimes there are two possibilities.

1. I don't think John would be a good teacher. He has got ... patience with students. 2. Nora's father died ... years ago. 3. Come and sit at our table. There is ... room. 4. We'll easily find somewhere to stay. There are ... hotels here. 5. Would you like some more coffee? Yes, please, but only 6. The hall was almost empty. There were very ... people there. 7. Don't disturb them. They've got ... work to do. 8. She is a very quiet person. She doesn't say ... words. 9. I enjoy my life here. I have ... friends and we meet quite often. 10. I think I'll have ... cream in my coffee. 11. We didn't have very ... time, so we took a taxi. 12. "Do you feel sad, that you're leaving? – Just ...". 13. There are quite ... pupils in the school. 14. Did you get ... Christmas cards this year? 15. She has ... more problems than you have.

Most, most of; all, all of; no, none of

Most means the largest part of something, or the largest number of things, people, places, that is **most** people, **most** things, **most** events etc.

- What most women want is a happy life for their children.
- **Most of the** students, **her** relatives, **our** money means most people or things in a group.
- Most of the women I spoke to were very excited.

All and **all of** mean the same.

- All the children were taken home at 5 o'clock.
- I invited all my friends to the party.
- I invited all of my friends to the party.

All goes **before** the main verb and **after** the auxiliary or modal verb.

1. We all go there every week.
2. The new students will all arrive next week.

No means not any or not one

E.g. no money, no houses, no reply

- There is no money in my purse.
- There are no new houses in this street.
- I called, but there was no reply.

None means not any of something or no people or things.

- Ice-cream? None for me, thank you.

- None of our students ever go there.

Exercise 5. Translate into English.

1. Всі мої друзі є студентами нашого університету. 2. Ніхто з них ніколи не згадує про цей випадок. 3. Я хотів з'їсти трошки м'яса, але його не залишилося. 4. Мої батьки проводять більшість вечорів за телевізором. 5. Я провела весь день прибираючи квартиру, за пранням і роблячи інші речі. 6. Тарілки попадали з полиці і майже всі розбилися. 7. Це бідна країна, і більша її частина – це пустеля. 8. Всі мої друзі мають комп'ютери. 9. Більшість дітей люблять солодощі. 10. Ми повинні прочитати всі книжки за списком?

By, by the (that) time, by then, until

By (+ a time) is used to mean not later than:

- I'll be home by 10, I promise.
- Make sure you get the work done by Friday.
- By the end of the year his health problems became much worse.

Until (also **till** especially spoken) is used to say how long a situation continues, that is if something happens **until** or **till** a time or event, it continues and then stops at that or event:

- My mother worked as a teacher until she retired.
- Jack stayed in bed until half past nine because he had a headache.

Let's compare **until** and **by** in the following sentences.

- The manager will be out until 5 o'clock.
- Mother will be back by 5 o'clock.
- We'll be working until 10 o'clock.
- We'll have finished our work by 10 o'clock.

We can also say **by the (that) time, by then**.

It's too late to go shopping now. By the time we get to the shops, they will be shut (something happens). By the time Tom arrived the guests had left (something happened). Mr. Brown finally got to the station, by then (by that time) the train had left.

Exercise 6. Fill in the blanks with **by, until** or **by the time**.

1. Let me know ... Saturday if you can come to my birthday party. 2. I'm sure you'll have found a job ... that time. 3. I think we'll wait ... Wednesday before making a final decision. 4. If they leave today, they will be in Lviv ... lunch time. 5. It was a long time before the guards discovered that a prisoner had escaped. ..., the escaped prisoner was miles away. 6. Will you be still in if I return at 2.30? I don't think so. I'll probably have gone ... 7. Please make sure that you are here 5 o'clock. 8. If you want to do the examination, you have to enter 3 April. 9. I haven't finished my book yet, but I hope to finish it ... the end of the year. 10. I have been offered a job. To get it I should have met the manager ... the end of this week.

For, during, while

We use **for** + a period of time to say how long something goes on: for a year, for 5 minutes.

- We have been waiting for you for 35 minutes.
- Are you going away for a month or two?

We use **during** + noun, that is at one point in a period of time, or through the whole of a period of time (when).

- Henry died during the night.
- They have seen many changes during her life.
- This place was used as an air-raid shelter during the war.

We use **while** + subject + verb, that is during the same period of time that something else is happening.

- I bought a newspaper while I was waiting for the train.
- I'll just make a telephone call while you finish your coffee.

Exercise 7. Fill in the blanks with **for**, **during** or **while**.

1. I met Mike ... I was waiting for the bus. 2. The phone rang four times ... we were having lunch. 3. When we were at the concert last week, we met the Browns ... the interval. 4. Mary didn't speak to me ... a week after our quarrel. 5. Many interesting suggestions were made ... the meeting. 6. What did she say about me ... I was out for half an hour? 7. It rained a lot ... this winter. 8. Jack started a new job a month ago. Before that he had been out of work ... a year. 9. Please, don't interrupt

people ... they are speaking. It's impolite. 10. The students looked bored ... the meeting.

On time, in time (just in time)

We use **on time** meaning not late, punctually, at the arranged time.

- The meeting starts at 10 a.m. – try to be on time.
- The plain landed right on time.

In time means soon enough for something or to do something before it is too late.

- If I get home in time, I'll take you swimming.
- Luckily, we still got to the airport in time to catch the plane.

Exercise 8. Complete the following sentences with **on time** or **in time**.

1. It is strange that the bus was late this morning, because it is usually 2. I stopped Tom ... not to sit on the chair you had painted. 3. Our car is being repaired. We all hope it is ready ... for our holidays. 4. I got home ... before it started to rain very heavily. 5. A hen ran across the road in front of the car but the driver managed to stop 6. Please don't be late for the meeting. We want to begin 7. It's a very good train service here. I always arrive ... to the office. 8. We plan to go abroad in two week's time. I hope our visas arrive 9. We had to get on the train without tickets because we didn't get to the station ... to buy them. 10. We got to the cinema ... not to miss the beginning of the film.

At the end, in the end

We use **at the end** (of something), e.g. during the last part of an event or period of time.

- There will be time for questions at the end of the conference.
- The movie was really sad – at the end the little boy dies.

We use **in the end** with the meaning finally, after a period of time especially after a lot of difficulties or after a long delay.

- In the end, I decided that the best thing to do was to ask Nelly for help.

- We had a lot of problems with our car. In the end we sold it and bought another one.

Exercise 9. Translate into English.

1. У кінці вулиці на туристів чекав автобус. 2. Ми сперечалися весь тиждень куди поїхати на вихідні і врешті-решт вирішили залишитися вдома та відвідати батьків. 3. Студенти здають заліки в кінці травня, а в кінці червня вони здають іспити. 4. Він ставав все більш та більш роздратованим і зрештою вийшов з кімнати, гучно грюкнувши дверима. 5. Ви вирушаєте у відрядження на початку, чи в кінці серпня? 6. В кінці року ми переїжджаємо в нове помешкання. 7. Його стан здоров'я погіршувався кожного дня. Кінець кінцем він був змушений лягти в лікарню на операцію. 8. Батько спочатку відмовився позичити нам гроші, але зрештою погодився. 9. Коли Михайло опинився за кордоном, він певний час не міг знайти роботу поки зрештою не влаштувався офіціантом у ресторані. 10. Ви отримуете стипендію в середині чи в кінці кожного місяця?

Unless, as / so long as, provide (that), providing (that)

Unless is used to say that something will happen or be true if something else does not happen or is not true:

- Unless some extra money is found, the festival won't be held.
- They will never leave her unless they are sure that she is all right.

Unless is often used in warnings.

- You will be late unless you hurry.

As / so long as is used to say that one thing can happen or be true only if another thing happens or is true, that is in the meaning of **but only if** (за умови, що).

- You can buy this car as long as it is not very expensive (= but only if it not very expensive).

Provided (that) you study hard, you would pass an examination.

- You can borrow my car providing (that) you will return it by five o'clock.

Note: Don't use future tenses **after** unless, as / so long as, provided (that) providing (that).

Exercise 9. Write a new sentence with the same meaning using **unless** in yours.

1. You are not attentive enough, so you won't know how to do your laboratory work. 2. If my salary isn't increased, I'll have to look for another job. 3. I am going to the party only if my new dress is ready. 4. They'll help you if you address them in time. 5. People are allowed into many clubs in Great Britain only if they are members. 6. I am late if I don't leave immediately. 7. Cats will never scratch you. You mustn't tease them. 8. Mary must apologize to Helen or she will never forgive her. 9. You should address a passerby with "Excuse me, please" or he won't realize that you want to address him for help. 10. The interview will be a success if the interviewee is asked interesting questions.

Exercise 10. Choose the correct word or expression for each sentence.

Example: You can use my bicycle /as long as/ unless you return it by Saturday.

1. We are going to the country for the week-end /unless, providing/ the weather is warm. 2. We'll permit children to go swimming /unless, provided/ they swim too far. 3. You can smoke /unless, as long as/ you leave the door of the room closed. 4. You mustn't smoke here /unless, as long as/ you open the window. 5. I can't understand why he is late /unless, as long as/ he couldn't get a ticket. 6. They will win /unless, provided/ they fulfil all the advice of their coach. 7. You can get an excellent mark /unless/ /providing/ and make notes of them. 8. People will be healthy and strong /unless, provided/ they do physical exercises and /unless, provided/ they eat too much. 9. His report will cause discussing /unless, as long as/ it is abundant with real facts. 10. His speech won't be listened to with great interest /unless, provided/ he mentions some cases from real life.

Exercise 11. Translate into English.

1. Я ніколи в це не повірю, доки не побачу на власні очі. 2. Людина не отримає хорошу роботу, доки не стане кваліфікованим спеціалістом. 3. Ви не зможете працювати цим інструментом, якщо

не полагодите його. 4. Я можу позичити вам гроші за умови, що ви їх повернете мені наступного тижня. 5. Ви не зможете скористатися його працями, якщо не звернетесь до нього вчасно. 6. Людина не може відчувати себе щасливою, якщо права людини порушуються державою. 7. Ніхто не зможе допомогти тобі, якщо ти не готовий допомогти собі сам. 8. Ці ліки не принесуть вам користі, якщо ви не будете вживати їх вчасно. 9. Тенісний корт не буде працювати, якщо його не покриють новим покриттям.

Used to do something, get used to doing something, be used to doing something

I. The expression ‘**Used to**’ with the Infinitive (used to play hockey, used to smoke) is used to say that something regularly happened in the past but doesn’t take place at present or for past situations which no longer exist.

- He used to smoke 20 cigarettes a day (now he does not smoke).
- She is not as beautiful now as she used to be.

You can also use **would** (+ infinitive without to) in such cases that is when we remember things that often happened in the past.

- Whenever my father was angry with me, he would just walk out of the room banging the door behind him.

II. When something was new or difficult to you but after you have often done or experienced it so that it no longer seems surprising, difficult or strange you say: first; at last

- I have got used to doing it and then I am used to doing it now, that is it is quite natural to me.
- It’s quite a simple system – you’ll soon get used to operating it.
- I can’t get used to the idea that you are grown up now.
- I do the dishes every day since my childhood so I am used to (doing) it.

Exercise 12. Fill in the spaces with 'used to, get / be used to'.

1. I've ... to sleeping on the floor at last. 2. Bill has never had any free time to spend with his family, so they ... to doing everywhere without him. 3. My friend once went to Saudi Arabia for holiday. It was too hot for him there because he ... to the heat. 4. After several years of working at night Mary ... staying awake during the night. 5. There ... be a small house on this corner but it was knocked down. 6. I am not ... being told what to do. 7. Children got tired very quickly because they were not ... walking so fast. 8. I did the dishes every day last month, when my mother was ill, so I ... to doing it. 9. When I worked on a farm, I ... get up early every day. 10. At first Jack hated the rain in England but he ... to it now.

Exercise 13. Translate into English.

1. Спочатку було дуже незвично ходити на роботу пішки, але нарешті я звик до цього. 2. Зараз мій тато не встає рано, але коли він мав роботу, він вставав дуже рано. 3. Пройшов певний час, поки я звик носити окуляри. 4. Мешканцям Європейських країн досить важко звикнути їздити ліворуч, як це роблять в Англії. 5. Не всі студенти південних країн можуть звикнути до холодної зими на Україні. 6. Коли дружина мого сусіда померла, йому прийшлося звикнути жити на самоті. 7. Минулого літа, коли ми відпочивали в Криму, ми кожного ранку ходили до моря плавати. 8. Я мешканець Києва, я народилася тут, і я ніколи не звикну до життя в селі. 9. Наш дім розташований в центрі міста і наша вулиця досить шумлива, але ми вже звикли і не звертаємо на це уваги. 10. Коли Олена переїхала в меншу квартиру, пройшов деякий час, поки вона звикла до неї.

Although / though / even though; in spite of / despite

As for the meaning all these words and word combinations are synonymous expressions, but they differ in their juxtaposition (пряме стикання) with other words in the sentence. Thus:

After **although** / **though** we use a subject and a verb:

- No, this is my responsibility, although, I appreciate your offer.
- Pascal went ahead with the experiment though he knew it was dangerous.

After **in spite of** / **despite** we use a noun, a pronoun (this, that, what etc.) or a verb + ing.

- In spite of the rain they went on.
- Despite the rain we enjoyed our holiday.
- In spite of this she returned home.
- Despite what he said she was not disappointed.

If we put a verb phrase after '**in spite of**' or '**despite**', it must be in the 'ing' form.

- In spite of having lots of money, he was an unhappy man.
- I couldn't sleep despite being very tired.

Exercise 14. Fill in the spaces with although / though, or in spite of / despite.

1. ... I had never seen her before, I recognized her from a photograph.
2. The heating was full on, but ... this, she was trembling.
3. ... having an English name, he is in fact German.
4. ... the fact that he had an English name, he is in fact German.
5. ... having a lot of relatives, he was a lonely man.
6. ... he had a lot of relatives, he was a lonely man.
7. Michel became a successful businessman ... his lack of education.
8. ... her injuries Sara was able to get home.
9. They went out ... of the rain.
10. They went out ... the rain.
11. Sally loved her husband ... of the fact that he was unfaithful to her.
12. ... Sally's husband was unfaithful to her, she loved him.
13. ... all the teachers' efforts to save the village school the authorities decided to close it.
14. The authorities decided to close the village school ... the teachers made efforts to save it.
15. You can copy down my answers, ... I am not sure they're right.
16. The rooms, ... small, were pleasant and airy.

Exercise 15. Translate into English.

1. Незважаючи на втому, мандрівники йшли аби дістатися до лісу засвітла.
2. Хоча містер Браун знав, що операція дуже складна і небезпечна, він погодився її зробити.
3. Мій брат мріяв стати пі-

лотом, незважаючи на те, що він був короткозорим. 4. Вона не могла їсти, хоча дуже зголодніла. 5. Хоча ми не бачили один одного після закінчення університету, ми всі почували себе студентами однієї групи. 6. Незважаючи на снігопад, літак піднявся у повітря за розкладом. 7. Його життя не змогли врятувати, хоча всі заходи були вжиті вчасно. 8. Незважаючи на те, що він довго хворів, Петро здав іспити на «відмінно» та «добре». 9. Хоча її батьки не були заможними, вона отримала вищу освіту. 10. Дарма, що цей завод невеликий, його продукція відома всьому світу.

Both / both of; either / either of; neither / neither of

We use **both**, **either**, **neither** when we are talking about two things. You can use these words with a noun.

- Both books are interesting.
- You can buy either book.
- Neither book is new.

Both, **either** and **neither** can be followed by **of** but in this case they need **the / these / those / my / our** etc.

- Both of these books (both these books) are interesting.
- Either of those books can be bought.
- Neither of my books is (are) new.

After **neither of** both singular and plural verb can be used.

- Neither of books is interesting.
- Neither of books are interesting.
- Neither of them is / are married.

We can also use:

both ... and – і той / та / те і той / та / те

either ... or – чи той / та / те, чи той / та / те

neither ... no – ні той / та / те, ні той / та / те

Exercise 16. Insert both (of), either (of), neither (of) or both... and; either ... or; neither ... nor.

1. There are two ways to the metro station. You can go ... of them are short. 2. He is ... teacher ... student. He is a laboratory assistant. 3. He gave up his job ... because the pay was low ... he needed a

change. 4. When the boat overturned, they were really frightened because ... them could swim. 5. It was a very boring performance. ... of us liked it. 6. I am not sure where he is from. He is ... from Lviv or ... from Odessa. 7. Which of his sons is a student? ... , ... of them are still at secondary school. 8. We'll be there on time, ... Michel ... I. 9. ... the robbers were wearing masks. 10. Would you like tea or coffee? ..., I don't mind.

Exercise 17. Translate into English.

1. Обидва мої батьки брали участь у будівництві цього заводу. 2. Ні я, ні моя сестра не бачили, як це трапилося. 3. Ми можемо поїхати у відрядження чи в травні, чи в червні. 4. Ця група здає іспит у вівторок, чи у середу. 5. Завтра 20 чи 21? Ні те, ні інше. Завтра 22. 6. І перша і друга групи цього факультету будуть захищати курсову роботу на початку тижня. 7. Ні студенти, ні викладачі не повинні палити в приміщенні університету. 8. Вам принести молоко, чи сік? Будь-що, я люблю і сік і молоко. 9. Обидва гуртожитка знаходяться на цій вулиці. Ви отримаєте помешкання чи в першому, чи в другому. 10. В мене немає ні часу ні бажання обговорювати це питання з вами.

Zero, nil, nought, o [], love

Як число 'zero' частіше вживається в Америці (e.g. I think her phone number is two-zero-five-three-zero). У Великій Британії в цьому випадку вживають nought або o [], а zero найчастіше вживається в технічній або науковій мові.

- The pressure increases from zero to maximum in 25 seconds.

Nil означає «нічого».

- The chances of finding them alive are virtually nil.

У Великій Британії 'nil' також вживається, коли йде мова про спортивні результати.

- 'Liverpool' won the game three nil.

Nought (British English) означає число 0.

The interest rate on this account is only nought point seven five per cent (= 0,75%).

В розмовній мові (особливо British English) О [] вживається в телефонних номерах, адресах, номерах кімнат і також у десяткових дробах.

We'll be in room five-0-two.

Love - вираз, що означає «рахунок не відкрито» і вживається, коли йде мова про гру в теніс.

Self-study Giving opinions

Exercise 1. Match phrases in A with their Ukrainian equivalents in B.

A	B
I expect ...	Я впевнений, що ...
I feel confident that ...	я не сумніваюсь, що ...
I doubt if ...	це не безперечно, що
I reckon ...	мене аж ніяк не здивувало б, якби ...
I don't doubt that ...	я сподіваюся, що ...
I'd be surprised if ...	я гадаю, що ...
I wouldn't mind betting	я сумніваюсь (непевнений), що ...

Exercise 2. Which phrases suggest the speaker:

1. is sure something will happen?
2. thinks it's unlikely?
3. thinks it's likely?

Exercise 3. Decide how certain the speaker is in the following sentences.

1. The war in the Middle East might affect oil supplies.
2. Demand for our products isn't likely to decrease.
3. The dollar is bound to increase in value.
4. There is no chance of the government reducing taxation.
5. It's unlikely in our country that wages will rise faster than inflation.
6. There won't be a recovery in our balance of payments in the near future.

7. Interest rates will probably remain steady.
8. Many small companies are likely to go bankrupt.
9. A lot of MPs don't doubt that finding skilled staff will be a serious problem very soon.
10. There'll be a lot of technological advances in this field.

Asking for advice

I'm thinking of ... what do you think?	Я планую ... Що ти про це думаєш?
What do you think I should do?	На твою думку, що мені робити?
Do you think I should ...?	Ти гадаєш мені слід...?
Can I ask your advice / opinion about something?	Чи можу я вас щось запитати?

Giving advice

You should ... / You ought to ...	Вам слід ...
If I were you ...	На вашому місці я б ...
What you ought to do is ...	Вам слід ...
What you need is (Spoken English)	Вам потрібно ...
Make sure (that) you ...	Обов'язково ...
The best thing is to ...	Найкраще це ...

Suggestions

Making a suggestion

Let's

What about ...? How about ...?	Як на вашу думку ...?
Why don't we / you ...?	Чому б нам не ...
We could ...	Ми могли б ...
Do you want to ...	Чи хотіли б ви ...?
Shall / should I / we ...?	Нам зробити ...?

Offers

Offering to do smth. for someone	Пропонувати щось зробити для когось
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Would you like me to ...?	Чи хотіли б ви, щоб я зробив ...?
Do you want me to ...?	Чи хотіли б ви, щоб я зробив ...?
Shall / should I ...	Мені зробити ...?
Offering someone smth to eat , а drink etc.	Запропонувати кому-небудь щось з'їсти, випити, тощо.
Would you like ...?	Хочете ...?
Do you want ...?	Хочете ...?
Can I get you ...?	Принести ...?
How about ...?	Як щодо ...?
Fancy ...? / Do you fancy ...?	Хочеш ...?

Yes

Yes, please
 Thanks
 That's very kind of you – це дуже люб'язно за вашого боку

No

No, thanks
 No, I'm fine, thanks
 That's very kind of you, but ... - Ви дуже люб'язні, але ...

Invitations

Do you want to ...? (friends) – Хочеш ...?	Someone you do not know very well
Would you like to ...? (anyone) – Тобі хотілося б ...?	
I was wondering if you'd like to ... - Цікаво, чи ти хочеш ...?	

Yes

Yes, I'd like that – з задоволенням!
 That sounds great – це було б чудно ...
 Yes, OK – Гаразд!

No

Sorry (I'm afraid) I can't – Мені шкода, але я не можу
 Sorry, but I'm going to ... - Вибачаюсь, але я збираюсь ...
 Friday / Saturday etc. – У п'ятницю / суботу ...
 Thanks for asking me, but ... - Дякую за запрошення, але ...

Wrong English: I invite you ...

I'd like to invite you ...

Requests

Can you ...? – Ви можете ...?	}	Asking anyone
Will you ...? – Прошу вас ...?		
Could you ...? – Не могли б ви...?	}	Asking friends
Would mind ... (doing smth)? – Ви не заперечуєте, аби ...?		
Do you think you could ...? – Не могли б ви...?	}	When you want to be polite
I wonder if you you'd mind (doing smth)? – Ви не заперечуєте, якщо ...?		

Yes

OK / All right – Добре!

Yes, sure – Безумовно

Certainly - Безперечно

No

Sorry, but – Вибачаюсь, але ...

I can't really – Дійсно я не можу ...

I'm afraid ... - Боюсь, що ...

Permission

(asking someone to let you do something)

Can I ...?	}	Asking anyone
Is it OK / All right if I ...? - Нічого, якщо я ...?		
Do you mind if I ...? – Ви не заперечуєте, якщо ..?	}	When you want to be polite
Would you mind ... if I ...? – Ви не будете проти того, щоб ...?		
Would it be OK / all right if I ...? – Нічого, якщо я ...?	}	to be polite
Could I possibly ...? – Я можу ...?		
I wonder if I might ...? – Дозвольте мені ...?	}	

Yes

Yes, of course

Yes, sure

Yes, that's fine

No, that's fine (to questions which start with: Do / Would you mind

No

Sorry, but ...

No, sorry ... I'm afraid ...

I'd rather you didn't - я б цього

It is polite to give a reason if you say no

if I ...?)

| не робив |

Complaining

I'm sick of you (doing smth) / I've had enough of you (doing smth) – мені набридло, що ви завжди ...

You are always doing (smth) -

You never – ви ніколи (не пам'ятаєте, завжди забуваєте)

I'm not satisfied with ... -

I'd like to make a complaint about ... -

I'm writing to complain about ... -

To someone you know well

In a shop, hotel, restaurant etc.

Writing a letter to complain about smth

Apologizing

Sorry

Excuse me

Sorry + about

I'm sorry + that / + about

I'm really sorry / very sorry

I apologize

Apologize for

} If you make a small mistake, for example if you accidentally

} Spoken

} Formal spoken

} Written

Accepting an apology

It doesn't matter

не має значення

It's OK

все гаразд

That's all right

все добре

Don't worry about it

не турбуйтеся

Never mind

нічого, все гаразд

These things happen

все може трапитись, все буває

Saying 'thank you'

Thank you / thank you very much	More formal	When someone gives you smth or when someone
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Thanks / thanks very much	Les formal	says your work is good or that you look good
Thank you / Thanks		When someone has done something for you or offered to do smth
Thank you very much / Thanks very much		
It's / That's very kindly you -	Formal	
I really appreciate it -	Spoken	When you are writing a letter to thank someone
Thank you for ... + doing smth		
Thank you very much for ...		
Many thanks for ...	Formal	

Replying to thanks

That's OK	Все гаразд
You are welcome (especially AE)	Завжди до ваших послуг
No problem (informal)	Ніяких проблем
Don't mention it	Не варто подяки
Sure (AE)	Гаразд!
My pleasure	Я зробив це з задоволенням

Opinions

I think (that) – думаю, що ...	} Giving your opinion
I believe (that) - вважаю, що ...	
In my opinion (in writing) – з моєї точки зору	
It seems to me (that) – мені здається, що ...	
As far as I'm concerned - щодо мене ...	
If you ask me ... - якщо ви мене запитуйте ...	} Saying what other people think
Think (that) - вважають, що	
Be in favor of – бути на чиємусь боці, підтримувати, бути за	
Be against – бути проти, не підтримувати	} Asking someone
What do you think about ... - що ви думаєте про ..., ваша думка про ...	

What do you think of ... - чи вам подобається, for their opinion
чи ви згодні

Saying “Yes”

Definitely!	When you want to emphasize that the answer is definitely ‘yes’
Of course!	
Yes	When the answer is ‘yes’
That’s right – це так, правильно	
Yeah (informal) – так	
I’m afraid so – боюсь, що так	
I think so – вважаю, що так	When the answer is ‘yes’ but you are not sure
Probably – можливо	
I guess so – здається, що так	

Saying “No”

Definitely not – безумовно ‘ні’	When you want to emphasize that the answer is ‘no’
Of course not! – звичайно ‘ні’	
Of course I won’t / she didn’t etc. – звичайно я не буду ... / звичайно вона не робила	When the answer is ‘no’
No	
Not really – дійсно ні	
I’m afraid not – боюсь, що ‘ні’	
I don’t think so – я не думаю, що..., вважаю, що ні	When you think the answer is ‘no’ but you are not sure
Probably not – мабуть, що ні	
I doubt it – сумніваюсь	

Having conversation

So – таким чином	When you want to start a new subject or go back to the main subject
Anyway – в усякому разі, щоб там не було	
I mean – я маю на увазі	When you need more time to think
Um... / Er... / Uh... / Well ... -	
Sorry?/Pardon? – Що? Вибачте, вибачаюсь	Asking someone to re-

Could you repeat - повторіть будь-ласка	peat what was said
I didn't quite catch – я не збагнув, я не зрозумів	
Do you know what I mean – ви розумієте, що я маю на увазі	Checking that someone understands or agrees with you
... you know? – розумієте ...	
Um / Well – але	When someone is talking and you want to say smth
Yes, but ... / I know, but ... - так, але...; я знаю, але ...	
Sorry to interrupt, but ... - вибачте, що я перебиваю, втручаюсь, але ...	

Saying 'Good-bye'

See you – побачимось	To a friend you will see again soon
See you later / see you soon – побачимось пізніше, скоро побачимось	
See you tomorrow / next week etc. – побачимось завтра, наступного тижня, тощо	
See you sometimes – колись зустрінемося	Saying good bye to a friend you may not see very soon
See you around – якось побачимось	
Take care - бережіть себе	
I'd better be going (informal) – краще я піду	Saying good-bye when you think it's time to leave – you can say these before you say good-bye
I must go – я мушу йти	
I'd better be off (BE informal) – мені краще піти	
I've got to go (BE) – мені треба йти	
I have to go (AE) – я повинен йти	
I'm afraid I have to leave now (formal) – боюсь, що я мушу вас залишити зараз	
Good night – на добраніч	It's the end of the evening or you are going to bed
Night (informal) – на добраніч	
Good bye – до побачення	When you want to be for-

It was nice meeting you – я радий, що побачився з вами	mal or very polite
It was nice talking to you – приємно було з вами побалакати	

Shapes

Picture

Exercise 4. Read the names of these shapes and put them according to their numbers in the picture.

Rectangle, cube, semicircle, cylinder, sphere, cone, oval / ellipse, square, Y-shape, pyramid, circle, mushroom-shape, triangle.

Exercise 5. Using a dictionary write the adjectives that describe the names of the shapes in the picture.

e.g. rectangle – rectangular

Means of Joins (connections)

Picture

Exercise 6. Look at the picture and match A and B. Pay special attention to prepositions.

- | | |
|---------------------------|--------------------------------|
| 1. Is pivoted on | a) з'єднувальний, сполучений з |
| 2. is attached to / by | b) зчіплений, сполучений |
| 3. is supported on / by | c) закріплений, зкріплений |
| 4. is suspended from / by | d) прикріплений, приєднуваль- |

- | | | |
|----|----------------------|-----------------------|
| 5. | is linked to / by | ний до ч.-н. |
| 6. | is housed in | е) закріплений на осі |
| 7. | is connected to / by | ф) підвішений |
| 8. | is secured to / by | г) підпертий |
| | | h) вмістити в |

Exercise 7. Describe a machine, a device or an installation in your work place, including its general composition, shape and what it is made of.

SURVIVAL ENGLISH: ASKING THE WAY

Distance – відстань

not far from – недалеко від

close by – поблизу

a little way off – недалеко

at hand – близько, поруч

hereabouts – поблизу, дець поруч

in the vicinity – близько

in the neighborhood – по сусідству

within a reach – у межах досяжності

at a distance – на відстані

at some distance – на деякій відстані

far off / far away – далеко

a long way from – далеко від

a great distance away – на великій відстані

out of reach – поза межами досяжності

Which is the shortest (nearest) way to – який найкоротший шлях до

...

Is Fleet Street far from here – чи далеко звідси до вулиці Фліт

Is the station far away – чи далеко до станції (вокзалу)

Is this right way to ...? – Чи ця дорога веде до ...?

Is there a post-office anywhere here? – Чи є дець тут пошта?

Could you tell me way to – Чи можете ви мені сказати, як дістатися до ...?

Could you tell me how to get to – Чи можете ви мені сказати, як дістатися до ...?
How long will it take me to get to – Скільки потрібно часу, щоб дістатися до ...
How can I get to the nearest cinema – Як мені дістатися до найближчого кінотеатру?
How far is the theatre from here – Як далеко до театру звідси?
Which way must I take – Яким шляхом мені йти?
Must I take to the left or to the right? – Мені йти ліворуч чи праворуч?
I have lost my way – Я заблукав
Excuse me please – Пробачте, що я до вас звертаюся
Walk / go / drive along the road as far as the post office – йдіть (їдьте) по дорозі до пошти
Take next / first / third street (turning) to the left (right) and you'll find there (there it is) – йдіть до найближчої (першої, третьої) вулиці (повороту) ліворуч (праворуч) і ви там побачите ...
Keep straight on – йдіть прямо далі
Keep on driving straight along this road – їдьте далі прямо по цій дорозі
Are you getting out / off at the next station / stop – ви будете виходити на наступній зупинці

Exercise ... Complete the dialogues.

1. A. ...?

B. No, the nearest post office is a long way from here.

2. A. ...?

B. Oh, no. You are walking in the opposite direction.

3. A. ...?

B. yes, certainly I can. Keep straight on along the road, then take first turning to the left and you'll find British Museum there.

A. ...?

B. You are welcome.

4. A. ...?

B. Neither to the right nor to the left. You must walk straight on along the road. It's five-minute walk to the nearest bus stop from here.

5. A. ...?

B. It won't take you long. The city centre is 15-minute drive.

UNIT IV. HIGH TECHNOLOGY

Exercise 1. *Read and translate the text using the vocabulary below.*

Text 1. We Are Living In the Age Of High Technologies

Technology is all around us. It is so much a part of our world that it is sometimes difficult to tell technology apart from civilization itself. It is also hard to define technology. A very simple definition is that technology is anything made by humans, as opposed to things made by nature. With the progress being made in genetic engineering, however, it might become hard to make even this simple distinction. If the genes in a tomato were manufactured by a person, is the tomato natural or artificial? Are living beings like the well-known Dolly natural ones or are they artificial too?

Another definition of technology is that it is the tools humans make to help them succeed in their natural environment. This includes things like a hammer which could help someone build their home, or things like coats which keep people warm in winter. Nowadays, when people use the word *technology*, they are usually referring to modern, complex inventions like computers, satellites, or an artificial heart.

High-tech refers to *high technology*, technology that is at the cutting edge and the most advanced currently available. Because the high-tech sector of the economy develops or uses the most advanced technology known, it is often seen as having the most potential for future growth. This perception has led to high investment in high-tech sectors of the economy. High-tech startup enterprises receive a large portion of venture capital. However, if, as has happened in the past, investment exceeds actual potential, then investors can lose all or most of their investment. High tech is often viewed as high-risk, but offering the opportunity for high profits. Sectors regarded as high-tech include:

- information technology; – nanotechnology;
- biotechnology; – molecular nanotechnology.

The latter part of XX century may positively be regarded as the age of information technology – the technology required for information processing. That's why this unit begins with a text devoted to the electronic computer, which is the kernel of any information system.

Tell smth apart from smth – відрізняти (відділяти) щось від чогось
genetic engineering – генна інженерія
distinction – відмінність, різниця
manufacture – виробляти, виготовляти

artificial – штучний
living being – жива істота
tool – інструмент
succeed in smth – досягати мети; мати успіх
refer to smth – стосуватися чогось
invention – винахід
satellite – супутник
be at the cutting edge – бути на передньому краї
advanced – передовий
currently – в даний час
available – наявний
perception – розуміння, усвідомлення
startup enterprise – новостворене підприємство
venture capital – акціонерний капітал
exceed – перевищувати
view – розглядати
regard = view
the latter part of the century – друга половина століття
positively – безперечно
kernel – ядро

Exercise 2. *Write out the words that sound similarly in English and Ukrainian. Give their translation. Pay attention to the pronunciation of these words in the two languages.*

Exercise 3. *Find 15 words in Text 1 that can be both nouns and verbs. Translate them.*

Example: work – праця
to work – працювати

Exercise 4. *Put seven key questions to text 1.*

Exercise 5. *Give the gist of the text 1 making use of Ex.4 as a plan.*

Exercise 6. *Learn the following speech patterns. Translate the sentences using the models.*

A

High performance of this computer *accounts for* a great demand for it. – Високий попит на цей комп'ютер *пояснюється* його високою продуктивністю.

The capability of analog computers to solve differential equations *accounts for* their wide application in building various kinds of simulators.

His illness *accounts for* his absence.

Simplicity is one of the reasons that *accounts for* the use of binary information in digital computers.

B

The invention of the digital computer *resulted in* radical changes in all fields of human activities. – Винайдення цифрового комп'ютера *спричинило* докорінні зміни в усіх сферах людської діяльності.

The use of new information technologies *has resulted in* saving large sums of money.

Using drugs may *result in* poor finish.

The patient's disregard of the doctor's advice *resulted in* the worsening of his state.

C

One can *hardly believe* this story, it sounds incredible. – В цю історію *важко повірити*, вона звучить неймовірно.

It is *hardly surprising* that today's children can handle a computer.

Nowadays it is *hardly possible* to create a new modern airplane without computer-aided design tools.

The accuracy of the analog computer can *hardly be* as high as that of the digital one.

D

Most schools, *to say nothing of* universities, are equipped with

modern computers now. – Більшість шкіл, *не кажучи вже про* університети, обладнані зараз сучасними комп'ютерами.

Many adults, *to say nothing of* children, enjoy playing computer games.

A great number of application packages have been created for solving medical problems, *to say nothing of* mathematical and economic ones.

Nowadays you can often meet an automobile having a built-in computer, *to say nothing of* aircraft.

E

Ukraine's factories and plants produce *a great variety of* high-technology goods. – Фабрики і заводи України випускають *найрізноманітніші* високотехнологічні товари.

This remedy is known to be helpful in *a great variety of* cases.

The soil and climatic conditions of Ukraine are good for growing *a great variety of* crops.

This system's power unit failure can have *a great variety of* manifestations.

F

At least one such point must correspond to the beginning of the program. – *Як мінімум* одна така точка повинна відповідати початку програми.

Their polarization can be switched *at best* in about half a microsecond.

The English football team is very strong now. I believe it will take *at the very worst* the second place at the nearest World Cup.

There were only a few people at the meeting, thirty *at (the) most*.

G

Speaking about digital and analog computers, we may say that *the former* can be used for solving a great variety of problems while *the latter* are special-purpose computers. – Говорячи про циф-

рові та аналогові комп'ютери, можна сказати, що *перші* можуть використовуватися для вирішення найрізноманітніших задач, тоді як *останні* є комп'ютерами спеціального призначення.

Of silk and nylon *the latter* is cheaper.

Of these two men *the former* is a programmer, *the latter* is a system engineer.

Both diodes and transistors are semiconductor devices, *the latter* having two p-n junctions.

Exercise 7. Complete the following sentences using the given speech patterns:

(hardly, the former, the latter, to say nothing of, to result in, at the lowest, at least, a great variety of, to account for)

1. Rough usage of precise electronic equipment may ... its malfunctioning, ... its possible failure. 2. Nowadays it is ... possible to find a good job without knowledge of computer and of ... one foreign language. 3. There are some profound distinctions between hard and floppy disks: ... have a greater memory capacity, ... can be easily inserted into a computer as well as withdrawn from it. 4. Such operating system as Windows allows us to work with a number of application packages, ... its excellent text editor. 5. A large amount of elements on a silicon chip ... the term *integrated circuit*. 6. The necessity for different sorts of specialized software with respect to a given class of problems ... the development of ... application packages. 7. First generation computers can ... compete with modern ones in speed, performance, and reliability, ... size. 8. The new equipment for our laboratory will cost \$10000 ... computation. 9. The Boolean OR function means high output in case of ... one high input. 10. ... flight simulators were created on the basis of analog computers. 11. Programming languages may be divided into two large groups: high-level languages and low-level languages, ... being more convenient for man, ... – for the computer. 12. Simplicity is one of the factors ... binary representation of data in digital computers.

Exercise 8. *Translate the following sentences into English using the learned speech patterns.*

1. Об'єм пам'яті гнучкого диску невеликий, щонайбільше три Мегабайти. 2. Розвиток електронних обчислень протягом останніх десятиліть призвів до досягнень, які важко було уявити на початку комп'ютерної ери. 3. Великий інтерес до методів і засобів штучного інтелекту впродовж останнього часу значною мірою пояснюється громіздкістю математичних моделей складних фізичних об'єктів. 4. Винайдення комп'ютерних мереж, які замислювалися для обміну інформацією між кількома віддаленими комп'ютерами, призвело до появи глобальної мережі, відомої всім як Інтернет. 5. Прибутки від запровадження комп'ютеризованого управління на цьому об'єкті за найскромнішими підрахунками становлять (to amount to) 20000 гривень на місяць. 6. Конструкторські недоліки (design flaws) при створенні нового літака можуть спричинити загибель людей, не кажучи вже про подальшу долю самого проекту. 7. Прикладний пакет MathCad (The MathCad application package) застосовується для розв'язання найрізноманітніших математичних задач. 8. Ламповий (tube) і напівпровідниковий підсилювачі (amplifiers) виконують однакову функцію, проте останній менший за розмірами. 9. Комп'ютери, без яких ми важко уявляємо сьогоднішнє життя, спочатку замислювались для математичних обчислень. 10. Широке застосування сучасних персональних комп'ютерів в різних сферах людської діяльності пояснюється їхньою універсальністю. 11. Для друкування тексту можна використовувати як Lexicon, так і Word, але треба мати на увазі, що перший має гірші шрифти (fonts). 12. На виході елемента, що реалізує Булеву функцію "І" (AND-gate) буде нуль в разі, якщо нуль буде принаймні на одному з його входів.

Exercise 9. *Read and translate text 2 paying attention to the learned speech patterns. Use the after-text vocabulary.*

Text 2. Modern Computers

Originally computers were intended to perform calculations. This accounts for the origin of the word itself coming from the Latin word *computo* which means *to count*. The development of electronic computation, however, has resulted in the fact that modern computers are used extensively in various fields of human activities, not for calculations only; and these fields are becoming more and more diverse. Now you can hardly imagine an accountant's desk without a computer, to say nothing of a research laboratory. Modern computers can solve a great variety of tasks: to perform mathematical calculations, to help researchers in their investigations, to help doctors in making diagnoses, to store large volumes of information, etc. And who has not heard about computer-aided design, or computer-assisted manufacturing process control and fault diagnosis, or computer-based learning, or, lastly, computer games which are extremely captivating not for children only but for adults as well? Thus, at its simplest, the computer can be defined as a programmable electronic device that can store, retrieve and process information (data). The word *programmable* here means that computer's operation is based on a program – a specially arranged list of instructions. Every computer incorporates hardware and software. The former includes machinery and devices, the latter – all computer systems and programs.

According to the purpose the following classification of computers may be suggested.

Special-purpose, or dedicated, computers. They are designed to perform special tasks; their operations are limited to the programs built into their microchips. The smallest are embedded within the circuitry of appliances, such as TV-sets and wristwatches. These computers are pre-programmed for a specific task, such as tuning to a particular television frequency or keeping accurate time. Among special-purpose computers there are also so called personal digital assistants (PDAs). These computers can be held in one hand and are used as notepads, scheduling systems, and address books; if equipped with a cellular phone, they can connect to worldwide computer networks to exchange information regardless of location.

General-purpose computers, such as personal computers (PC) and laptop computers. They are much more versatile because they can accept new sets of instructions. Each new set of instructions (program) enables the same computer to perform a different type of operation. Laptop computers and PCs are typically used in businesses and at home for word processing, to track finances, to play games, and to communicate on computer networks. They have large amounts of internal memory to store hundreds of programs and documents. They are equipped with a keyboard, a mouse, a trackball or other pointing devices and a video display monitor or liquid crystal display (LCD) to display information. Laptop computers usually have similar hardware and software as PCs, but they are more compact and have flat, lightweight LCDs instead of video display monitors.

Minicomputers are fast computers that have greater manipulating capabilities than personal computers and can be used simultaneously by many people. These machines are primarily used by larger businesses to handle extensive accounting and inventory records.

Workstations are similar to personal computers but have greater memory and more extensive mathematical abilities, and they are connected to other workstations or PCs to exchange data. They are typically found in scientific, industrial, and business environments that require high levels of computational abilities.

Mainframe computers have more memory, speed, and capabilities than workstations and are usually shared by multiple users through a series of interconnected computers. They are large, extremely fast, multi-user computers that often contain complex arrays of processors, each designed to perform a specific function. Mainframes control businesses and industrial facilities and are used for scientific research.

The most powerful mainframe computers also called *supercomputers* are the fastest class of computers. Their speed and power are almost beyond human comprehension. Supercomputers process complex and time-consuming calculations, such as those used to create weather predictions. They attain these speeds through the use of several advanced engineering techniques. Because these computers can cost millions of dollars, they are used mostly by government, large businesses, scientific institutions and the military.

originally – спочатку
perform – виконувати
calculation, computation – обчислення, підрахунок
account for – пояснювати
origin – походження
count – лічити
extensively – широко
various – різноманітний
field – галузь, сфера
human activities – людська діяльність
diverse – різний, різноманітний
accountant – бухгалтер
research laboratory – дослідницька лабораторія
solve – вирішувати, розв'язувати
researcher – дослідник
investigation – дослідження
make a diagnosis – ставити діагноз
store – зберігати
volume – обсяг
computer-aided, computer-assisted – автоматизований
computer-aided design – автоматизоване проектування
manufacturing process control – керування технологічним процесом
fault diagnosis – діагностика несправностей
lastly – зрештою
captivating – захоплюючий
retrieve – здійснювати пошук (інформації)
process – обробляти
programmable – програмований
hardware – апаратне забезпечення (комп'ютера)
software – програмне забезпечення
device – пристрій
operation – 1) робота, функціонування (технічного пристрою),
2) операція
specially arranged – спеціально, в особливий спосіб організо-

ваний

instruction – команда

incorporate – містити (в собі)

machinery – устаткування, корпус

according to – відповідно до, згідно з

special-purpose computer – комп'ютер спеціального призначення

general purpose computer – комп'ютер загального призначення

be designed for – бути призначеним для

embed – вмонтувати

circuitry – схеми

appliance – пристрій (office appliances – оргтехніка)

wristwatch – наручний годинник

preprogram – запрограмувати наперед

specific – конкретний, специфічний

tune – налаштовувати

particular – конкретний

personal digital assistant (PDA) – електронний секретар

notepad – блокнот

scheduling system – планувальник

cellular phone – стільниковий телефон

regardless of – незалежно від

worldwide – всесвітній

computer network – комп'ютерна мережа

location – місцезнаходження

laptop computer – портативний комп'ютер

versatile – універсальний

to enable – давати можливість, дозволяти

processing – оброблення

track finances – відстежувати (супроводжувати) фінансові потоки

keyboard – клавіатура

trackball – трекбол (кулевий маніпулятор)

pointing device – пристрій керування позицією (“миша”, світлове перо, джойстик)

video display monitor – (відео)монітор
liquid crystal display (LCD) – рідкокристалічний дисплей
manipulating capabilities – можливості обробки (інформації)
simultaneously – одночасно
primarily – 1) головню, головним чином, 2) в першу чергу
handle – оперувати, маніпулювати
records – документація
accounting records – бухгалтерська документація
inventory records – інвентарна документація
workstation – робоча станція; автоматизоване робоче місце
mainframe computer – великий комп'ютер (як правило, вико-
ристовується в режимі розподілу часу,
для наукових розрахунків, для керуван-
ня розподіленою системою)
speed – швидкодія
attain – досягати

Exercise 10. *Answer the questions on text 2.*

1. What was the original purpose of computers?
2. What is the origin of the word *computer*?
3. What has the development of electronic computation resulted in?
4. What kind of tasks can modern computers solve?
5. How can the computer be defined?
6. What are dedicated computers designed for?
7. What are personal digital assistants usually used for?
8. Why are general-purpose computers versatile?
9. What are the advantages of minicomputers?
10. Where are workstations typically found?
11. What is the difference between mainframes and workstations?
12. What is the fastest class of computers?
13. Owing to what do supercomputers attain their high speeds?
14. Who usually uses supercomputers? Why?

Exercise 11. *Say whether the following statements are true or false.
Correct the false ones.*

1. One can hardly imagine a computer that helps doctors in making a diagnosis.
2. Personal digital assistants are equipped with a cellular phone to connect them to worldwide computer networks.
3. Only one type of computers can accept new sets of instructions.
4. Laptop computers are as compact as PCs, but have different hardware and software.
5. Minicomputers are usually used by large businesses.
6. Workstations are typically found in schools and universities.
7. Mainframes often contain complex arrays of processors and cannot be used by many people.
8. Only government and the military use supercomputers.

Exercise 12. *Complete the sentences.*

1. You can hardly imagine an accountant's desk without a computer, to say nothing of
2. Every computer ... hardware and software.
3. The program is a ... list of instructions.
4. Special-purpose computers are ... for
5. Personal computers are typically found in businesses and at home for
6. Laptop computers have large amounts of ... to store hundreds of programs and documents.
7. Minicomputers have greater ... than PCs.
8. Workstations are connected to other workstations or personal computers to
9. Mainframes control businesses and industrial facilities and are used for
10. Supercomputers process complex and ... calculations, such as those used to create

Exercise 13. *Translate the following sentences into English.*

1. Від самого початку комп'ютери замислювалися для виконання обчислень.
2. Комп'ютерні ігри є надзвичайно захоплюючими не лише для дітей, а й для дорослих.
3. Апаратне забезпечення включає в себе устаткування та пристрої, а програмне забезпечення – всі комп'ютерні системи та програми.
4. Функції комп'ютерів спеціального призначення обмежуються програмами, вмонтованими в їхні мікрочіпи.
5. Кожна нова програма дає можливість одному й тому самому комп'ютеру виконувати операції іншого типу.
6. Міні-

комп'ютери можуть використовуватись одночасно багатьма людьми. 7. Автоматизовані робочі місця подібні до персональних комп'ютерів, але мають більший об'єм пам'яті. 8. Швидкодія та потужність суперкомп'ютерів є майже недоступними людській уяві. 9. Комп'ютер - це програмований електронний пристрій, що може зберігати, здійснювати пошук та обробку інформації. 10. Найменші комп'ютери вмонтовують в схеми пристрою, такого, як, наприклад, годинник або телевізор.

Exercise 14. *Give derivatives of the following words and explain their meaning.*

Diverse, imagine, solve, design, define, program, process, suggest, arrange, apply, accurate, versatile, store, point, capable, typical, require, complex, facility, power, create, govern.

Exercise 15. *Find in text 2 the English for:*

виконувати обчислення, дослідницька лабораторія, найрізноманітніші завдання, встановити діагноз, діагностика несправностей, автоматизоване проектування, програмований пристрій, здійснювати обмін інформацією, внутрішня пам'ять, широкі можливості, одночасно, наукові дослідження, за межами людського розуміння (уяви), прогноз погоди, передові технічні засоби.

Exercise 16. *Give the opposites of the following words from text 2 and using them make up sentences of your own.*

Originally, development, extensively, various, modern, extremely, captivating, include, specific, regardless of, versatile, enable, different, internal, similar, compact, lightweight, instead of, simultaneously, usually, multiple, complex, beyond, advanced.

Exercise 17. *Find in text 2 the synonyms of the following words:*

at first (in the beginning, initially); to carry out (to execute); to explain; to stem from (to originate from); to bring about (to lead to); up-to-date (present-day); widely; sphere (area, domain); varied; not to mention (let alone); finally; absorbing; command; to contain; depending on (in accordance with, in relation to); paying no attention to; essentially (mainly, basically, chiefly, predominantly, in the main).

Exercise 18. *Paraphrase the following sentences replacing the underlined words by their equivalents from text 2 according to the model.*

Model. At first the computer operated trouble free. – Originally the computer operated trouble free.

1. The appearance of the semiconductor technology brought about the miniaturization of electronic devices. 2. Being too expensive, mainframes are used in the main by government, large businesses, and the military. 3. Generally such failures stem from improper circuitry. 4. In the beginning the idea did not seem reasonable. 5. The sentence is translated without regard to the context. 6. The detailed laboratory investigation of meteorites is largely a domain of microanalytical chemistry. 7. These techniques must be selected in relation to the properties of the substances being separated. 8. No computer can operate without man's commands. 9. The amount of current flowing through a conductor is basically a function of its resistance. 10. Seized by that absorbing book, he did not notice the fallen dusk. 11. This painter is known to have depicted varied scenes of life. 12. Present-day amphibians are highly specialized animals. 13. You cannot buy things paying no attention to expenses. 14. Many modern computers appear in a great variety of architecture, not to mention their sizes and shapes. 15. And finally, they allow devoting more time and energy to other areas of business. 16. High image quality of this display is explained by its high definition. 17. The differentiation is carried out with respect to this variable. 18. Silicon carbide is widely used in the metal industry. 19. Consider the case where the system is initially at rest. 20. The current in the motor increased, which led to overheating. 21. In this machine all the processing logic is contained in the central processing unit. 22. This department is engaged predominantly in the development and creation

of knowledge-based systems for automatic control and fault diagnosis. 23. Buying a good house requires a lot of time and effort, let alone money. 24. At our university the students of the Computer Science Faculty obtain profound training in electronics, computer hardware and software, programming languages as well as in other related domains.

Exercise 19. *Translate the following sentences into English giving as many equivalents of the underlined words as possible.*

Model. Спочатку ця система планувалась як тестова, і лише згодом вона була перетворена на навчаючу. – At first (originally, initially, in the beginning) this system was conceived as testing and only later it was turned into teaching.

1. Цей новий літак дуже комфортабельний і має відмінні експлуатаційні характеристики, не кажучи вже про довершений дизайн. 2. Всякий комп'ютер функціонує відповідно до складеної послідовності команд, що має назву програми. 3. Ці операції можна виконувати під тиском. 4. Ви не такий багатий, щоб купувати комп'ютер, не звертаючи уваги на ціну. 5. Порушення правил техніки безпеки (the industrial safety measures) часто призводить до сумних наслідків. 6. Україна посідає провідне місце у світі у виробництві сучасних вантажних літаків. 7. Вклад, що його зробили українські вчені в галузі інформатики, є доволі значним. 8. Ця система містить в собі як обігрівач, так і кондиціонер. 9. Авіаційні тренажери призначені, головним чином, для підготовки пілотів. 10. Відповідно до розміру цифрові комп'ютери можна розподілити на великі, середні, мінікомп'ютери та мікрокомп'ютери. 11. Такі пристрої можна широко застосовувати в комп'ютерах. 12. Назва цього пристрою – висотомір (altimeter)– пояснюється його функцією. 13. Під час обговорення цієї проблеми висловлювались різноманітні погляди. 14. Спочатку люди вважали, що сонце обертається навколо землі.

Exercise 20. *Retell text 2 trying to use all speech patterns learnt in ex.6.*

Exercise 21. *Choose the correct word.*

A

origin – original (*adjective*) – original (*noun*) – originally – to originate

1. There are words whose ... is not conclusively established yet.
2. The vapour occupies the space ... filled with liquid.
3. My father speaks English very well. He can fluently read Shakespeare in the
4. Coal may ... from isolated fragments of vegetation.
5. The ... structure of the crystal lattice changed as the result of the chemical reaction.

B

various – different

1. Two ... semiconducting materials are joined to form a p-n junction.
2. This technology cannot be applied for ... reasons.
3. The accuracies of these two devices are ... ; that's why the results are not the same.
4. A choice is next made between ... methods of computation.
5. To solve this problem ... ways are permissible.

C

to solve – to decide
solution – decision

1. We know enough to ... a question like this.
2. Last night they came to a ... that suited everybody.
3. Without this information we could not ... what to do next.
4. This problem seems not to have a
5. At the age of 50 she left her country forever, although she came to this ... with difficulty.

D

lastly – eventually (finally) – at last

1. ... , at the fifth step we obtained an unambiguous solution.
2. ... , I must say you are boring.
3. We walked long and by the twilights ... reached the place. "... we've come", said George.
4. We will know the truth
5. ... you can ask them for all necessary papers.

E

define – determine

1. These elements ... the geometry of the orbit. 2. Ammeters are used to ... the amount of current through a circuit. 3. The resistance is ... from the following equation. 4. First of all we must ... the range of questions to be solved as soon as possible. 5. The state of the atmosphere ... wave propagation.

F

result in – result from

1. A lot of road accidents ... drivers' neglecting traffic rules. 2. Nothing has ... my efforts to solve this problem. 3. Heavy rains ... floods. 4. The goal ... a misunderstanding between two defenders. 5. The talks have ... a lessening of tension.

Exercise 22. *Translate the following sentences into English using the correct words (see exercise 21).*

A

1. Слово "комп'ютер" має латинське походження. 2. Телевізори спочатку були чорно-білі. 3. Треба бути неабияким знавцем живопису, щоби відрізнити цю копію від оригіналу. 4. Сварка виникла через непорозуміння. 5. Цей матеріал поновлює початкову форму коли тиск на нього припиняється.

B

1. Один і той самий результат можна отримати трьома різними способами. 2. Це зовсім інший підхід до розв'язання цієї проблеми. 3. Дальність дії цих двох локаторів різна. 4. Це досягається різними шляхами. 5. У конференції взяли участь вчені з різних країн. 6. На виставці можна було побачити різноманітне програмне забезпечення.

C

1. Він продав будинок, хоча це було нелегке рішення. 2. Цю задачу можна розв'язати за допомогою комп'ютера. 3. Розв'язання цієї задачі, запропоноване маловідомим англійським вченим, було доволі оригінальним. 4. Прислухатись до моєї поради, чи ні – це вам вирішувати. 5. Продати будинок? Це не вирішення проблеми.

D

1. Очікуючи на свою чергу в цій перукарні, ви можете подивитись телевизор, переглянути журнал, або ж, зрештою, подрімати. 2. Я гадаю, що комп'ютерне програмне забезпечення зрештою подешевшає. 3. Цей твій молодий чоловік бідний, неосвічений і, врешті-решт, він просто дурний. 4. Ну нарешті ви зрозуміли в чому справа! 5. Ми наполегливо працювали і зрештою розв'язали цю складну задачу.

E

1. Електричний струм визначається як потік зарядів у провіднику. 2. Що вам потрібно в першу чергу, так це визначити головну мету свого дослідження. 3. Сила струму (amount of current) в електричному колі визначається з добре відомої формули закону Ома. 4. Повноваження судді визначені законом. 5. За допомогою радіонавігаційної системи можна визначити відстань до літака та його азимут.

F

1. Мініатюризація елементної бази призвела до створення персональних комп'ютерів. 2. Авіакатастрофа сталася внаслідок втрати керування і поганих погодних умов. 3. Застосування сучасних цифрових технологій в побутовій техніці призвело до значного зростання її якості. 4. Неправильне функціонування цієї системи сталося внаслідок помилок програмування. 5. Ці помилки спричинені, головним чином, низькою точністю вимірального приладу.

Exercise 23. *Read and learn the words to the text “Artificial Intelligence”:*

artificial intelligence – штучний інтелект
combine – поєднувати
beat (beat, beaten) – перемагати
brain – мозок
be made up of – складатися з
cell – комірка
neuron – нейрон
to make up – утворювати, складати
both ... and ... – як ..., так і ...
take up – займати (місце)
be about sth – займатися чимось
concept – концепція
invent – винаходити, створювати, засновувати
by means of – шляхом, за допомогою
test subject – об'єкт тестування
tell – відрізнити
consider – вважати
actually – дійсно, насправді
missile – ракета
the Gulf War – війна у Перській Затоці, що її вели Сполучені Штати
проти Іраку у 1990 році
smart – розумний
move – хід (у шахах)
hunch – 1) передчуття, підозра, інтуїція; 2) горб
whether – чи
bottom-up – висхідний
top-down – нисхідний
work in order – працювати послідовно
trigger – ініціювати, спричиняти
in turn – в свою чергу
web-like – павутиноподібний
pattern – структура, схема, будова
even more practical and interesting – ще практичніший і цікавіший
Exercise 24. *Read and translate text 3.*

Text 3. Artificial Intelligence

There is an area of research that is trying to create machines that can “think”. This field is called artificial intelligence – it combines the fields of computer science, psychology, and philosophy.

Researchers are trying to create machines that can think like humans, understand the spoken word, and beat even the best chess players. The human brain is made up of billions of cells called neurons that make up the physical system for thinking. It is perhaps the most complex system in the world. To build something like that in a computer is what artificial intelligence is all about.

In 1941, the electronic computer was developed in both the United States and Germany, and research into artificial intelligence began. The computers in 1941 were so big they took up entire rooms! It was 15 years later, however, that the term artificial intelligence was first used at a conference at Dartmouth.

There are certain ideas that are common in the field of artificial intelligence. One important concept was invented by the British computer scientist Alan Turing, called the Turing test. The Turing test is a test to see if a computer is intelligent. In the test, a human communicates by means of a typewriter or keyboard to a test subject, but the person does not know whether the test subject is a human or a computer. If the person can't tell the difference, then the computer is considered intelligent. When Alan Turing proposed this idea in 1950, it seemed like a very difficult test that would really show if a computer was intelligent. Now, however, there are very simple computer programs that seem like they could pass the test, but they do not seem to be truly intelligent. Try talking to an online psychiatrist. Could you tell that you're not talking to a human?

We really aren't at the stage yet where we have machines that can actually think like humans. The American army used “intelligent” missiles in the Gulf War, the IBM computer Deep Blue beat chess champion Garry Kasparov, and very simple computer programs can pass the Turing test. None of these programs, however, really seem smart enough to say that they have actual “intelligence”. For example, Deep

Blue had a much larger capacity to store information about possible moves, but it couldn't use intuition or have hunches. Also, there is still no emotion built into artificial intelligence. Whether that is really needed for intelligence is an important question.

This is just one of many questions about what intelligence actually is. In the field of artificial intelligence, there are two main theories about how intelligence should be created. These theories are called bottom-up and top-down processing. Bottom-up theorists believe that to create artificial intelligence, researchers should build electronic imitations of the human brain's neural network. Top-down theorists believe that using computer programs to imitate the brain's behavior is the best way to create artificial intelligence. There are also two opposite theories on how artificial intelligence can function. There are two ways that it functions right now: parallel processing and neural networks. Parallel processing is most like the computers we use today. They are programmed to work in order; one thing happens which triggers the next thing in line to happen, and so on. Neural networks work like the human brain. In the brain, if one neuron sends out information, it may send it out to many other neurons which may in turn activate many other neurons. This way, the information moves in a web-like pattern which is faster than parallel processing which moves in a straight line – linearly.

As computers become more and more a part of the world, artificial intelligence will become an even more practical and interesting field.

Exercise 25. Translate the questions into English and answer them.

1. Що таке штучний інтелект? Які галузі знань він поєднує?
2. Які машини намагаються зараз створити дослідники?
3. З чого складається людський мозок? Чим займається штучний інтелект?
4. Якого розміру були перші комп'ютери?
5. Де і коли було вперше вжито термін “штучний інтелект”?
6. У чому полягає суть тесту Тьюрінга?
7. Чи залишається цей тест актуальним зараз? Чому?
8. Які “інтелектуальні” машини ви знаєте? Чи можна їх називати по-справжньому інтелектуальними? Поясніть чому.

9. Якими є дві теорії стосовно того, як треба створювати інтелект? Яка між ними різниця?
10. Які два напрямки функціонування штучного інтелекту наразі існують? Який з них є кращим з точки зору швидкості оброблення інформації? Чому?

Exercise 26. *Match the words in the left-hand column with their equivalents in the right-hand column:*

area	descending
to be made up of	usual
to call	real
to make up	to learn (to understand)
perhaps	to initiate
to take up	to work
common	necessary
to see	field
to tell	to suggest
to propose	to form
smart	ascending
actual	to consider
to function	to consist of
needed	to distinguish
bottom-up	to term
top-down	to occupy
to believe	clever
to trigger	maybe

Exercise 27. *Translate the following sentences into English using the words from the previous exercise and their synonyms.*

1. Людський мозок складається з мільярдів комірок, що мають назву нейрони, які утворюють фізичну систему для мислення.
2. Ранні комп'ютери були настільки великими, що займали цілі кімнати.
3. Якщо людина не може відрізнити з ним вона спілкується, з людиною чи машиною – то остання вважається інтелектуальною.
4. Жодна з існуючих машин не є розумною настільки, щоби сказа-

ти, що вона має справжній інтелект. 5. Тест, запропонований Тьюрінгом, є тестом на те, чи є комп'ютер інтелектуальним. 6. Вважають, що такі людські якості, як інтуїція, здатність передбачати є необхідним для того, аби називати машину інтелектуальною. 7. Прихильники нисхідної теорії вважають, що застосування комп'ютерних програм для імітації поведінки мозку – найкращий шлях створення штучного інтелекту. 8. Існує дві протилежні теорії стосовно того, як штучний інтелект може функціонувати. 9. Наразі існує два способи функціонування штучного інтелекту: паралельна обробка і нейронні мережі. 10. В разі паралельної обробки комп'ютери запрограмовані так, що одна подія ініціює наступну і так далі.

Exercise 28. *Make up questions to the underlined and italicized words.*

1. Artificial intelligence combines the fields of computer science, psychology, and philosophy. 2. The neurons of the human brain make up the physical system for thinking. 3. The electronic computer was developed in both the United States and Germany in 1941. 4. The British computer scientist Alan Turing invented a concept called the Turing test. 5. A human communicates to a test subject by means of a keyboard. 6. In 1950, the idea suggested by Turing seemed like a very difficult test. 7. The American army used "intelligent" missiles in the Gulf War. 8. Nowadays very simple computer programs can pass the Turing test. 9. In the field of artificial intelligence, there are two main theories about how intelligence should be created. 10. Neural networks work like a human brain.

Exercise 29. *According to the model, change the following sentences using the expression to be (all) about.*

Model. To build something like that in a computer is what artificial intelligence *deals with*. – To build something like that in a computer is what artificial intelligence *is about*.

1. What are you doing now? 2. While you are busy cooking supper, I will clean up the room. 3. To find a good job is what he is occupied with now. 4. My friend is going to take his doctor's degree in economics. He has been busy with it for the last few years. 5. Her daughter is badly ill. To cure her is what she is concerned about now.

Exercise 30. *Exchange, in your group, the information about intelligent systems you are familiar with. Make up a discussion on whether these systems are truly intelligent. When discussing, use the expressions from the three columns below.*

Oh, yes. You are right. Right you are. That's right. I quite agree with you. I fully agree with you. I cannot agree more. I agree with everything you say. I am of the same opinion. That's just what I was going to say. That's very sensible. Very likely. Beyond all doubt.	Oh, no. I cannot agree with you. You are mistaken. I don't think so. Not at all. Not in the least. Just the other way round. There you go again. Nothing of the kind. I'm afraid you're wrong. I would disagree with what you said. Quite the opposite! I'm afraid you've missed the point.	Really? Is it true? Is it a fact? You can never tell. It's too good to be true. Goodness knows. I have some doubt about that. It seems unlikely. It's an attractive idea, but I don't think everything is quite so simple. I wouldn't say so.
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Exercise 31. *Say it in English using the word **whether**.*

1. Ви – керівник групи, тож вам і вирішувати, чи продовжувати експеримент далі. 2. Він запитав, чи чекати йому на них, чи розпочинати роботу самому. 3. Я не пам'ятаю, чи замкнув я двері, виходячи з дому. 4. Після розмови з містером Брайтоном дай мені знати, чи повинен я приїхати для підписання контракту особисто. 5. Я ще не вирішив, чи приймати мені цю пропозицію. 6. Все залежить

від того, чи матимемо ми достатньо грошей. 7. Питання полягало в тому, чи брати в гості дітей, чи залишити їх удома. 8. Буде дощ, чи ні, ми поїдемо на риболовлю. 9. Я в роздумах (I am in doubt), чи слід мені платити такі гроші за цю машину. 10. Скажи, мені за-прошувати Білла з дружиною, чи ні?

Exercise 32. *Read and learn the words to the text “What Happens When Technologies Converge?”*:

WHAT HAPPENS WHEN TECHNOLOGIES CONVERGE?

converge – *тут* зближуватися

far-reaching – далекосяжний

urge – спонукати, переконувати, наполягати

developments – події

govern – керувати

welfare – добробут

human performance – життєдіяльність людини

hot – *тут* актуальний

nanotechnology – нанотехнологія

cognitive science – конгнитивістика, наука про мислення

province – галузь, сфера діяльності

duo /dju:əʊ/ – дует, двійка

trio /tri:əʊ/ – трійка, тріо

quartet /kwɔ:ˈtɛt/ – кuartет

scale – масштаб

aggregate – збирати(ся) в єдине ціле, з’єднувати(ся)

harness – підкоряти, приборкувати

engineer – створювати

humanity – людство, людська природа

coupled – пов’язаний

unify – об’єднувати

holistic awareness – цілісне усвідомлення

synergy – синергізм

substantially – суттєво, істотно

enhance – підсилувати, збільшувати

medium-term – середньостроковий
stress – *тут* спонукати, спричиняти
overarching – всеохоплюючий
merge – з'єднуватися, зливатися
subject matter – зміст, предмет
challenge – потребувати (вимагати) зусиль
rearrange – упорядковувати
finding – відкриття
comprehend – розуміти, осягати розумом
take on – братися за, брати на себе
emerge – з'являтися, виникати
living cell – жива клітина
diverse – різний, різноманітний, відмінний
ubiquitous – повсюдний (такий, що зустрічається повсюди)
dysfunction, malfunction – неправильне функціонування
hierarchy /'haɪ(ə)rɑ:kɪ/ – ієрархія
rest on smth – спиратися на щось, базуватися на чомусь
inform – *тут* розвивати, формувати
self-defeating – приречений на провал
unparalleled – небувалий, нечуваний
exploit – використовувати, скористатися
tremendous – величезний
engage in joint ventures – брати участь у спільних підприємствах
establish – встановлювати
linkage – зв'язок
production facilities – виробничі потужності, виробничі об'єкти
get smth on track – скерувати щось у потрібному напрямку

Exercise 33. *Read and translate text 4.*

Text 4. What Happens When Technologies Converge?

Recommendations in the latest National Science Foundation report are, as it says, far-reaching and fundamental, urging the transformation of science, engineering and technology at their very roots:

“The new developments will be revolutionary and must be governed by respect for human welfare and dignity.”

The report “Converging Technologies for Improving Human Performance” is all that and more. It says that because they need one another, four basic and hot technologies will converge: nanotechnology, biotechnology, information technology and cognitive science (NBIC).

“Accelerated scientific and social progress can be achieved by combining research methods and results across these provinces in duos, trios and the full quartet,” the report says.

The NSF’s reasoning is that the basis of convergence will be material unity at the nano scale and the integration of technology from that scale. We can now understand how atoms combine to form complex molecules and how these aggregate according to common fundamental principles to form both organic and inorganic structures. Natural processes can be harnessed to engineer new materials, biological products and machines from the nano scale to the scale of meters. We will be able to understand and control the behaviour both of complex microsystems and macrosystems.

Advances at interfaces between previously separate fields and technology are ready to create key NBIC transforming tools, instruments, analytical methodologies and radically new material systems.

Scientists can understand the natural world, social events and humanity as closely coupled unifying concepts that together become complex, hierarchical systems. This complex system approach can provide holistic awareness of opportunities for integration to achieve maximum synergy.

Improvement in human performance becomes possible. We will soon be able to substantially enhance human mental, physical and social abilities. Better understanding of the human body and development of tools for direct human-machine interaction has opened up completely new opportunities.

The goal is fundamental transformation of science and engineering. Potential medium-term benefits stress the development of applications, but much of the unification will be on the level of fundamental science.

“From empirical research, theoretical analysis and computer modeling we will have to develop overarching scientific principles that unite fields and make it possible for scientists to understand complex phenomena,” the report says. “One of the reasons why sciences have not merged in the past is that their subject matter is so complex and challenging to the human intellect. We must find ways to rearrange and connect scientific findings so that scientists from a wider range of fields can comprehend and apply them within their own work.”

What engineers do will change. Fundamental research will be essential because engineers must be ready to take on entirely new tasks. “The traditional toolkit of engineering methods will be of limited utility in some of the most important areas of technological convergence, so new tools will have to be created,” the report says. This has begun in nanotechnology, but engineering solutions will also have to be developed for biology, information and human mind problems.

The report cites four areas that will essentially be created by convergence:

- Entirely new categories of materials, devices and systems for use in manufacture, construction, transportation, medicine, emerging technologies and scientific research. Nanotechnology is one of the most obvious categories, but information technology will be important, too.
- The living cell, the most complex known form of matter with a system of components and processes operating at the nano scale. Basic properties and functions are at the first level of organization of biosystems, at the nano scale.
- Fundamental principles of advanced sensory, computational and communications systems, especially the integration of diverse components into the ubiquitous and global network.
- Structure, function and dysfunction of intelligent systems, including the human mind. Biotechnology, nanotechnology and computer simulations will be powerful for studying the dynamic behavior of the brain on all its levels of organization, including its interface with other people and the outside environment in general.

A hierarchical architecture for integrating sciences will have to be developed. The present hierarchy of sciences – physics, as a base, up through chemistry and biology to psychology and economics – will have to be bypassed. It is now beginning to be possible to see in detail how each level of phenomena rests on and informs the one below. The old university divisions are self-defeating because only through recognizing their connections with one another can all the sciences progress.

For the private sector, the report urges that companies develop partnerships “of unparalleled scope to exploit the tremendous opportunities from technological convergence, engaging in joint ventures with one another, establishing research linkages with universities, and investing in production facilities based on entirely new principles and materials, devices, and systems.”

Whether you think the NSF study’s goals are commercially wise or not, you should set your own goals, or join with others in an attractive idea, and look to various kinds of technological convergence to get you there. It might be a good way to shake up your lab and get it on track.

Exercise 34. Translate the questions into English and answer them.

1. До чого закликають рекомендації, викладені у доповіді Фонду національної науки?
2. Чим, згідно з доповіддю, повинні керуватися нові розробки?
3. Зближення яких технологій очікується?
4. Що говориться у доповіді стосовно шляхів прискорення наукового ті соціального прогресу?
5. Яким, на думку Фонду, є підґрунтя для вищезазначеного зближення?
6. Що можуть дати успіхи в створенні мостів між раніше відокремленими галузями і технологіями?
7. Який підхід здатен забезпечити цілісне усвідомлення можливостей інтеграції з метою досягнення максимального синергізму?
8. Що маєтсья на увазі, коли кажуть, що поліпшення життєдіяльності людини стає можливим?

9. Якої думки дотримується Фонд стосовно причин того, що науки до сих пір не з'єдналися? Що в цьому плані належить зробити?
10. Які зміни очікуються в роботі інженерів?
11. Що говориться у доповіді про існуючу ієрархію наук?
12. Що рекомендує Фонд для приватного сектора?

Exercise 35. *Match the words in the left-hand column with their equivalents in the right-hand column:*

basic	aim
to achieve	to use
province	to govern
to engineer	unprecedented
to control	to create
advances	important
coupled	to attain
awareness	to pass over
substantially	principal
to enhance	to take part in
completely	recognition
goal	enormous
overarching	to increase
to apply	considerably
essential	connected
to take on	all-embracing
diverse	progress
to bypass	field
unparalleled	altogether
tremendous	different
to engage in	to undertake

Exercise 36. *Translate the following sentences into English using the words from the previous exercise and their synonyms.*

1. Прискорення наукового і соціального прогресу можна досягти, поєднуючи методи дослідження і результати по цих галузях.

2. Можна підкорити природні процеси з метою створення нових матеріалів, біопродуктів та машин від наноскопічних розмірів до метрів. 3. Ми матимемо змогу розуміти і керувати поведінкою складних мікро- і макросистем. 4. Природа, суспільні події та людство – це тісно пов’язані об’єднуючі поняття, які разом утворюють складні ієрархічні системи. 5. Цей комплексно-системний підхід дає цілісне усвідомлення можливостей інтеграції, яка має на меті досягнення максимального синергізму. 6. Незабаром ми зможемо істотно збільшити розумові, фізичні та суспільні можливості людини. 7. Краще розуміння людського організму і розробка засобів прямої взаємодії людини з машиною відкрили абсолютно нові можливості. 8. Нам доведеться розробити всеохоплюючі наукові принципи, які об’єднують різні галузі і дозволяють вченим розуміти складні явища. 9. Метою є докорінне перетворення науки і техніки. 10. Важливе значення матимуть фундаментальні дослідження, оскільки інженери повинні бути готові взяти на себе абсолютно нові завдання. 11. Треба буде відмовитися від існуючої нині ієрархії наук, в основі якої лежить фізика, а далі – через хімію і біологію – психологія та економіка. 12. Щодо приватного сектору, доповідь містить наполегливу пораду компаніям безпосередньо розвивати партнерство, щоби скористатися величезними можливостями, які дає технологічне зближення.

Exercise 37. *Make up questions to the underlined and italicized words.*

1. Accelerated scientific and social progress can be achieved by combining research methods and results across four basic technologies. 2. Advances at interfaces between previously separate fields and technology are ready to create radically new material systems. 3. The natural world, social events and humanity together become complex, hierarchical systems. 4. Better understanding of the human body and development of tools for human-machine interaction has opened up completely new opportunities. 5. Potential medium-term benefits stress the development of applications. 6. We will have to develop overarching scientific principles that unite fields and make it possible to understand complex phenomena. 7. One of the reasons why sciences have not

merged in the past is that their subject matter is so complex and challenging to the human intellect. 8. The report cites four areas that will essentially be created by convergence. 9. A hierarchical architecture for integrating sciences will have to be developed. 10. We will be able to understand and control the behavior both of complex microsystems and macrosystems.

Exercise 38. *Make up a discussion in the group on possible ways of high technologies development. When speaking, use the phrases from ex. 24.*

Exercise 39. *Translate into Ukrainian paying attention to the words in bold type.*

1. Harmonious **development** of the person involves both physical and moral education. 2. The report says that this machine is still under **development**. 3. The speaker informed the audience of the latest **developments** in foreign affairs. 4. The **development** of photographic films requires a dark room. 5. This land is ripe for **development**. 6. What is the **scale** of the map? 7. The **scale** on this ruler is in both centimeters and inches. 8. The use of nuclear weapons can provoke war on a worldwide **scale**. 9. While the girls were peeling potatoes the boys were scraping the **scales** off the fish. 10. We must remove the **scales** from his eyes. (The **scales** fell from his eyes.) 11. This arrival of reinforcements turned the **scales** in our favor. 12. The engine demonstrated a good **performance** during tests. 13. Are you satisfied with the **performance** of your new car? 14. The **performance** data are indicated in the specifications. 15. The performance of modern supercomputer systems ranges from 5 GFLOPS through to 2 TFLOPS. 16. The military of Ukraine have always been faithful in the **performance** of their duties. 17. I was shocked at his **performance** in the restaurant. 18. On Sunday the theatre gives two **performances** a day. 19. We wear clothes to keep our **bodies** warm. 20. He received one wound in the left leg and another in the **body**. 21. The sun, moon and stars are heavenly **bodies**. 22. A lake is a **body** of water. 23. A legislative **body** is a group of persons who make laws. 24. Combating crimes is the main duty of law-enforcement **bodies** in any country.

Exercise 40. *Translate into English using both ... and, either ... or, neither ... nor, rather than.*

1. Це скоріше зелений колір, ніж синій. 2. Цей ризик повинен взяти на себе я, а не ти. 3. Його вважали скоріше хитрим, аніж розумним. 4. Обличчя в нього скоріше кругле, ніж овальне. 5. Ввечері мені більше подобається дивитись телевізор, а не читати газети. 6. Вони вирішили загинути, але не здатись. 7. Вона не розмовляє ані французькою, ані англійською. 8. Ви можете взяти або мою машину, або Джона. 9. Ні він, ні я нічого про це не знали. 10. Цей твій новий знайомий – ні риба, ні м'ясо. 11. Тітонька Емілі приїжджає сьогодні. Тож або Мері, або Майкл повинен залишитись удома. 12. Якщо не Пітер, то Макс знає мій телефон. 13. В тому, що сталось винуваті як Джеймс, так і Керолайн. 14. Вони обидва вміють водити машину. 15. Як глядачі, так і спеціалісти були вкрай здивовані сильною грою цієї команди, про яку раніше мало хто знав. 16. Я знаю, що або містер Браун особисто, або його секретар забронював мені номер у готелі.

Exercise 41. Speak on the following subjects.

1. We Are Living In the Age of High Technologies.
2. Modern Computers.
3. Artificial Intelligence.
4. What Happens When Technologies Converge.

SURVIVAL ENGLISH: SHOPPING

Tell me, please, where ... is here. } Скажіть, будь ласка, де тут...?
Will }
Could } you tell me where ... is here?
Can }

- | | |
|-----------------------|-----------------------|
| – a department store | – універмаг |
| – a food store | – продуктовий магазин |
| – a supermarket | – супермаркет |
| – the shopping center | – торговий центр |

– the market	– ринок
– a chemist's shop	– аптека
– a bookshop	– книгарня
– a baker's shop	– хлібний магазин
– a confectionery	– кондитерський магазин
– an antique shop	– антикварний магазин
When is this shop open?	Коли працює цей магазин?
When does this shop open (close)?	Коли відчиняється (зачиняється) цей магазин?
How does this shop work ...?	Як цей магазин працює ...?
– on weekdays	– по буднях
– on weekends	– по вихідних
– on Monday	– у понеділок
On weekdays it works from 9 till	По буднях він працює з 9 до
21. Lunch break is from 14 till 15.	21. Обідня перерва з 14 до 15.
On weekends it works day and night.	По вихідних він працює цілодобово.
Where is the ... department here?	Де у вас відділ ...?
– toy	– іграшок
– children's clothes	– дитячого одягу
– sportswear	– спортивного одягу
– shoe (foot-wear)	– взуття
– hosiery	– трикотажних виробів
– haberdashery	– галантерейних виробів
– perfumery	– косметичних виробів
– fabrics (textiles)	– тканин
– tobacco	– тютюнових виробів
– domestic appliances	– побутової техніки
– crockery	– посуду
– food	– продовольчих товарів
– cold meat and sausages	– м'ясних та ковбасних виробів
– grocery	– бакалейних товарів
– greengrocery	– овочевих виробів
– dairy products	– молочних продуктів
– bakery	– хлібопродуктів

- jewelry
 - stationery
- Where can I buy ... here?
- cameras and accessories
 - souvenirs (gifts)
 - men's (ladies') clothes
 - sports goods
 - electrical appliances
 - household goods
 - jewelry
 - antiques
 - stationery
 - cassettes and CDs
 - shoes
 - cosmetics
 - leather goods
 - bread
 - sausage
 - soft (hard) drinks
 - fish and seafood
 - sweets

Have you got ... on sale (in stock)?

I want to buy

I'd like to buy

I am looking for

I need

Please, show me

Give me, please,

- a packet of tea (coffee)
- a package of blades
- a pack of cigarettes
- a carton of cigarettes
- a bunch of flowers
- a bottle of perfume
- a bottle of wine
- a tube of shaving cream

- ювелірних виробів
 - канцтоварів
- Де тут можна купити ...?
- фототовари
 - сувеніри
 - чоловічий (жіночий) одяг
 - спорттовари
 - електротовари
 - господарчі товари
 - ювелірні вироби
 - антикваріат
 - канцтовари
 - касети та компакт-диски
 - взуття
 - косметику
 - вироби зі шкіри
 - хліб
 - ковбасу
 - (алкогольні) напої
 - рибу та морепродукти
 - солодоші

Чи є у вас у продажу ...?

Я хочу купити

Я хотів би купити

Я шукаю

Мені потрібно

Покажіть мені, будь ласка ...

Дайте мені, будь ласка ...

- пачку чаю (кави)
- пачку лез
- пачку сигарет
- блок сигарет
- букет квітів
- флакон парфумів
- пляшку вина
- тюбик крему для гоління

- a pair of leather (suede) gloves
- a pair of socks (stockings)
- This is just what I want.
- It's not quite what I want.
- I'd like something of a better quality.
- How much is it?
- This is very (too) expensive.
- Please, show me something cheaper (less expensive).
- May I try it on?
- Where can I try it on?
- Where is a fitting room here?
- It suits me.
- It doesn't suit me.
- It isn't genuine leather.
- It's too hot for summer wear.
- It's in fashion.
- It's out of fashion.
- What size do you take in gloves (shoes)?
- These shoes are a bit big.
- Have you got the same but of a smaller size?
- Could you show me something ...
 - in grey
 - to match my shirt
 - for autumn (everyday) wear
- I'll take it.
- Where shall I pay?
- Shall I pay you or to the cash-desk?
- Shall I pay in cash or can I use a credit card?
- Can I pay by cheque (by credit card)?
- пару шкіряних (замшевих) рукавичок
- пару шкарпеток (панчох)
- Це те, що мені потрібно.
- Це не зовсім те, що я хочу.
- Я б хотів чогось якіснішого.
- Скільки це коштує?
- Це дуже (надто) дорого.
- Покажіть мені, будь ласка, щось дешевше.
- Можна приміряти?
- Де можна це приміряти?
- Де тут примірючна?
- Це мені підходить.
- Це мені не підходить.
- Це не справжня шкіра.
- У цьому жарко ходити влітку
- Це модно.
- Це не модно.
- Якого розміру рукавички (черевики) ви носите?
- Ці черевики трохи завеликі.
- У вас є такі самі тільки меншого розміру?
- Покажіть, будь ласка, що-небудь
 - сірого тону
 - до моєї сорочки
 - на осінь (на кожний день)
- Я візьму це.
- Де платити?
- Платити вам чи в касу?
- Платити треба готівкою чи можна скористатися кредитною карткою?
- Можна розрахуватися чеком (кредитною карткою)?

SURVIVAL ENGLISH: EXHIBITIONS

What is the address of the exhibition?	За якою адресою працює виставка
How can I get to the exhibition (-fair)?	Як мені проїхати на виставку?
I am a participant of the exhibition.	Я учасник виставки.
Our exposition is in pavilion 7.	Наша експозиція розташована в сьомому павільйоні.
When is the exhibition open?	Коли виставка відчинена?
We would like to get ...	Ми хотіли би отримати ...
– your prospects	– ваші проспекти
– a catalogue of your products	– каталог вашої продукції
– a sample of your company's production	– зразок продукції вашої фірми
Can I have a map of the exhibition?	Можна отримати план виставки?
Could you, please, give me a list of exhibitors?	Дайте мені, будь ласка, список учасників.
We'd like to have a look around the exhibition.	Ми хотіли би оглянути виставку.
Who is the organizer of the exhibition?	Хто організатор виставки?
How many countries take part in the exhibition?	Скільки країн бере участь у виставці?
Is it a permanent exhibition?	Це постійно діюча виставка?
How many pavilions does the exhibition take?	Скільки павільйонів займає виставка?
Where is the main pavilion?	Де головний павільйон?
Where is the stand (exposition) of the ... company (firm) ?	Де стенд фірми ... ?
You can find our exhibits in section G.	Ви знайдете наші експонати в секторі G.
Where is ... ?	Де ... ?
– the information office	– довідкове бюро
– the administration	– дирекція
– the press-centre	– прес-центр
– the commercial bureau	– комерційне бюро

We would like to see ...
– the equipment for ...
– the operation of ...
– the devices (instruments) ...

Can we see this ... in operation?

- machine
- plant
- equipment

Who is the ... ?

- designer
- author (developer) of the project

What is the productivity of this machine?

We'd like to know the performance data of this plant.

We would like to buy a license for this device (arrangement).

What is the ... consumption of this machine?

- power
- fuel

What are its dimensions?

Where can it be applied?

Who(m) does the patent for this arrangement belong to?

Who is the owner of the patent?

Could you show me ... ?

- the operating instructions
- the maintenance guide

- a list of spare parts and tools

When will the national day of Ukraine be held at the exhibition (fair)?

Ми би хотіли ознайомитися з

- устаткуванням для ...
- роботою ...
- пристроями (приладами) ...

Можна побачити ... в дії?

- цю машину (верстат)
- цю установку
- це обладнання

Хто ... ?

- конструктор
- автор проекту

Яка продуктивність цієї машини?

Ми би хотіли ознайомитися з технічними характеристиками цієї установки.

Ми би хотіли придбати ліцензію на цей пристрій.

Скільки ... споживає ця машина?

- енергії
- палива

Які у неї габарити?

Де її можна застосувати?

Кому належить патент на цей пристрій?

Чи не могли б ви показати

- інструкцію з експлуатації
- інструкцію з технічного обслуговування
- список запчастин та інструментів

Коли на виставці проводитиметься день України?

UNIT V. EDUCATION WORLDWIDE

Exercise 1. *Read and translate the text.*

Text 1. What Is Education?

The term *education* refers to the formal or informal transmission of knowledge and skills. The term *schooling* refers more specifically to formal instruction in a classroom setting.

For decades the controversy has continued between the traditional, skill-oriented approach and the progressive philosophy of "educating the whole person". Educational traditionalists argue that training in such skills, especially reading, writing, and arithmetic, is the primary function of education. Progressives reply that education should produce students attuned to the spirit of open inquiry and democratic ideals.

Most modern educational systems like those in our own society have the following major functions:

- teaching skills, concepts, and vocational arts
- transmitting culture - the values, norms, traditions, and styles of living of a particular society - to youth
- training students for future positions by selecting those eligible for further training and preparing them for high-skill, high-prestige positions and assigning other to courses that will prepare them for middle-or low-level jobs
- caring for children and keeping them productively occupied until they are legally eligible for the labor market
- equipping young people with the proper credentials or certification to make them eligible for certain jobs
- teaching the young how to behave toward those who have political authority.

Exercise 2. *Learn the words to text 1:*

education
refer(ed) to
knowledge
skill

освіта
означати, відносити(ся) до
знання
навички, вміння

schooling	освіта, навчання, вивчення
setting	оправа, обстановка
training	підготовка
decade	десять років = десятиліття
controversy	протиріччя
approach	підхід
person	людина, персона
argue(d)	сперечатися
primary	початковий
attune(d)	настроювати
spirit	дух
inquiry	наведення довідок
following	наступний
vocation	професія
vocational arts	професійні навички
value(d)	цінувати
particular	особливий
society	суспільство
youth	молодь
position	посада
eligible	бажаний, що може бути обраним
far-farther/further-	далекий
the farthest/furthest	дальній
high-higher-the highest	високий
assign(ed)	передавати, призначати
middle	середина
caring	турбота, догляд
legally	легально, за законом
labor	праця
equip(ed)	споряджати, оснащувати
proper	належний
credential	посвідчення, мандат
authority	влада

Exercise 3. *Answer the questions to text 1.*

1). What does the term *education* refer to? 2). What do *schooling* and *training* mean? 3). Where does the controversy lie in the approach to education? 4). What vocational arts can you name? 5). Is it important to transmit culture to youth? Why? 6). The youth should be taught how to behave toward old and handicapped, shouldn't it?

Exercise 4. *Find in the text 3 nouns, 3 verbs, 3 adjectives, 3 adverbs, 3 verbals, 3 pronouns, 3 prepositions and translate the words.*

Exercise 5. *Give nouns corresponding to the verbs using the suffixes -ment, -tion/ion, -ing, -our and translate them:*

educate, transmit, instruct, argue, train, produce, study, pose, select, prepare, assign, occupy, equip, certify, behave.

Exercise 6. *Read and translate the text*

Text 2. Learning in Great Britain

Education in the United Kingdom is compulsory from the age of five to sixteen, and there is usually a move from primary to secondary school at about the age of eleven, but schools are organized in a number of different ways. The Department of Education and Science maintains overall control although local education authorities and head teachers have considerable powers in planning and administration. Plans were introduced into Parliament in 1988 for more centralized control, including a national curriculum for all schools.

State education is free. At first children go to primary schools and at 11 or 12 they move to secondary schools. There are usually secondary modern schools, where they receive a general and practical education until they are at least 15; or grammar schools, where they can stay until they are about 18, then transferring to places of higher education, or comprehensive schools, in which all types of secondary education are given and where the children's courses are chosen to suit them from a wide range of subjects. In some areas there are middle schools for children of about 9 to 13 who then move to senior comprehensive schools. The school day starts at about 9 o'clock, when the whole school meets for prayers

before separating for lessons. Most children at day schools have their midday meal at school and go home at about 4 o'clock. Country children are generally brought to and from by school buses. Schools in Britain have three terms a year, each with a short half-term break in the middle, and longer holidays at Christmas and Easter and in the summer.

At independent schools fees are charged, but a number have government help in providing free places. Many are boarding schools for boys and girls about 8 to 18 years of age.

Most parents choose to send their children to Free State schools financed from public funds but an increasing number of secondary pupils attend fee-paying independent schools outside the state system. Many of these are boarding schools, which provide accommodation for pupils during term time. Many independent boarding schools are confusingly called public schools in England and Wales.

School-leavers with jobs sometimes take part-time vocational courses, on day-release from work. School-leavers without jobs get no money from the government unless they join a youth training scheme, which provides a living allowance during two years of work experience. There are at present over 9.5 million children attending about 38,000 schools in Britain. Some 12,270 schools have been built since 1945.

Exercise 7. *Learn the words to text 2:*

compulsory	обов'язково
move(d)	рухати(ся), просувати(ся)
department	відділ
science	наука
maintain(ed)	зберігати, підтримувати
overall	повний, загальний
although	хоч
local	місцевий
administration	управління, установа
introduce(d)	представляти
parliament	парламент
curriculum-curricula	учбовий план
state	державна
until	до тих пір, поки

at least	принаймні
comprehensive school	єдина середня школа
suit(ed)	підходити, відповідати
area	територія, площа, район, зона, простір
senior	старший
prayer	молитва
midday	полудень
meal	їжа
fee	плата
charge	сплачувати
government	уряд
provide(d)	забезпечувати
Boarding school	школа-інтернат
Public fund	громадський фонд
confuse(d)	переплутати, непорозуміти(ся)
job	робота, праця
day-release	вільний день, вихідний (без роботи)
scheme	схема
allowance	допуск
experience	досвід
attend(ed)	відвідувати

Exercise 8. *Study the table given below and notes after it and translate them. Compare the stages of education in our country with the British ones.*

Stages in a person's education

Play-school Nursery school	Pre-school (2-5 years)	Mostly play with some learning
Infant school Junior school	Primary (5/6-12/13)	Basic reading, writing, arithmetic, arts, etc.
Comprehensive school Grammar school	Secondary (12/13-15/18)	Wide range of subjects in arts and sciences and

		technical areas
College or polytechnic or university	Further/higher (18+)	Degrees/diplomas in special academic areas

Note: Comprehensive schools in the UK are for all abilities, but grammar schools are usually by competitive entry. Public schools in the UK are very famous private schools. Polytechnics are similar to universities, but the courses tend to be more practically oriented. Colleges include teacher-training colleges, technical colleges and general colleges of further education.

Exercise 9. *Answer the following questions to the text*

1). Up to what age is education in the UK compulsory? 2). At what age do most children go to nursery school? 3). Do children of eleven take exams to move to secondary school? 4). Why do all British schools have centralized plans and curriculum? 5). How much do parents pay for state education? 6). How do modern, grammar and comprehensive schools differ? 7) Are fees charged at independent and boarding schools? 8). How is the process of schooling organized at most schools? 9). At what age do most pupils finish secondary school? 10). At what age do most students enter colleges or polytechnics? 11). Can any student enter grammar school?

Exercise 10. Produce adverbs from the following adjectives using suffixes and translate them:

Practical, usual, primary, local, national, free, general, wide, independent, public, confusing, most, competitive, private, similar, technical.

Exercise 11. Scan texts 1 and 2 for the English equivalents of the given below phrases, use them in situations

Передавати знання та вміння, напружити десятиліття, традиційний підхід, різноманітне виховування людини, підготовка студентів, основна функція, методи навчання, критична думка, готувати студентів до життя, престижна посада, постійно змінний світ, значні повноваження, отримувати загальну та практичну освіту, допомога уряду, фінансувати з фондів суспільства, професійні курси, працюючі випускники.

Exercise 12. Find in text 2 verbs in the Present Simple Tense

Exercise 13. Read and translate the text

Text 3. Schools in Britain

Education in Britain is a hot topic. Every parent wants to send their children to the best school, but which one? In Britain, you have two choices. Either, you go to a state school that the government pays for. Or, you go to a private school that, your parents pay for. The most famous private schools are the exclusive public schools, such as Eton. Many people call all private schools “public”.

Do public and state schools teach the same thing? Public schools have similar subjects to state schools and they enter pupils for the same exams. They don't have to teach the National Curriculum that all state schools follow, though.

What is a boarding school? If you board at a school it means you sleep and have your meals there. You can only 'board' at a public school, not at a state school. But boarding is becoming less common. More and more public school pupils live at home and just go to school for the day, like in state schools.

Public schools - better education for the rich? Public schools spend more money per pupil per year than state schools. Last year, a state school in London spent around £2,000 per pupil but a nearby pri-

vate school spent around £8,000 per pupil. The British government now wants to spend more money on state schools and raise standards.

Which is better, private or state? Becky: "I go to a state school but I'll send my kids to a boarding school because I plan to have a career. They can have a social life and do school work in the same place." Rob: "Private schools are better because there are so many extra activities. In my school there is a cadet force, film studies and drama classes. Students are more likely to go to a good university." Helena: "You get more attention at a private school, but state is better because you learn to mix with different people. Also most comprehensives are mixed and it's good to be in a class with both boys and girls." Thomas: "Public schools get better results. The people who go there are not just from rich families. My friend's parents work hard to pay for his fees, so he has better chances." Harriet: "Just because public schools have more money doesn't mean the pupils are more intelligent. I've heard there are drug problems in public schools as well as in state schools".

From "Education Guardian"

Exercise 14. Learn the words to text 3

hot topic	важлива тема
choice	вибір
exclusive school	школа для аристократів
similar	подібний, схожий
enter	входити, записувати, вносити в списки
National Curriculum	учбовий план
boarding school	школа-інтернат
common	звичайний, розповсюджений
rise(rose-risen)	піднімати
social life	розваги
extra activities	позакласні заняття
cadet force	підрозділ військової підготовки
likely	можливий

mix	змішувати(ся), спілкуватися
comprehensive	загальноосвітня школа
intelligent	розумний
prep school	підготовча школа (готує студентів до приватних шкіл)
public school	приватна середня школа для привілейованих студентів
drug	ліки, наркотики
though	хоч

Exercise 15. Make 7 subject questions to the text.

Exercise 16. Comment on the parents' opinions given in the text. Do you agree that education is better if you pay for it?

Exercise 17. Read and translate the text in writing. Sum up the text in several sentences showing the difficulties the UK government meet in education reform

Text 4. School Reform: a Recipe for More Chaos?

When Labor came to power, it promised us “education, education, education”. Seven years later said the Daily Mail, “it has delivered only failure, failure, failure”. The extent of the damage was painfully clear when Njke Tomlinson, the former chief inspector of schools, published his proposals for reforming secondary - school teaching and assessment in England. Calling for the “biggest shake-up in secondary education for 50 years”, Tomlinson warned that many pupils – including those with good A-levels - were leaving school without proper numeracy (елементарне знання арифметиці) or literacy (грамотність) skills. There are other problems: Britain has one of the highest post - 16 drop-out rates in the developed world; vocational courses are still undervalued; and grade inflation meant that even gifted pupils have trouble standing out from the herd.

The good news, said The Daily Telegraph, is that someone is finally doing something about it. Tomlinson's report contains some excellent suggestions. He wants to replace GCSEs and A-level with a bac-

calaureate-style diploma. All pupils will be required to reach a basic standard in maths, communications skills and IT, after which they will be free to choose whether they take an academic or non-academic path towards their diploma. The highest grades will be much harder to achieve than the current As and A*s, making-it easier for universities and employers to sift through candidates.

It may sound good in theory, said Melanie Phillips in the "Dairy Mail, but fight through the "impenetrable prose" of the actual report and you won't know "whether to laugh or cry". What's needed is simplicity and rigor: what Tomlinson proposes is "an eye-wateringly complicated system" which would virtually do away with "the very concept of examination". The four-tiered diploma would replace exams with a system of "credits" on a "flexible ladder of progression". Even in the core subjects, pupils would not have to pass an actual test of attainment: they would merely- have to show that they have "progressed to achievement towards" a certain level. Older pupils would have to undertake an "extended project" or "personal challenge" - such as producing a video - to show off their communication skills. This, together with a "transcript" of the pupil's entire school career, would go to university admissions tutors to help them choose candidates. Goodness knows they will need help: mixing credits across such a bewildering range of topics and levels will make it almost impossible to measure pupils against each other. If you think the current system is a mess, brace yourself for the future.

From "The Week"

recipe - рецепт
chaos - хаос
failure - провал
extent – діапазон, розмір
assessment - оцінка
shake-up - потрясіння
drop-out – вибивати, кидати
vocational - професійний
gifted – обдарований
stand out – виділяти(ся)
herd – стадо, натовп
sift – аналізувати, розглядати
impenetrable - непрохідний

rigour – суворість, строгість
virtually - віртуально
do away with sth. – покінчити з чимось
four-tiered – **чотириярусний**
flexible - гнучкий
ladder - **драбина**
progression – просування, рух
core subject – основний(ядро, центр, суть) предмет
test of attainment – тест на звання, кваліфікацію
extended - розширений
transcript – копія, розшифровка
bewilder(ing) – збивати з пантелику
mess – безлад, біда, горе
brace oneself – зв'язувати, збиратися

Exercise 18. Read and translate the text. Insert articles (“a” or “the”) in the gaps

Text 5. Exams and Qualifications.

GCSE = General Certificate of Secondary Education. ... exams taken by most fifteen to sixteen-year-olds in England, Wales and Northern Ireland in five, ten or even fifteen subjects. Marks are given for each subject separately. ... syllabuses and methods of examination of the various examining boards differ. However, there is ... uniform system of marks, all being graded from A to G. Grades A, B and C are regarded as "good" grades.

Pupils going on to higher education or professional training usually take "A" level examinations in two or three subjects. These require two more years of study after GCSE, either in ... sixth form of ... secondary school, or in ... separate sixth form college. Other pupils may choose vocational subjects such as catering, tourism, secretarial or building skills. Subsidized courses in these subjects are run at colleges of further education.

SCE = Scottish Certificate of Education. ... Scottish equivalent of GCSE. These exams are set by ... Scottish Examinations Board. Grades are awarded in numbers (1 = ... best). "A" Levels = Advanced Levels. Higher-level academic exams set by ... same examining boards that set GCSE exams. They are taken mostly by

people around ... age of eighteen who wish to go on to higher education.

SCE "Highers" = ... Scottish equivalent of "A" levels. GNVQ = General National Vocational Qualification. Courses and exams in job-related subjects. They are divided into five levels, ... lowest level being equivalent to GCSEs/SCEs and ... third level to "A" levels/"Highers". Most commonly, GNVQ courses are studied at Colleges of Further Education, but more and more schools are also offering them. *Degree*: ... qualification from ... university. (Other qualifications obtained after secondary education are usually called "certificate" or "diploma"). Students studying for ... first degree are called undergraduates. When they have been awarded ... degree, they are known as graduates. Most people get honors degrees, awarded in different classes. These are:

Class I (known as "a first")

Class II, I ("a 2, 1" or "an upper second")

Class II, II ("a 2,2" or "a lower second")

Class III ("a third")

... student who is below one of these gets ... pass degree (i.e. not ... honors degree).

Bachelor's Degree: ... general name for a first degree, most commonly a BA (= Bachelor of Arts) or BSc (= Bachelor of Science).

Master's Degree: The general name for ... second (postgraduate) degree, most commonly ... MA or MSc. At Scottish universities, however, these titles are used for first degrees.

Doctorate: ... highest academic qualification. This usually (but not everywhere) carries ... title PhD (= Doctor of Philosophy). ... time taken to complete a doctorate varies, but it is generally expected to involve three years of more-or-less full-time study.

Project work. The project method is now ... basic part of English infant and junior education and also of many secondary schools. Projects may be anything from doing surveys to producing ... magazine. They are given to single pupils or to groups, and their purpose is to encourage ... students to work things out for themselves. (Many older boys and girls today prefer to be called students.)

Teachers' qualifications. All men and women who wish to teach in state schools must spend three years in ... College of education to get their teaching certificates. Students who have degrees, however, need only spend one year in ... department of education of ... university. All teacher-training courses include teaching practice in ... classroom.

Exercise 19. Make questions to the underlined words

1). All men and women who wish to teach in state schools must spend three years in a College of education to get their teaching certificates. 2). Their purpose is to encourage the students to work things out for themselves. 3). Many older boys and girls today prefer to be called students. 4). Students studying for the first degree are called undergraduates. 5). These exams are set by the Scottish Examinations Board. 6). All teacher-training courses include teaching practice in the classroom. 7) Students who have degrees need only spend one year in a department of education of a university.

Exercise 20. Sum up the material of five studied texts and make 10 questions on the information.

Exercise 21. Match a line in A with a line in B

boarding school	formal instruction in class
education	reading, writing, arithmetic
three "Rs"	the school where pupils live and study
schooling	a private secondary school for privileged students
National Curriculum	school-leavers with jobs take them on day-release from work
public school	is free, children receive a general and practical education
independent school	transmission of knowledge

	and skills
nursery school	a centralized timetable of subjects per year
state school	General Certificate of Secondary Education
part-time vocational courses	fees are charged at them but some have government help
GCSE	children (2-5 years old) mostly play in them

Exercise 22. Check your knowledge in the Quiz. Match the right answer in your paper

1. In the 1100s/1300s priests taught reading and writing in churches.
2. In 1287/1187 Oxford University was opened.
3. In 1850s public schools for boys/girls were opened.
4. Our teacher gives us lots of homework/housework.
4. If you go to a public school, you might get better grades/notes.
5. After I did my GCSEs I went to sixth class/sixth form.
6. If you want to get a place at university, you have to pass/get your exam.
7. When I finish university, I will have a diploma/degree in maths.
8. The school day starts at about 8.30/9 o'clock.
9. Many schools are boarding schools for boys and girls of about 5/8 to 18 years of age.

Exercise 23. Speak on

- 1). Education as a process of gaining knowledge.
- 2). Different kinds of schools in the UK.
- 3). Advantages of getting education in Britain.
- 4). Disadvantages of getting education in Britain

- 5). School reform in Britain
- 6). Exams and qualifications in the UK
- 7). Give your opinion on education in the UK comparing it with Ukrainian school education

Exercise 24. Read and translate the text

Text 6. Higher Education.

There are 44 universities in Britain, 30 polytechnics, over 700 technical colleges and institutes teaching everything from engineering to satellite communications; many other types of training colleges include art schools, colleges of education for teacher training, and commercial colleges. Courses in arts and science are offered by most universities in Great Britain. At nearly all universities courses are available in one or more applied sciences. Imperial College, London, University of Manchester, Institute of Science and Technology, the University of Strathclyde and some of the newer universities concentrate on technology, although they may also offer a number of courses in social studies, modern languages and other non-technological subjects. Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science. There are various postgraduate degrees, including Master of Philosophy and Doctor of Philosophy, the last two being awarded for research in Arts or Sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees. Universities govern themselves, although they receive most of their money from the Government. Oxford and Cambridge and some others are made-up of separate colleges where students live and work. Other universities, like Manchester or Bristol, do not have separate col-

leges; their students meet together for classes and live in hostels or lodgings.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses, books and travel, although parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced in the country.

Some universities accept students mainly on the basis of their "A" level results, although they may interview them as well, if they want.

The Open University was started in 1971 to cater for adults who did not have these formal qualifications; it gives degree courses using vision, radio and correspondence courses, and a network of viewing centers. Nearly a quarter of all adult part-time students follow its degree courses on radio or television.

University teaching combines lectures, practical classes (in scientific subjects) and small group-teaching in either seminars or tutorials, the last being a traditional feature of the Universities of Oxford and Cambridge.

The typical academic program for university students in Great Britain is composed of a variety of courses or subjects within a field of specialization. The academic obligations for each subject fall into three broad types. Lectures, at which attendance is not always compulsory, often outline the general scope of the subject matter and stress the particular specialization of the lecturer. Tutorials, through individual or group discussion, reading extensively, and writing essays under the tutor's direction, ensure focused and in-depth understanding of the subject.

Examinations on each subject require the student to consolidate his knowledge of the subject, which he has gained through lectures, discussions and a great deal of independent study. These three categories of academic activity - lectures, tutorials and examinations - provide the means by which students prepare themselves in specialized fields of knowledge in British universities.

Note: У реченні: «University teaching combines lectures, practical classes (in scientific subjects) and small group-teaching

in either seminars or tutorials, the last being a traditional feature of the Universities of Oxford and Cambridge.» використовується українською мовою як: « а останні є традиційною рисою університетів Кембриджа та Оксфорда»

Exercise 25. Learn the following words to the text

polytechnics	політехнікум
engineering	машинобудування
satellite communications	космічний зв'язок
available	доступний
applied science	прикладна наука
new-newer-the newest	новий
although	хоч
foreign language	іноземна мова
modern language	сучасна мова
undergraduate	студент останнього курсу, випускник
full-time study	очна освіта
medicine	медицина
abroad	за кордоном
Bachelor's degree in Arts or Science (BA or BS)	ступінь бакалавра гуманітарних та природничих наук
postgraduate degree	ступінь аспіранта
Master of Philosophy (MPh)	магістр природничих наук(= кандидат наук)
Doctor of Philosophy(DPh)	доктор природничих наук
award(ed)	нагороджувати
either...or...	або...або
Council	рада, комітет
law	закон
professional body	професійний комітет
instead	замість
govern(ed)	слідкувати, керувати
be made up of	складатися з
separate	окремий, відокремлювати

hostel	гуртожиток
lodging	наймана квартира, житло
receive a grant	получити гроші на освіту
local authority	міське самоврядування
cover the cost of the course	покривати вартість навчального курсу з якого-небудь предмету
living expenses	витрати на життя
income	дохід
make a contribution	внести вклад
pay back	відплатити, повернути
a system of loans	система займів
interview	розмовляти, усно тестувати
as well	також
cater for adults	навчання, розраховане на дорослих
network	мережа
viewing centre	центр теле-, відео-комунікацій
variety	різноманітність
within	всередині
field of specialization	область спеціалізації
obligation	обов'язок
fall into(fell, fallen)	падати, ділитися
attendance	присутність
outline	контур, схема
particular	особливий
extensively	розширено
essay	есе, етюд
ensure	гарантувати, забезпечувати
focused	зосередитись
in-depth	глибоке
require	потребувати
gain knowledge	отримувати знання
activity	діяльність
provide the means	забезпечувати засоби
institution	учбовий заклад

Exercise 26. Answer the questions to the text

1). What institutions does higher education in Britain comprise in? 2). What courses do most universities offer? 3). What kind of Bachelor's degree do undergraduate courses lead to? 4). What degrees are awarded for research at British universities? 5). How are academic degrees awarded? 6). Is higher education free of charge in Britain or not? 7). How do students of different incomes get their education? 8). Are students accepted on the basis of their college exams or not? 9). What peculiarity is there about the Open University? 10). How is the typical academic study organized at universities?

Exercise 27. Comment upon the statements if they are true. Correct the false ones

1). Degrees are awarded only by the institution itself. 2). Undergraduate courses normally take five years of full-time study/ 3). Universities, polytechnics, technical colleges and institutes teach everything from engineering to satellite communications. 4). A number of subjects take longer than three years of studying, including medicine, architecture and foreign languages (where courses include a year abroad). 5). The three categories of academic activity - lectures, tutorials and examinations_ provide the means by which students prepare themselves in specialized fields of knowledge in British universities. 6). The Oxford University was started in 1971 to cater for adults who did not have the formal qualifications. 7). Universities, like Oxford or Cambridge, do not have separate colleges; their students meet together for classes and live in hostels or lodgings.

Exercise 28. Find mistakes in the following sentences. Mind that you must find only one grammar mistake but in each sentence

Text 7. The College System at Oxford and Cambridge

The college system at Oxford and Cambridge are unlike that of any other university, whether in Britain or America. In order to enter the university, a student must first applied to a college and

become a member of the university through the college. The colleges are not connected with any particular study and are governed by twenty to thirty "Fellows". Fellows of a college are "tutors" (teachers, often called dons). They teach their own subject to those students in the college who are studying it, and they are responsible for their progress. The university is like a federation of colleges. The university arranges the courses, the lectures, and the examinations, and awards the degrees. Most dons give one or two lectures a week which students from any college may attend. No lectures are not compulsory and tutors usually advise their students which lectures they should go to. Each college has its own completely separate living quarters, its own dining hall and its own chapel. Cambridge and Oxford both have two women's colleges. Today most of the colleges are co-educational. The University of London could also be called a kind of federation of colleges, but the system is entirely different. The largest of the London colleges are like universities in themselves, having many different faculties and departments. Others specialize in certain subjects.

Exercise 28. Learn the words to the text

unlike	на відміну від
apply(ied)	приспосовувати
fellow(s)	друг, колега
tutor(s)	наставник
don(s)	викладач, професор
govern by	керувати
be responsible for	відповідати
compulsory	обов'язково
advise	порада
living quarters	квартири
dining hall	їдальня
chapel	каплиця
co-educational	спільне навчання
can(could) be called	може бути названо
entirely	взагалі (загалом)

Exercise 29. Translate the text and sum up the given material in several sentences on Oxbridge (Oxford and Cambridge) in the written form to compare it to our university.

Exercise 30. Fill in the gaps with suitable words or word combinations

(fields of knowledge, Arts or Sciences, "A" level, degrees, a system of loans, compulsory, apply to a college)

1). ... are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. 2). These three categories of academic activity - lectures, tutorials and examinations - provide the means by which students prepare themselves in specialized ... in British universities. 3). Some universities accept students mainly on the basis of their ... results, although they may interview them as well, if they want. 4). There are various postgraduate degrees, including Master of Philosophy and Doctor of Philosophy, the last two being awarded for research in...5). Until 1990 the grant did not have to be paid back, but now ... has been introduced in the country. 6). In order to enter the university, a student must first ... and become a member of the university through the college. 7). No lectures are ...and tutors usually advise their students which lectures they should go to.

Exercise 31. Look through text 5 and make 5 alternative questions

Exercise 32. Speak on negative and positive aspects in the system of higher education in the UK.

Exercise 33. Fulfill Project Suggestions on the topic: "Education and Languages". The end product is a chart

JOB	EDUCATION	LANGUAGE QUALIFICATION

Say what education and language qualification an Englishman will need in order to get the job of...

- *Jobs*

Tourist guide, air/sea purser or stewardess, continental telephone operator, shop assistant, typist in international organization, hotel receptionist

Technical librarian, information officer, bilingual secretary, commercial correspondent in an import/export firm, foreign newspaper correspondent, museum staff, export salesman

Language teacher, official or commercial conference interpreter, official or commercial translator, technical or literary translator, member of consular staff or diplomatic corps, foreign broadcast monitor

- *Education*

GCSE, reading and writing skills and oral proficiency, GCE "A" level or Institute of Linguistics, Institute of Linguistics or Intermediate/Final Diploma or University

- *Language Qualification*

One modern language, some modern languages, any foreign language, native tongue

Exercise 34. Look through the list of the given below vocabulary. Find some information about the things which are unknown to you. Comment on each word or abbreviation

"AS" level = AS (Advanced Supplementary) level	GCE (General Certificate of Education)
BA	Harrow
BSc	HE (Higher Education)
Common Entrance Dons	LEAs (Local Education Authorities)
Eleven Plus (the)	MA
Eton	MSc
Etonian	National Curriculum
FE (Further Education)	Open University (the)
GCE "A" level = A (Advanced) level	Oxbridge PhD

GCSE (General Certificate of Secondary Education)	Public Examinations scholarship
fresher	tutor

Exercise 35. Read and translate the text

Text 8. Education in Scotland

Scotland has a tradition of educational excellence. Its schools and universities are broad-based and egalitarian, and are highly valued by the Scottish people. The quality of education in the country attracts an ever-growing number of students and researchers from many other parts of the world.

A major factor in the success of the country's industrial and cultural sectors has been Scotland's educational system. The national school system goes back to the sixteenth century, when elementary schools were established in every parish and grammar schools in every major town in Scotland.

Today, the state school system is funded through the Scottish Executive and the local authorities in Scotland. Education is compulsory between the ages of 5 and 16, and although the pre-school (nursery) stage, for children aged between 2 and 5, is not compulsory, the Scottish Executive has set a target of creating a nursery place for every 3-year-old in the country whose parents want it. By August 2002, some 85 per cent of 3-year-olds and 96 per cent of 4-year-olds were in nursery education.

Primary education is provided for all children between the ages of 5 and 11 or 12, and pupils then move on to secondary schools, which teach children up to the age of 18. The standard of teaching is particularly high, and only graduates can become teachers.

Following their school careers, students with appropriate qualifications can move to further or higher education at one of Scotland's 13 universities, 6 specialist higher education institutions, or 47 further education colleges. Numbers in further education have doubled in less than 10 years, and almost half of young people in Scotland now choose to embark on a further education course.

From "Scotland: the view today"

Exercise 36. Learn the words to text 6.

excellence	висока якість
egalitarian	зрівняльний
be valued by	цінувати
quality	якість
attract(ed)	приваблювати
ever-growing	постійно зростати
research(er)	досліджувати(дослідник)
success	успіх
parish	округ, парафіяльна церква
set a target(set-set)	поставити ціль
appropriate qualification	достатня кваліфікація
double	подвоювати
embark(ed) on	поступати
in less than	менш ніж

Exercise 37. Make 5 key questions to the text

Exercise 38. Comment on the words of one Scottish student

“I decided to come to study in a country and in a city that offers one of the highest qualities of life in Europe. There are few cities in the world that equal the splendor and attraction of Edinburgh. I’ve encountered friendly people, an outstanding quality of education and a strong economy – a unique experience, and highly recommended.”

Marcio Moraes
Student of University of Edinburgh

Exercise 39. Read and translate the text in writing

Text 9. Universities in Wales

After London, the University of Wales is the largest university in the United Kingdom. It was established almost one hundred years ago and incorporated three existing colleges at Aberystwyth, Bangor and Cardiff. Since then, colleges at Swansea and Lampeter have also become part of the same university, together with the College of Medicine and the Institute of Science and Technology in Cardiff. Because of its

size, the university is able to offer a wide range of courses, and students can choose the location they prefer. Each college has a separate identity and character. St David's College Lampeter is in the middle of beautiful countryside; Aberystwyth is on the coast; Bangor is on the edge of the mountainous region of Snowdonia, and Swansea and Cardiff are in an urban environment.

From "Spotlight on Britain"

Notes: identity/.ident.ti/індивідуальність

Exercise 40. Translate the following sentences into English

1). У Великобританії діти йдуть до школи у 5 років. 2). Спочатку вони навчаються в школах для дітей 5-7 років. 3). В таких школах вчать малювати кольоровими олівцями та фарбами.(with colored pencils and paints) 4). Діти ліплять з пластиліну(make figures out of plastiline) і працюють з папером і клеєм.(glue) 5). Діти багато граються, тому що вони дуже маленькі. 6). Пізніше вони починають вивчати абетку(learn letters), вчать писати, читати і рахувати. 7). У сім років англійські школярі йдуть до початкової школи. 8). Вони вивчають багато предметів: англійську та математику, історію та музику, краєзнавство (Natural History) та малювання (Drawing), рукоділля (Handicrafts), французький та латину. 9). Вони не ходять до школи так рано, як ми, але вони залишаються там довше. 10). Перший урок звичайно починається у 9 годин. 11). У них три уроки з короткими перервами в 10 хвилин між ними, а потім годинна перерва на обід. 12). Після обіду у них ще два уроки, які закінчуються о пів на четверту. 13). Якщо подивитесь у таблицю (school record) англійського школяра, можна побачити, що оцінки в ньому відрізняються від наших. 14). Наші школярі отримують "5", "4", "3", "2" та "1". 15). В англійській школі оцінки виставляються від "1" до "10", а в деяких школах і до "100".

- 16) У віці 11 років учні переходять із початкової школи в середню.
17) А в 16 років школярі здають випускні іспити.

Exercise 41. Read and translate the text

Text 10. Schooling in the USA (Part I)

Education in the United States comprises three basic levels: elementary, secondary and higher education. Vocational training, adult education, schools or classes for special types of children, and kindergartens also form part of the program in most states.

Parents may choose whether to send their children to their local free public schools, or to private schools, which charge fees. The organization and curricula of private schools and colleges are similar to those of public schools although the administration differs. Through the transfer of students and other contacts, public and private schools maintain many cooperative links.

The vast majority of students at the primary and secondary levels go to public school. Most of those who attend private school attend church-sponsored parochial schools.

The school year is usually nine months, from early September to mid-June. The common pattern of organization, referred to as the 6-3-3 plan, includes elementary school in grades 1 through 6, junior high school in grades 7 through 9 and senior high school in grades 10 through 12. The older 8-4 plan, however, in which grades 1 through 8 were the elementary school and 9 through 12 the high school, continues in many localities. There is also a 6-6 plan, grades 1 through 6 in elementary school and 7 through 12 in the secondary school. Today, unified systems operating both elementary and secondary schools most commonly use the 6-3-3 plan or a 6-2-4 variation. However, many variations on the patterns exist in different states of the United States.

Preschool education: A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. Many systems also provide nursery schools. The age group is commonly four and five years. These preschool education programs maintain a close relationship with the home and parents, and aim to give children useful experiences, which will prepare them for elementary

school. The programs are flexible and are designed to help the child grow in self-reliance, learn to get along with others, and form good work and play habits.

Elementary school: The main purpose of the elementary school is the general intellectual and social development of the child from 6 to 12 or 15 years of age. Curricula vary with the organization and educational aims of individual schools and communities. The more or less traditional program consists of teaching prescribed subject matter. Promotion from one grade to the next is based on the pupil's achievement of specified skills in reading, writing, spelling, arithmetic, history, geography, music and art.

Secondary school: Most pupils follow a course that includes English, science, social studies, mathematics and physical education. Elective subjects may be chosen in the fields of foreign languages, fine arts and vocational training. Pupils usually elect about half their work in grades nine through twelve.

During the seventh, eighth and ninth grades, guidance counseling is important as the pupils begin to plan their careers and select subjects that will be useful in their chosen work. Guidance counseling continues throughout the senior high school years and into college, particularly in the junior college or first two years of the four-year college.

In general, basic subjects are required in the 10th through 12th grades, but in some high schools students may elect an increasing proportion of their work according to their interests. In addition to these basic subjects: English, science and mathematics, social studies and physical education; larger school systems may offer a selection of courses aimed at three or more levels: academic, vocational and general. The academic program is designed to prepare students for college. Among the subjects added to the core are more advanced mathematics and science courses and foreign languages.

The vocational program may give training in four fields: agricultural education, which prepares the students for farm management and operation; business education, which trains students for the commercial field; home economics, which trains students for home management, child care and care of the sick; and trade and industrial

education, which provides training for jobs in mechanical, manufacturing, building and other trades. This program prepares students either for employment or further training.

The third program, a general or comprehensive program, provides features of the academic and vocational types. Its introductory courses give an appreciation of the various trades and industrial arts rather than train students for specific jobs. Those who do not expect to go to college or enter a particular trade immediately, but who want the benefits of schooling and a high school diploma, often follow the general course.

Exercise 42. Learn the words to the text

comprise	налічувати
charge fees	платити гроші
curriculum (curricula)	учбовий план
be similar to	бути схожим на
transfer	переводити
link	зв'язок
vast	великий
majority	більшість
church-sponsored parochial school	школа, яка спонсується церквою
pattern	зразок
grade	клас
unified system	уніфікована система
exist	існувати
operate	працювати
design	дизайн
self-reliance	покладатися тільки на себе
habit	звичка
vary(ied),	відрізнятися
various	різноманітний
community	громада, спільнота
prescribe(ed)	прописати
promotion	просування, заохочення,

achievement
specified skill
elective subject
fine arts
guidance counseling
throughout
core
advanced
agriculture
management
child care
care of the sick
trade
manufacture
build (t,t)-ing
employ(-ment)(-er),
employee
appreciation
immediately
benefit

сприяння
досягнення
особливі навички
предмет за вибором
мистецтво
супровід наставника
всюди, впродовж
обов'язкові предмети
передовий, прогресивний
сільське господарство
управління
догляд за дітьми
догляд за хворими
торгівля
виробництво
будувати
наймати, робота або служба,
роботодавець, робітник
оцінка
негайно
перевага, користь

Exercise 43. Read and translate the text

Text 11. Schooling in the USA – Testing (Part II)

A recent study by the National Commission on Excellence in Education recommended a program of five "new basics" for the final four years of secondary school. The minimum course of study for any student seeking a high school diploma would include: four years of English, three years of mathematics, three years of science, three years of social studies and one-half year of computer science. For the college-bound, the Commission strongly recommended two years of foreign language in high school. These recommendations, and others resulting from similar studies, may provide the basis for comprehensive changes in future school curricula.

Most young Americans graduate from school with a high school diploma upon satisfactory completion of a specified number of courses. Students are usually graded from A (excellent) to F (failing) in each course they take on the basis of performance in tests given at intervals throughout the year, participation in class discussions and completion of written and oral assignments. Locally developed end-of-the-year examinations are given in many schools. Some states, such as New York, give statewide examinations, which are prepared by the state department of education.

Students receive "report cards" at least twice a year (in some school districts, up to six times) which indicate the grades they have received in each of the subjects they are studying. High schools maintain a school "transcript" which summarizes the courses taken and the grades obtained for each student. A copy of the transcript is normally submitted to colleges when a student applies for admission.

College-bound students generally take college admission tests during their last two years of high school. These tests are administered by the privately operated Educational Testing Service (ETS) and American College Testing Program (ACT), and are mostly multiple-choice. They are designed primarily to measure aptitude and verbal and mathematical skills rather than substantive knowledge. Test scores, added to high school transcripts and recommendations from teachers, form the basis college acceptance.

Usually, the pupil has one teacher for all major subjects during his or her first six years of schooling. For the last six grades, however, they have a separate teacher for each discipline. In some schools there is great opportunity for students to progress at their own pace in each subject using some of the latest teaching machines and programmed learning material. Equipment available to schools includes electronic typewriters that answer questions and help teach youngsters how to spell, educational television, electronic and portable language laboratories, slides and viewers, and computers. By fall 1984, according to a recent survey, 95 percent of all high schools, 93 percent of all junior high schools and 82 percent of all grade schools possessed at least one computer.

Other innovations in the American secondary school organization include programs to keep the school buildings in use year round. “Keep the school doors open” became a popular slogan among American educators in the mid-70s. They argued that closing most school buildings from June to September was a waste of time and talent and, more often than not, an unnecessary break in the learning process. Many schools now offer summer courses—some of which are remedial in nature—which students may not have time to pursue during the regular school curriculum. More often, the schools allow students to take additional courses, some at the advanced level, for which they receive college-level credit.

Exercise 44. Learn the words to the text

recent	недавній
recommend(ed)	рекомендувати
new basics	нові основні предмети
seek(ing)	шукати
include	включати
resulting	в результаті
graduate	закінчувати
satisfactory completion	задовільне закінчення
specified number of courses	зазначена кількість курсів
performance	виконання
participation	участь(брати участь)
oral assignment	усне завдання
end-of-the-year examination	річний екзамен
statewide exam	державний обов'язковий екзамен
report card	залікова книга
twice = two times	двічі, одного разу, тричі,
once, thrice, four times...	чотири рази
submit	піддавати, подавати
administer(ed)	керувати, призначати
multiple-choice	багатий вибір
primarily	в основному

measure aptitude	визначати здібності, кміт- ливість
verbal skill	мовленнєві навички
substantive knowledge	дійсні, міцні знання
score	рахунок
acceptance	прийом
pace	крок
available (to)	доступний
youngster	молода людина
portable	переносний
fall (Amer.)= autumn(Br.)	осінь
survey	спостереження, огляд
possess	володіти, мати
innovation	нововведення, новина
year round	цілий рік
keep open	залишати відкритим
slogan	гасло, лозунг, заклик, девіз
argue	сперечатися
waste of time	марна трата часу
unnecessary break	зайвий
remedial	виправний, корективний

Exercise 45. Answer the questions to the texts on the USA schooling

1). Do levels in education differ in the USA and the UK? If yes, then how? 2). Do parents have a choice where to send their child to study? 3). What peculiarity do American private schools have? 4). What is the common pattern of studying in the USA? 5). What is preschool education aimed to? 6). How is elementary schooling organized? 7). What are core and elective subjects at secondary schools? 8). How is guidance counseling provided? 9). What is academic program (vocational, comprehensive) aimed to? 10). How do academic, vocational and comprehensive schools differ? 11). What is new in a program of “five new basics”? 12). How is school testing done? 13). How do students get their final grade? 14). What equipment is available to students? 15).

How do you understand the slogan “Keep the school doors open”? Why do they think about schooling year round?

Exercise 46. Scan texts 10 and 11 and write out 10 verbs in Active voice and 10 verbs in Passive voice

Exercise 47. Make questions to the underlined words

1). A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. 2). Many systems also provide nursery schools. 3). The age group is commonly four and five years. 4). These preschool education programs maintain a close relationship with the home and parents. 5). They aim to give children useful experiences which will prepare them for elementary school. 6). The programs are flexible. 7). They are designed to help the child grow in self-reliance, learn to get along with others, and form good work and play habits.

Exercise 48. Find English equivalents to the Ukrainian words

Двічі на рік, мінімальний курс, готувати студентів до коледжу, важливий, забезпечувати підготовку, подібні заняття, риси академічного та професійного навчання, вибирати, наука, вчений, раз в тиждень, іноземна мова, учбовий план (плани), складатися з, відповідно до, тричі, шкільне приміщення, використовувати цілий рік, управління господарством, внутрішня економіка, торгова освіта, промислова освіта, соціальні науки, молодь, запрограмований матеріал для навчання, друковані пристрої, писати (по буквам), освітні телевізійні програми, фоно лабораторії, жити у ладу з іншими людьми, відсоток.

Exercise 49. Comment upon the statements and compare them with our system

1). Today, unified systems operating both elementary and secondary schools most commonly use the 6-3-3 plan or a 6-2-4 variation. 2). Elective subjects may be chosen in the fields of foreign languages, fine

arts and vocational training. 3). Guidance counseling continues throughout the senior high school years and into college, particularly in the junior college or first two years of the four-year college. 4). Larger school systems may offer a selection of courses aimed at three or more levels: academic, vocational and general. 5). Students are usually graded from A (excellent) to F (failing) in each course they take on the basis of performance in tests given at intervals throughout the year, participation in class discussions and completion of written and oral assignments. 6). Test scores, added to high school transcripts and recommendations from teachers, form the basis college acceptance. 7). “Keep the school doors open” became a popular slogan among American educators in the mid-70s.

Exercise 50. Read the following proverbs and sayings and say whether you agree with them or not

- *Teaching is more an art than a science. (Clifford H. Prator)*
- *The art of teaching is the art of assisting discovery. (Mark Van Doren)*
- *The object of teaching a child is to enable him to get along without his teacher. (Elbert Hubbard)*
- *Setting an example is not the main means on influencing another, it is the only means. (Albert Einstein)*
- *A good example is the best sermon. (Benjamin Franklin)*
- *Tell me and I'll forget. Show me and I may not remember. Involve me and I'll understand. (Native American saying)*
- *Better than a thousand days of diligent study is one day with a great teacher. (Japanese proverb)*
- *The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. (William Ward)*

Exercise 51. Match English and Ukrainian proverbs

Live and learn	Хто захоче, той зможе
One learns by doing	Краще пізно, ніж ніколи

Many men, many minds	Учитися ніколи не пізно
Life isn't a bed of roses	Гарний початок - півділа
Better late than never	Вік живи, вік учись
In at one ear and out at the other	У кожної домашки – свої замашки
Where there is a will there is a way	В одне вухо ввійшло, а через інше вийшло
A good beginning makes a good ending	Життя прожити – не поле перейти
It's never too late to learn	На помилках вчаться

Exercise 52. Read and translate the text in writing

Text 12. Teacher Education and Certification

All states require a license or certificate to teach in the public elementary and secondary schools. Authority for setting requirements for teacher certificates is almost always vested by the state legislature in the respective state education departments or boards of education.

All states, the District of Columbia and Puerto Rico require a bachelor's degree for teaching elementary grades. Forty-seven states and Puerto Rico require a bachelor's degree as the minimum preparation for teaching in the secondary schools; three states and the District of Columbia require five years or a master's degree.

Many local school systems set standards that are higher than the minimum state requirements. Some require that teachers earn additional academic credits every few years or participate in training courses. Some school boards offer salary increments to teachers for additional academic work.

Many public and private colleges and universities are approved and accredited for teacher education. Accreditation is granted by the state, by regional associations, or by the National Council for Accreditation of Teacher Education.

At the undergraduate level, the characteristic teacher education program is four or five years in length. It comprises a combination of traditional academic subjects and professional courses such as methods of teaching and educational psychology. Practice-teaching for four to six

months, either in the college laboratory school or in a public school system is often included. Graduates of liberal arts colleges which do not have a teacher education program may usually qualify through a fifth year master's degree program.

Exercise 53. Read and translate the text

Text 13. Higher Education in the USA

The decentralized character of the American educational system is greatest at the higher education level. This is principally because private higher education in the United States predated public higher education. The early autonomy of the former set them apart from the mainstream of publicly financed schools and established a precedent for their relative independence

American higher education refers to study beyond the secondary school level and almost always presupposes that a student has undertaken 12 previous years of study.

The U.S. now has about 3,331 accredited colleges and universities. They offer such a great variety of requirements for admission and so many different types of programs that foreign visitors usually have some difficulty identifying American colleges and universities with those of their own countries.

The terms “college” and “university” are often used interchangeably, although the former often is a part of the latter. An American college typically offers a blend of natural and social sciences and humanistic studies. Students, traditionally 18 to 22 years old, attend classes for approximately four years to receive, if they successfully complete all requirements, a bachelor's degree in arts or sciences. A university, on the other hand, is usually composed of an undergraduate college of arts and sciences, plus graduate schools and professional schools and facilities

Today, about 43 percent of all college students are 25 years old or over. Many of them are taking courses to advance their careers and qualify for advanced degrees.

Higher education in the United States has evolved two unique institutions. They are the two-year junior college, or community college as it is increasingly called, and the four-year liberal arts college.

Two-year community colleges, for the most part locally controlled and predominately publicly financed, have dual roles. Community colleges offer, first, studies leading to technical and semi-professional occupations, and second, studies which prepare students for four-year degree granting institutions. As a result, they enroll students with a wide range of abilities and interests.

The liberal arts college is also a peculiarly American institution. It takes two general forms. It may be, as mentioned earlier, one of the constituent units—a school or college—of a university complex or it may be an independent organization. The university college of liberal arts often serves students business administration, by giving them courses in the basic disciplines. It, as well as its independent counterpart, also provides pre-professional training of four years or less for students who proceed to the advanced professional schools, such as law and medicine. In addition, it offers a liberal education for students who do not enter either professional or graduate school.

Another characteristic of American higher education is that credit for work is transferable among universities. A student can accumulate credits at one university, transfer them to a second and ultimately receive a degree from there or a third university.

Most American university degrees are awarded on completion of a specified number of courses, which earn students credits or points. The number of credits awarded for each course relates to the number of hours of work involved. At the undergraduate level a student generally takes about five three-hour-a-week courses every semester. (Semesters usually run from September to early January and late January to late May.) Most students complete 10 courses per academic year and it usually takes them four years to complete a bachelor's degree requirement of about 40 three-hour courses or 120 credits.

The greatest number of degrees at the bachelor's level in recent years has been conferred in the fields of business and management, education and the social sciences. The traditional fields of law, medicine and theology are the leaders at the first professional level. The largest numbers of master's degrees were earned in education, business, public affairs and services, and the social sciences. More than 18,000 doctor's degrees were

conferred in education, social sciences, biological sciences and engineering in 2003.

The fields in which men and women earned bachelor's degrees in 2002-03 provide an indication of the differing careers for which they have trained. Although the proportion of male and female students has remained relatively the same in many disciplines for several years, women have registered dramatic gains in business and management, engineering, computer science and communications.

The number of women earning master's degrees and doctorate degrees has risen sharply in recent years, to a point where women have received more master's degrees than men since 2001. Women still lag behind men in doctorates and in first professional degrees, which prepare students to practice law, medicine and other professions.

Exercise 54. Learn the words to the text

autonomy	автономія
set apart	відкладати(гроши)
precedent	попередній
beyond	за, вдалині, по той бік
presuppose(d)	заздалегіть припускати
requirement	вимога
identify	визначати, розпізнавати
Interchange(ably)	заміна, перестановка
the latter	останній
blend	суміш, змішування
approximately	приблизно
on one hand	з одного боку
on the other hand	з іншого боку
be composed of	складатися з
facility(ies)	можливість
advance	просування, успіх, поліпшення
evolve	розвивати, випускати
increasingly	все більше й більше
liberal arts college	гуманітарний коледж
predominate(ly)	переважати, домінувати

dual	подвійний
enroll	вносити, реєструвати
ability	здібність
as mentioned earlier	як зазначено раніше
constituent	складова
counterpart	дублікат, невід'ємна частина
proceed	продовжувати
in addition	на додаток
accumulate	накопичувати
ultimately	зрештою, кінець кінцем
confer(red)	дарувати, надавати, порівнювати
earn	заробляти
male	чоловічий
female	жіночий
gain	користь, нажива
lag behind	відставати, запізнюватися

Exercise 55. Answer the questions to the text

1). Why did private higher education in the United States pre-date public higher education? 2). Why do foreign visitors usually have some difficulty identifying American colleges and universities? 3). How do colleges differ from institutes? 4). What two institutions has higher education in the USA evolved? 5). What dual roles do community colleges have? 6). What general forms does liberal arts colleges take? 7). Why is it dramatically important for an American student to accumulate credits? 8). What is the process of acquiring a bachelor's degree? 9). What are the most desirable fields in higher education of the USA? 10). What is the peculiar feature of today's higher education?

Exercise 56. Read the text and insert proper tense verbs.

The United States (lead) all industrial nations in the proportion of young men and women who (receive) higher education. Americans (place) a high value on higher education. This attitude (go) back to the country's oldest political traditions. People in the United States always (believe) that education (be) necessary for maintaining a democratic gov-

ernment. Besides, for some careers - law, medicine, education, and engineering - a college education (be) a necessary first step.

Depending on the source of its funding any of these institutions may be either public or private, there being no clear distinction in terms of quality of education offered. However, this (be) not to say that all institutions (enjoy) equal prestige or that there (be) no material differences among them. Both public and private colleges (depend) on three sources of income: student tuitions, endowments (gifts made by wealthy benefactors) and government funding. Some endowments (be) very large: Harvard, Princeton, Yale Universities (have) more than a thousand million dollars each. Public institutions (receive) a larger portion of public tax money than (do) private schools.

Exercise 54. Read the text and find grammar mistakes. Mind that each sentence contains one mistake

In an American university, each colleges and graduate school has its own curriculum. At the undergraduate level there may been some courses that a student has to take (e.g. classes in world history, math, writing or research). But students do selects their "major" (the field in which they want their degree), plus a number of "electives" (courses that are not required but that students may choose). Typically, a undergraduate student has to earn a certain number of "credits" (about 120) in order to receive a degree at the end of four years of college. Credits is earned by attending lectures (or lab classes) and by successfully completing assignments and examinations.

Exercise 55. Find mistakes in spelling. Mind that each sentence comprises two spelling mistakes

There are many small American colleges - some with fewer than a hungred students. But the larger universityes tend to keep attracting larger numbers off enrollments. At least seven large universities have total enrollments of over 100,000 eech. One of the seven, the State Univercity of New York has more then 60 campuses in different parts of the state. Large universities ofer the best libraries and facilities for sientific research. Access to a "mainframe" (very large) computer and to moden laboratories

attracts leading scientists to the faculties of such schools. Research programs continue to be important to the reputation of America's universities.

Exercise 56. Make questions to the underlined words in the following sentences

1). The system of higher education in the United States is complex. 2). It comprises four categories of institutions. 3). The first is the university which may contain several colleges for undergraduate students seeking a bachelor's (four-year) degree and one or more graduate schools for those seeking a master's or a doctoral degree. 4). The second is the four-year undergraduate institution - the college - most of which are not part of a university. 5). The technical training institution provides courses from six months to four years in duration and trains students in a variety of skills, from hair styling through business accounting to computer programming. 6). There two-year or community colleges from which students may enter many professions or may transfer to four-year colleges or universities.

Exercise 57. Distribute the following words according to the part of speech into separate groups; define their suffixes where possible; translate them.

Those, engineering, among, its, wealthy, and, contain, typically, from, oldest, this, benefactor, of, thousand, may, variety, enrollment, for, access, million, transfer, endowment, in, enjoy, equal, industrial, no, four, about, public, duration, source, be, institution, higher, successfully.

Exercise 58. Comment upon the statements

1). No man is born wise or learned. 2). If a thing is worth doing at all, it is worth doing well. 3). Some read to think - these are rare; some to unite. - these are common; and some to talk - and these form the great majority. 4). Science is organized knowledge. 5). By doing nothing we learn to do ill. 6). Learning without thought is labor lost, thought without learning is perilous (dangerous).

Exercise 59. Choose the right grammar form of the word

1). People in the United States always ... that education is necessary for maintaining a democratic government, (believed; to believe; have believed; will believe) 2). Research programs ... to be important to the reputation of America's universities, (will continue; continue; have continued; are continued) 3). Both public and private colleges ... on three sources of income; student tuitions, endowments and government funding, (would depend; depend; has depended; to depend) 4). In an American university, each college and graduate school ... its own curriculum, (to have; had; will have; has) 5). Credits ... by attending lectures and by successfully completing assignments and examinations, (were earning; have earned; are earned; will have earned) 6). Large universities ... the best libraries and facilities for scientific research, (to offer; have been offered; offer; will be offering) 7). All institutions ... equal prestige, (to enjoy; have enjoyed; will be enjoying; enjoy).

Exercise 60. Comment on

- a) why Americans place a high value on higher education;
- b) why they try to learn in advance about entrance requirement and the degrees offered;
- c) what the system of obligatory, major and elective courses means;
- d) why they are interested if a college or a university is a public institution or a private one;
- d) why they try to get information about how large the school is;
- e) why students seek the most respected universities.

Exercise 61. Translate the text into English in writing.

1. Американська система освіти відрізняється від систем інших країн. 2. Існують державні загальноосвітні школи, приватні початкові і приватні загальноосвітні школи. 3). Державні школи безкоштовні, а приватні - платні. 4). У кожного штату своя система державних шкіл. 5). Початкова освіта починається у віці 6 або 7 років, коли дитина йде до першого класу. 6). У 16 років школярі закінчують елементарну школу, і можуть продовжити своє на-

вчання у вищому учбовому закладі. 7). Програма елементарної школи містить англійську, арифметику, географію, історію, природничі науки, крім того, фізичне виховання, співи, малювання, працю, тощо. 8. Інколи до програми включається іноземна мова та загальна історія. 9. На додаток до загальної освіти деякі школи включають до своєї програми предмети, що необхідні для тих, хто сподівається знайти роботу в промисловості або сільському господарстві а також для тих, хто хоче вступати в коледжі та університети. 10. По закінченні школи усе більше американців йде до вищих учбових закладів. 11. Студенти не вивчають одні й ті самі предмети. 12. Тільки перші два роки вони йдуть за загальною, програмою. 13. Це означає, що кожен студент повинен вибрати щонайменше один курс із загальних галузей науки: англійську, сучасні мови, історію або фізичне виховання. 14. Після двох років навчання кожен студент може вибрати предмети згідно зі своїми професійними інтересами. 15, Держава не надає прямої фінансової допомоги вищим учбовим закладам. 16. Студенти повинні платити за своє навчання. 17. Це створює фінансові труднощі для деяких людей. 18. Багато студентів працюють та сплачують за своє навчання. 19. Американці високо цінують освіту. 20. Тому Кеннеді сказав: “Наш прогрес як нації цілковито залежить від нашого прогресу в освіті”.

Exercise 62. Read the text and compare different educational systems of different countries. Title the text

Text 14.

Let's use cross-cultural studies to compare educational system of different countries.

The American educational system emphasizes individual ability and achievement. From the day children are at school, they are evaluated on the basis of personal performance. Grades, promotions, and degrees are awarded to the individual. The goal is to provide each individual with an equal education,

Americans believe in mass education, i.e. equal education for all (contest mobility), in contrast to western Europe, where higher education has been viewed traditionally as a privilege for the upper classes or for those of unusual ability (sponsored mobility). For example, until quite recently all British school children were required to take a rigorous examina-

tion at age 11. The small percentage of youngsters who earned high scores on these exams were admitted to "grammar schools", which prepared students for university careers. The majority of students were sent to "secondary modern" schools that offered a combination of basic academic classes and vocational training, with the emphasis on the latter. The educational system in France is similar.

In Germany it is even more selective. On the basis of performance in grades one through four, many German children are assigned to, or choose to attend, a *hauptschule*, which offers vocational training through ninth grade. After grade six, more children will go on to a *realschule*, which offers a higher level of technical training through tenth grade. Only one in four German children is permitted to attend a gymnasium, a rigorous program to prepare students for university work. A final exam, taken at the end of the thirteenth year of schools, determines which students will go on to universities.

In Europe vocational training is highly respected, unlike in the United States. It provides a workable alternative for those students who will probably not do well in college, and it supplies a pool of skilled, well-trained workers for business and industry. Most of the schools combine classroom academic instruction with aid apprenticeships. The problem with the vocational schooling is that it can be inflexible. It sometimes forces children and their parents too early to make a choice between academic and vocational schooling. Some children, too, are "late bloomers", who may find themselves shut out of the avenue to higher education just at the time they feel ready for it.

Thus, the American and European education systems reflect two different systems of social mobility: contest mobility and sponsored mobility. Under contest mobility, illustrated by the system in the United States, everyone is eligible to compete for society's prizes and there is more than one strategy for winning. Status is seen as the result of individual talent and effort. Under sponsored mobility, illustrated by the British system, elite recruits are chosen by the established elite or their agents, and elite status is given on the basis of some criteria of supported merit and cannot be taken by any amount of effort or strategy.

Exercise 63. Make 5 key questions to the text and discuss them.

Exercise 64. Read classroom English phrases and make dialogues (one is a teacher, the other is a student)

Classroom English

1) Organizing classes

What is the date today?

What day is it today?

Is anyone absent today? Who isn't here? Who is missing/away/ absent today?

I'll call the roll.

The room isn't aired.

What is today's assignment?

What's up? Why are you... minutes late for classes? What's your excuse?

Do you follow me?/ Are you with me?/ Do you see what I mean?

Remember to put the date at the top of the page (on the right-hand side).

Your mark is...

No helping (whispering), please.

Will you give out the books? Has everybody got a book?

Pass the books to the back.

2. Reading, spelling, translating

What's the meaning of that word?

What does the word "... " mean?

What's the English for "... "?

Try to get (grasp) the meaning of the word from the context.

Look this word up in the dictionary.

How do you spell "... "?

This word should be written with a capital letter. The letter "m" is missing.

Say it again, please.

Where is the stress here?

You read fairly well/ badly today.

Don't hurry. Read louder.

Let us read together.

This translation doesn't make sense.
How do you translate it?
Is that translation correct? Has anyone a different translation?
Don't translate it word for word.
Open your textbooks at page eight.
Now turn over the page, please.
Turn to page eighty. Let's move to page 80.
Now turn back to the previous page.
Where did we leave off (stop) last?
Read the next sentence, please.
Read the paragraph at the top of the page.
Next! (Will the next student read, please!)
Who can ask a question on the sentence?
Have you lost the place?
We are on line 3.
Read the passage on your own.
Start reading the passage to yourself.
Start scanning the text
Can you summarize the last paragraph? Give me a brief summary of the passage.
Summarize the information given in the passage about....
While skimming the text try to understand the main ideas.

3. At the blackboard

Will you clean/erase the blackboard?
Rub off/ wipe off/ erase the word/the sentence.
Wet the duster, please.
Divide the board into two parts.
Stand aside.

4. Students' questions and remarks

Would it be right (wrong) to say...?/ Can we say...?/ Is it right (correct) to say...?
Please excuse me for not preparing the reading.
I don't understand. Will you please say it again?
Would you mind repeating that?

I'm afraid I don't quite follow you. Can you explain it (to us) once more?

Can you give us a few examples?

What is the English for...?

Just a minute. Let me see (think).

The word has slipped (from) my mind.

Excuse me for coming late./ Excuse my coming late.

May I go to my place/ seat?

I didn't use any crib. (I wasn't cribbing.) It's my own work.

May I borrow your pen?/ Can you lend me a pen?

What do you mean (by that)?

I don't know how to put it.

Words fail me.

I am unable to express myself.

May I say it this way? May I put it like this?

Shall I read (write, translate) it?

May I make a remark to what has been said by...?

I've got a question.

I haven't reviewed that.

Shall I do the translation orally or in writing/ in written form?

May I be excused (from the classes)?

May I go out?

Exercise 64. Learn the words and make an essay on the topic "Education in Ukraine"

class period	академічна година
school leaving certificate	атестат зрілості
point(to get points)	бал(набирати бали)
higher education	вища школа
dean	декан
sub-dean deputy dean assistant dean	заступник декана
degree/diploma/final project	дипломний проект
final/ degree oral(exam)	захист дипломної роботи
report	доповідь(звіт)

paper	(наукова) доповідь
talk (to prepare/ give a(short) talk on, about)	доповідь, лекція, бесіда
associate professor	доцент
(attendance) register	журнал ((список групи)
to call he register mark book	зробити переклик
mark book	журнал(викладача, де він ставить оцінки)
record book	залікова книжка
to give smb. a test, to test smb.	приймати залік
to give to give smb. a pass (in English)	поставити залік (з англійської)
to have (pass)/ fell a (end-of-term) test	здавати (здати)/не здати залік
cram (for exams)	зубрити
vacation	канікули студентські
holidays	канікули шкільні
department	кафедра
head of department	зав. кафедрою
tutorial	консультація (зустріч викладача зі студентами)
to give a tutorial	давати консультацію
I've got a tutorial	у мене консультація(у студента і викладача)
to ask someone to help one with ...	попросити консультацію
test paper	контрольна робота
pre-test	попередній тест
tutor	куратор
year	курс(рік навчання)
yearly paper/ project	курсова робота/курсний проект
1 st /2 nd /3 rd year project/ paper	курсова робота за 1,2,3рік
course (theoretical, practical)	курс(теоретичний, практичний)

natural science(s)	природничі науки
exact sciences	точні науки
social science(s)	суспільні науки
economics	економічна наука
education	педагогічна наука
to do/ to be engaged in research	займатися наукою
learning and life	наука і життя
research	наукова праця
academic approach	науковий підхід
learned journal	науковий журнал
(learned) article	наукова стаття
paper	наукова доповідь
learned society	наукове суспільство
researcher	науковець
research associate	науковий співробітник
senior/junior research associate	старший/молодший науковий співробітник
full-time/ day department	денне відділення
part lime/ evening department	вечірнє відділення
correspondence/ external department	заочне відділення
fresher	першокурсник
senior/undergraduates	студент старших курсів
graduate = alumni	випускник
postgraduate	аспірант
class session lab session (in laboratory)	урок, заняття
academic council / senate	вчена рада
higher degree	учений ступінь
doctorate / doctor's degree/ /degree of doctor	ступінь доктора
doctor (of science)	доктор наук
doctoral thesis	докторська дисертація
candidate's degree	ступінь кандидата наук
thesis(theses)	дисертація

crib	шпаргалка
entrance / final exams	вступні/випускні іспити
to have exams	здавати іспити
to pass exams	здати іспити
to fall at the exam(in maths)	не здати іспит(з математики)
Examining Board	екзаменаційна комісія

Exercise 65. Read the following additional text on education in the USA, translate and discuss it

Text 15. Historical Background

When colonists from Europe first arrived in America, they had to decide to preserve of their cultural heritage, and what to discard. They also had to decide upon a means to preserve and build upon their legacy. Their answer was the town school. Within 30 years of the founding of the first settlement in Massachusetts (1620), all towns were required to hire a schoolmaster to teach reading, writing and arithmetic, as well as religion; larger towns were required to establish grammar schools to prepare children for the university. In 1787 the Continental Congress required every new township in the North-west Territory to preserve one plot of land for public schools.

At the university level, Harvard (Massachusetts) was founded in 1636 and William and Mary (Virginia) in 1693. By 1776, on the eve of its Revolution, America had 14 colleges in the new country and another score were founded by 1800. By that time schooling meant not only preserving parts of the classical education, but also teaching the skills necessary to build a new North American nation. Americans freely borrowed from English, French and German precedents. The result was that by the mid-19th century the same school would offer its students Latin and animal husbandry, arithmetic and home economics.

As Americans moved west, their belief in schooling remained unchanged, but the new settings on the Midwestern prairie and the southwestern deserts called for adaptation. Each state, with its own constitutional jurisdiction over schools, determined its own curricula, standards and purposes. Each community raised funds for buildings and

teachers. Although these factors led to considerable diversity, the role of the school in America was similar in all parts of the country.

It was the Morrill Act of 1862, however, that revolutionized American higher education. The Act as passed by Congress granted public lands to states for the sites of institutions teaching "agriculture and mechanics," to prepare students for "the ordinary pursuits and professions of life." These colleges legitimized vocational and technical education and grew much more rapidly than liberal arts colleges created in imitation of the older private universities of the East Coast. Today's great state universities have grown from these pragmatic roots.

In 1834 Pennsylvania established a completely free, publicly supported, and publicly controlled state school system. By the end of the Civil War in 1865, education from primary school through university was becoming available to all, and had attracted to its service many of the best-trained members of society. The public school became the vessel in which a distinctive American civilization was shaped.

In this role, the schools became an Americanizing agent for the massive numbers of new immigrants who arrived in great waves during the late 19th and early 20th centuries. The schools, which taught exclusively in English, required students to take courses in grammar and literature, American history, civics (government) and civilization. Indeed, 20th century America was the product of a nationalism defined in part by the schools; its fast-growing economy was the product of a well-schooled affection for technology.

On the 19th-century frontier, the school, along with the church and jail, was a key public building in the community. It was the settlers' social center. In this century, too, school buildings have been used outside school hours for community meetings, adult education, farmer training, youth recreation and social gatherings. First, spelling contests and recitations, later sports—always important in building morale where a third or more of the students might be new to the school in a given year—unified rural and village communities. Town pride was associated with the town school's athletic prowess (skill). Attendance at athletic contests brought the whole population into the school's life, helping to integrate a diverse population into a common community.

Colleges and universities, concerned with the "ordinary" callings of life, developed similar institutions for social integration. State universities bear the name of their state, and their achievements are recognized as state achievements. The work of their technical and agricultural faculties was to facilitate the state's development, and agricultural extension and home economics programs were designed to bring the benefits of research into the lives of citizens in the state. Until much later, private universities stood to one side of this development, regarding themselves as national institutions concerned with universal truths in the classical tradition. Endowments from successful alumni allowed them to grow, just as tax revenues allowed the state universities to prosper.

Although no other school system in the world deals with students in such great numbers and with so much liberality and persistence, American education today reflects national and social problems. Because it is principally supported by public money, it reflects economic stresses. And because it is one of the vessels in which "America" is molded, it reflects clashing notions of the right pattern for the future.

For example, one of the most important issues in American education during the past two decades has been curriculum reform. In the late '60s academic curricula changed to suit student interests and tastes. On the high school level, the "3 R's"—reading, writing and arithmetic—were badly neglected in favor of experimentation and more "relevant" elective courses. Resulting national test scores, however, showed an alarming decline in student proficiency. During the mid-'70s, there was a marked departure from experimentation and a return to the basics. Many states began to administer proficiency tests for graduating high school students. This emphasis on the basics has been augmented in the '80s by a realization of the need for training (or at least orientation) in more technologically based fields like computer science and communications. Traditional courses in science and the humanities have also been reemphasized. Between 1980 and 1985, most states increased the number of courses required for graduation.

Solutions for the college curriculum are more complicated. On the one hand, students expect their undergraduate studies to prepare them for a complex technological world and an increasingly competitive job market. On the other, educators trained in classical traditions lament (скаржитися, нарікати) a decline in the broad study of the arts, sciences

and intellectual history. Although the debate still lingers, many students realize that they can no longer count on their degrees as entry tickets into professional careers. In the decades ahead, according to some, higher education may become more a source for personal enrichment and less a steppingstone towards professional success. For all its many problems, however, the United States system of education has achieved much and aspires to more. The effort toward equality of educational opportunity advances, and the campaign for excellence in education broadens. There is little diminution in general support for a system of community-based public schools, and America compares well with the rest of the developed world in educational expenditures. Above all, there remains a national consensus: from kindergarten to university, high quality education must be accessible to all.

Exercise 66. Read and translate the text

Text 16. Bologna Process

The Bologna Process is the most important and wide ranging reform of higher education in Europe since the immediate aftermath of 1968. The ultimate aim of the Process is to establish a European Higher Education Area by 2010 in which staff and students can move with ease and have fair recognition of their qualifications. This overall goal is reflected in the six main goals defined in the Bologna Declaration:

- a system of easily readable and comparable degrees, including the implementation of the Diploma Supplement;
- a system essentially based on two main cycles: a first cycle relevant to the labor market; a second cycle requiring the completion of the first cycle;
- a system of accumulation and transfer of credits;
- the mobility of students, teachers, researchers, etc;
- cooperation in quality assurance;
- the European dimension of higher education.

An important goal of the Process is thus to move higher education in Europe towards a more transparent and mutually recognized system which would place the diversified national systems into a common frame based on three outcome levels - Bachelor, Master and Doctoral - and recognized different paths according to which they were achieved.

History. The Ministerial meeting in Praha took stock of progress in the move towards a European Higher Education Area and also gave further impetus to the Process by addressing a limited number of new areas. This is less a shift in priorities and attention than an expansion of the Process to a number of new topics, or at least by giving certain topics more emphasis. The Ministers confirmed the orientations of Bologna and in stronger terms underlined the importance of higher education for democratic values and the value of diversity of cultures and languages as well as of higher education systems. While the Praha communiqué does not use the term "democratic culture", this is in effect one of its main concerns, all the more so as it also underlines the need for student participation.

An important step forward was the actual recognition of students as "competent, active and constructive partners" and the emphasis on cooperation with higher education institutions, which was in a symbolic way demonstrated by the "dialogue" between Ministers, European higher education institutions and students on the first day of the meeting and incorporating some parts of the declarations of Salamanca and Göteborg into the Praha Communiqué. For example, the students were instrumental in bringing in the aspect of the social dimension of the Process and the recognition of education as a public good and a public responsibility.

At least two further areas were underlined more strongly in Praha than in Bologna. One is lifelong learning, an issue that many higher education institutions have been slow to address, while the second element is a stronger emphasis on quality assurance and not least the close link between quality assurance and the recognition of qualifications.

The Bologna Declaration, the Praha Communiqué as well as a number of other key texts in the Bologna Process are reproduced in the compendium of reference texts issued as a separate document for the CD-ESR plenary session.

The purpose of the Bologna process is to create the European higher education area by harmonizing academic degree standards and quality assurance standards throughout Europe. The name comes because the process was proposed at 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. This was opened up to other countries, and further governmental meetings have been held in Prague (2001) and Berlin (2003): the next meeting will take place in Bergen, Norway in spring 2005.

Before the signing of the Bologna declaration, the Magna Carta 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 1988. One year before the Bologna declaration, education ministers from France, Germany, Italy and the UK signed the Sorbonne declaration in Paris 1998, committing themselves to "harmonizing the architecture of the European Higher Education system". French officials in particular therefore often refer to the La Sorbonne/Bologna process.

The Council of Europe and UNESCO have jointly issued the Lisbon recognition convention on recognition of academic qualifications as part of the process, which has been ratified by the majority of the countries party to the Bologna process.

Framework

The basic framework adopted is of three levels test of higher education qualification: bachelors, masters and doctoral degrees. In most cases, these will take 3, 2, and 3 years respectively to complete, but the framework is moving to defining qualifications in terms of learning outcomes and the length in years is in no way set in stone.

These levels are the current model in the UK, Ireland (as well as the US) as distinct from most of Continental Europe, where the model often is based on the magister or diploma. In any case, program length tends to vary from country to country, and less often between institutions within a country.

Effects

Most countries do not currently fit the framework - instead they have their own time-honored systems. The process will have many knock-on effects such as bilateral agreements between countries and institutions, which recognize each other's degrees. However, the process is now moving away from a strict convergence in terms of time spent on qualifications, towards a competency-based system. The system will have an undergra-

duate and postgraduate division, with the bachelor degree in the former and the master and doctoral in the latter.

The UK has both an undergraduate and postgraduate master's degree. The postgraduate master's degree, for instance, normally takes only one year to complete, sometimes two. The undergraduate master's in the UK does not fit the framework either.

In Ireland most honors bachelor's degree are four years (England: three years) with master's and doctorates being broadly similar to the UK. The master's degree is always a postgraduate degree, either taught or achieved through research.

In Belgium the bachelor's degree took 2 years, with an additional 2 to obtain a licentiate. Study is very intense and the majority of students do not attend university.

In mainland Europe five years plus first degrees are common, with some taking up to eight years not being unheard of. This leads to many not completing their studies; many of these countries are now introducing bachelor-level qualifications.

In Germany the process is already underway; many subjects of the humanities and social studies can be completed with B or M at an increasing number of universities.

Higher education institutions and parliament in Sweden are currently awaiting a bill that will introduce Bologna degrees in Sweden. The Swedish *kandidatexamen* will not be changed, as it is roughly equivalent to a Bachelor's degree, but there is on-going discussion about prolonging the Swedish *magisterexamen* to two years to adapt it to a Master's degree as well as about the introduction of the ECTS grading scale.

Signatories

Current signatories and thus members (40) of the "European higher education area" are: Albania - Andorra - Austria - Belgium - Bosnia and Herzegovina - Bulgaria - Croatia - Cyprus - Czech Republic - Denmark - Estonia - Finland - France - Germany - Greece - the Holy See (Святіший Престол) - Hungary - Iceland - Ireland - Italy - Latvia - Lithuania - Luxembourg - Malta - Netherlands - Norway - Poland - Portugal - FYR Macedonia - Romania - Russia - Serbia and Montenegro - Slovakia - Slovenia - Spain - Sweden - Switzerland - Turkey - UK and recently Ukraine.

The following organizations are also part of the follow-up of the process: ESIB, EUA, EURASHE as well as the Council of Europe, the European Commission and UNESCO.

Exercise 67. *Speak on:*

- a) education system in the UK;
- b) education system in the USA;
- c) education system in Ukraine;
- d) perspectives of the Bologna process.

SURVIVAL ENGLISH: EATING OUT /ЇЖА В РЕСТОРАНІ, НЕ ВДОМА/

Exercise 1. *Read and translate the texts. Sum up the received information and speak upon the differences in food traditions of our country and Britain.*

Text 1. English Food

When visitors come to England, they find that we eat much less bread than they are used to, although we do eat quite a lot! But we eat it in a different way. Mostly we eat white bread or rolls, and the brown bread is made of wheat, not rye. It is possible to buy rye bread in some shops, because there are now many foreign people living in England who are slowly introducing some of their foods to us. If you visit our towns and cities, you will find many Indian, Italian, Greek and Chinese restaurants, where the food is tasty, and these places are usually used by English people as well as by the many Indians, Italians, Greeks and Cypriots living and working here.

Up to a few years ago it would still have been true to say that the English are a tea-drinking people, but now more and more are taking to coffee. We still like tea, and drink it in the tea breaks in the middle of the morning in factories, offices and schools. (The teachers, that is; the children get a free bottle of milk.)

We have three main meals a day; breakfast in the morning can be a full "English breakfast", with cornflakes, taken with milk and sugar, fried bacon with or without an egg or some kind of fish, toast or bread with butter (or margarine if you can't afford butter) and marmalade which is a jam made from oranges or other citrus fruit. Tea or coffee with milk finishes it off. Some people, however, just have toast, butter and marmalade with tea or coffee in the morning. This is usually called a "continental" breakfast. In families where the mother goes out to work before the children get up (and there are many who do this, as they are office cleaners who leave home at a very early hour), the children may get up too late to have more than a piece of bread before rushing to school.

What people eat in the middle of the day varies very much and depends partly on their jobs and their families. It also depends on which part of the country they live in, as people in the north have different eating habits from those in the south. Our main cooked meal, whether it is at midday or in the evening, is called dinner. Those who have their dinner in the middle of the day have supper in the evening or high tea. Those who have dinner in the evening have lunch in the middle of the day.

For dinner there is always a main dish, consisting usually of meat or fish with potatoes and cooked vegetables. The meat may be roasted, grilled, fried or boiled, and the fish may be fried or boiled. The potatoes can be prepared in a variety of ways, boiled and served whole, boiled and mashed with a little milk and butter or fried as "chip". Chips are eaten with fried fish. The vegetables depend partly on the season, although now it is possible to buy frozen vegetables of all kinds at any season. In England peas and beans grow in the summer, cabbage most of the year, and roots, such as carrots and turnips, in the summer and autumn. Some people have soup before the main dish, but our soups are usually much thinner than your borsches and shchis. After the main dish there is some kind of pudding. Pudding is a typical English course, and there are many different kinds of pudding. There is rice pudding, made with rice, covered with milk and sugar and baked in the oven until the top is a golden brown. There is a pudding called "spotted dog", which is a roll made with

currants and baked or boiled: it is eaten with custard, a sauce made from a powder dissolved in milk and poured over the pudding. There are fruit tarts also served with custard. There are egg custards made in the oven and caramel custards, too. In fact, there are so many different kinds of pudding that I could go on for a long time!

Lunch or supper is a lighter meal: an omelette with chips, with some fruit salad or just fruit and then perhaps a cup of coffee; or a salad with hard egg or haw and if it is eaten in a cafe or restaurant, an ice-cream and then coffee. A high tea is the usual meal to have in the evening by many families living in the north, and in the south, too, where there are hungry children home from school. This meal consists of bread and butter with perhaps fried eggs or fried fish and tea. Kippers and haddock are bought ready-smoked and are then fried or boiled in a very short time. A bad habit among English children is to eat far too many sweets at any time of the day. This is the reason why so many of them have very bad teeth. They also suck too many ice lollies; these are made from frozen water flavored with some fruit taste, on a small stick, and are bad for the teeth also.

Although English people are slowly learning to enjoy foreign dishes, most of them are very conservative in their tastes, and when they are abroad, always try to find a place where they can get fish and chips or some other typical English food.

Text 2. English Traditions

The Englishman likes a good breakfast. To him a good breakfast means porridge with milk, fish, bacon and eggs, toast and marmalade, tea or coffee. And to him much of its goodness lies in the fact that it is the same from day to day, from January to January.

The English like their toast cold. It is cut in triangles and set in the partitions on an open toast rack.

For lunch they usually have soup, fruit juice, cold meat and salad, or fish, or roast meat and vegetables, and then goes an apple tart, or a hot milk pudding, cold fruit salad, or ice-cream.¹:

From four to six there is a very light meal called afternoon tea. It consists of a cup of tea and a cake. This became a

kind of ritual. At this time “everything stops for tea” in England. The whole nation is at ease drinking tea.

Dinner (usually at 6 p.m.) is much like lunch and is in many families the last main meal of the day. For supper they have tea or coffee with biscuits. Almost every meal finishes with coffee, cheese and butter.

Coffee is weak by European standards. Most English people put milk in their coffee — this is known as “while” coffee. Waiters will ask if you want your coffee “black or white” rather than “with or without” milk.

This is what the magazine *Modern English* writes about English food:

“The English are not interested in food. Their food is standardised, and, in general, rather dull and unimaginative. Take, for example, the way of cooking vegetables. The English housewife simply boils them in salt water. But now many British housewives do not even find time to boil fresh vegetables. They leave their homes and kitchens to go and work. They are not ashamed to use frozen, canned or precooked food - simply because it saves time.”

”However, the quality of English cooking has improved in recent years, both in the range of foods available and the preparation of them.”

The English people like fish and chips. Everybody seems to have a fish and chip supper at home at least once a week. There are fish and chip shops in the side streets of every English town. Mobile shops sometimes go out to the villages.

The shops are usually run by a small staff; often by a man and his wife. The pieces of fish are dropped into deep boiling oil for a few minutes. They come out crisp and hot, and then wrapped in paper and newspaper so that those who come to buy them could take them away.

But if you wish you can eat your fish and chips without taking them home — there is always a small cafe in the shop.

Exercise 2. *Fill in the gaps the words given at the end.*

It ... useful to know what sort of meals English people have, if ... is a subject that interests you. In many English homes they ... four meals: they are breakfast, lunch, tea, and dinner.

Dinner is the most ... meal of the day. It may seem but it is a very formal meal in the evening. During the meal one shouldn't ... on the You should try to get into conversation,

The first... is soup. Then comes fish or meat with vegetables and finally the dessert. Most English families ... food at home.

English people pay a lot of attention to how they behave at table. Even if you are very ... you shouldn't ... to your food. Another ... of advice: do not put more than one ... of bread or cake on your plate. Keep an eye open for what the others are I must ... "When in Rome, do as the Romans do!"

Most people ... water at lunch or brandy in the middle of the day. Wine comes with the dessert, port as a rule.

(food, serve, maybe, strange, substantial, drink, concentrate, cook, course, rush, hungry, piece, notice, do)

Exercise 2. Fill in the gaps with adequate prepositions

Most people who work in London get a break ... about an hour ... lunch. Many large firms have a canteen ... its premises (територія) ... their employees. ... such canteens the food is plain and although there is some variety ... choice, the number ... dishes is usually small. A meal ... a canteen may consist ... soup, fish and chips or meat and vegetables and pudding for dessert.

As there are so many people ... work ... London there are numerous cafes and restaurants...- every area that is not purely residential. Moreover, one can get a meal, or ... least a snack ... pub. ... many ... these cafes there is self-service. The customers help themselves and pay ... a cash-desk going ... their tables.

Many people do not go out... lunch. They bring their own sandwiches and have a cup of tea ... the office. In summer many people go out and sit ... a bench in a park or public square and eat their sandwiches there.

Exercise 3. *Read the text and write a formal invitation for dinner to your acquaintances.*

Text 4. Invitations to Dinner

Guests are invited to a formal dinner by a formal written invitation. The invitation may be engraved or hand written, but not printed, on a fine quality of white or off-white paper. They should be received two weeks in advance of the event. The invitation is expressed in the third person. There are two kinds of engraved invitations: one which contains all the necessary information for a specific occasion and one which has blank spaces left in which to write the name of the person being invited and the day and hour of the entertainment. Both are perfectly correct. If you use the latter type, do the writing on it in black ink. If you do not want to have the invitation engraved, use heavy, white or off-white, personal formal writing paper and handwrite the message.

The form of the invitation is:

Mr. and Mrs. John Doe
request the pleasure of
Mr. and Mrs. James Smith's
company at dinner
on Saturday, September the ninth
at eight o'clock
27 Main Street
R. S. V. P.

Exercise 4. *Learn the words. Make your own dialogues using the situations in the given below dialogues*

coffee-house – кав'ярня
tea-shop – чайная(кафе)
cafeteria – кафе,кафетерій
cook-shop – кафетерій, їдальня
self-service restaurant – ресторан, чи кафе самообслу-
говування

take-away restaurant – ресторан, що відпускає блюда додому

snack-bar - закусошна

go somewhere for a snack – піти куда-небудь перекусити

refreshment room - буфет

pub – паб, англійська пивна

inn – пивна, трактир, постійний двір

chop-house – біфштексна, недорогий ресторанчик

steak-house – біфштексна, або ресторан, що спеціалізується на м'ясних блюдах

canteen – їдальня (при установі)

refectory – трапезна, їдальня в школі, університеті

mess-room – армійська їдальня

table d'hote – комплексні блюда

a la carte – порційні блюда

menu(*menu card*) - меню

wine list – список вин

“Swedish Board” – “шведський стіл”(вільний вибір блюду)

helping – порція, шматок

another helping – ще одна порція

cassolete – порційне блюдо на одну людину в каструльці з кришкою

waiter(*waitress*) – офіціант(ка)

chef- шеф-повар

tips - чайові

pay the bill/check – сплатити рахунок

taste - смак

to the taste – на смак

to one's taste – по смаку

tastes differ – про смаки не споречаються

tasteless - несмачний

tasty - смачний

delicious – дуже смачний

mouthwatering(dish) – апетитне (блюдо), “сльюнки те-
чуть

tough - твердий

tender – ніжний, м'який

underdone - недожарений

overdone – пережарений, пересмажений

well-done – добре прожарений

fry until done – жарити до готовності

roast - запікати

dress a salad – заправити салат

season with pepper, salt – приправити перцем та сіллю

slice – різати тонкими скибочками

stir - перемішувати

beverages - напої

soft drinks – фруктові води

liquor - лікер

port wine - портвейн

tulled wine - глінтвейн

sparkling – вино ігристе

champagne - шампанське

bubbles – шипуче вино

spring water – мінеральна вода

fresh water – прісна вода

Dialogue 1

Smith: Waiter! Bring me your menu!

Waiter: Here it is, sir. Will you order now?

Smith: Yes, I'm short of time. I'd like to have this, then this and this.

Waiter: You mean the steak, don't you? How do you want it, underdone, middling or —

Smith: A bit raw, please. As to the vegetables, I'd like some potatoes, cabbages and carrots.

Waiter: Do you want your coffee black or white (with milk, cream)?

Smith: Black, please.

Waiter: Very well, sir. In a minute, sir.

Dialogue 2

Waiter: Well, anything else, sir?

Smith: No, thank you. This steak, it's a bit overdone and rather tough.

Waiter: I'm terribly sorry, sir

Smith: And... the cabbage, it's simply uneatable. As to the soup, it was absolutely cold.

Waiter: Oh, I'm very sorry. Perhaps I'll change the steak, eh?

Smith: I'm afraid you'll have to. You didn't do what I asked.

Dialogue 3

Pavlov: Waiter!

Waitress: Yes, sir! What will you order?

Pavlov: Will you please bring me a bill of fare?

Waitress: Excuse me. Here it is.

Pavlov: Oh, you have quite a long list of dishes. Well, what would you recommend for the 1st course?

Waitress: You mean soups? I think there is nothing like chicken soup with pies. It's our cook's favourite job.

Pavlov: Indeed? All right then: chicken soup, once. And choosing a grill, what would you offer?

Waitress: Oh, sir. If you want to have a fine meal, order roast saddle of mutton (баранина). You'll enjoy it very much, Well, what about the sweet, sir? A cup of coffee, cakes, apple juice, drinks?

Pavlov: Just bring me a glass of juice for a start.

Dialogue 4

Pavlov: Waiter, my bill, please. How much is it?

Waiter: Here you are, sir. Two pounds and 70 pence, please.

Pavlov: Thank you. Here's three pounds. Keep the change.

Waiter: Thank you, sir. Good night.

Dialogue 5

Alan Russel: What shall we order for dinner, Anatoly?

Anatoly Volkov: I leave the choice to you, Alan.

Alan: Good. What would you say to some salad, caviar, olives, clear soup, lamb chop and coffee?

Anatoly: It'll be a very good meal, indeed. I'd rather add a bottle of fruit water and probably some cakes if you don't mind.

Alan: Yes, of course. Now, what about a drink?

Anatoly: Well, choose something to your taste. I don't feel like having anything at all.

Dialogue 6

Anatoly: What a good meal we've had! It's all because you knew what to choose. I almost feel a new man. What about you?

Alan: Well, I always feel a new man after dinner, especially when it ends a long working day.

Anatoly: Those chops were excellent. Everything was well cooked and served. It's good we have chosen this restaurant for dinner.

Have you ever been here?

Alan: I was here some years ago with my wife and some of my friends. At that time the service was much better, I think.

Exercise 5. Choose a meal and a drink from the menu

Model: fried eggs—omelette

Would you like fried eggs or omelette? Fried eggs, please.

mutton chop—pork chop; mineral water—soda water; fruit water—juice; salad—sandwiches; caviar—salmon; beef-steak—rump steak; potatoes—cabbage; tea—coffee; tea with lemon—tea with milk; wine—brandy

Exercise 6. Reply to the waiter.

1. You are being served, aren't you? 2. Do you have your tea strong? 3. The steak is just to your taste, isn't it? 4. You have ordered salad twice, haven't you, sir? 5. Do you still need the wine list? 6. You don't seem to like the cutlet. Shall I change it? 7. Shall I lay another cover, madam? 8. Shall I charge the bill to your hotel bill, sir? 9. Will you have the strawberries with sugar, madam? 10. You like to have your juice iced, don't you? 11. Will you eat table d'hote or a la carte?

Exercise 7. React to these statements as shown in the model,

Model: Beef-steak is my favourite dish.

I didn't know beef-steak was your favourite dish.

1. Mutton chop is my favourite meal. 2. I'm hungry as a hunter. 3. Noodle soup is not on the menu. 4. Many restaurants in Britain are closed on Sunday. 5. Kate and I usually eat out on Saturday. 6. I want to order only bacon and eggs. 7. I'm fond of toasts. 8. I can't eat fried fish, I'm on a diet. 9. There will be nothing going after this dish. 10. Mr Russet will pay the bill. II. I'm going to put up at this hotel again.

Exercise 7. You fail to hear what your friend has said. Ask him (her) to repeat.

Model: I'm fond of mutton chops.

Pardon? What are you fond of?

1. We use a knife for cutting. 2. This restaurant is known for sea-food. 3. Sorry, we have run out of ice-cream. 4. Soups are eaten with spoons. 5. The table has been laid for five persons. 6. We drink juices from glasses. 7. I have already looked through the bill of fare. 8. I'm waiting for the head-waiter. 9. I'm staying at the Stillwater Hotel.

Exercise 8. Make up statements using these situations.

Model: You are at a restaurant. You notice that your glass is not clean. You stop a waiter who is passing by and say: "I'd like a clean glass, please." ("Will-you please bring me a clean glass?")

1. You want some salt for the steak and the waiter is just going by. You call him and say... 2. ' You ordered a steak. The waiter has brought you something, which you can neither cut nor eat. You say... 3. You are not satisfied with your room in the hotel because it overlooks a noisy street always full of traffic. You are talking to the manager. You say... 4. The salesman says he cannot give you your money back for the thing you bought. But you know that the manager can. You say...

Exercise 9. *React to the statements you hear (your responses being exclamations, questions, request, suggestions, etc.).*

I. *Mr Cousins*: My cousin has become chef in that restaurant.

2. *Mr Russel*: The service in this restaurant isn't so good now.

3. *The Waiter*: I'm terribly sorry, we have run out of steak.

4. *Titov*: There will be a new restaurant in our district.

Exercise 10. *Disagree with the statements avoiding a simple negation.*

1. The bill of fare is not given to customers until the end of the meal. 2. Sandwich is a hot meal eaten at dinner for the first course. 3. Dessert is usually served at the beginning of a meal. 4. If we want to make our meal sweet we put some salt (spices) in it. 5. Doctors usually recommend people to have heavy supper before going to bed. 6. Englishmen usually don't have porridge for breakfast.

Appendix
Грецький алфавіт
(у математичних формулах)

α	альфа
β	бета
γ	гамма
δ	дельта
ε	епсілон
ζ	дзета
η	ета
υ	тета
ι	іюта
κ	каппа
λ	лямбда
μ	ми (мю)
ν	ні (ню)
ξ	ксі
\omicron	омікрон
π	пі
ρ	ро
σ	сігма
τ	тау
υ	іпсілон
φ	фі
χ	хі
ψ	пси
ω	омега

Математичні знаки, символи, скорочення

+	addition, plus, positive	
-	subtraction, minus, negative	
\pm (\mp)	plus or minus (minus or plus)	
\times або \bullet	multiplication sign, multiplied by	
\div або /	division, divided by	
a / b	a divided by b	
:	divided by, ratio sign	
$::$	equals; as	
<	less than	
>	greater than	
\approx	approximately equal	
=	equals	
\neq	not equal to	
\sim	difference	
∞	infinity	
$\sqrt{\quad}$	square root	
$\sqrt[3]{\quad}$	cube root	
$\sqrt[n]{\quad}$	n -th root	
\leq	equal to or less than	
\geq	equal to or greater than	
a^n	the n -th power of a	
a_1	a sub 1	
a_n	a sub n	
\sphericalangle	angle	
\perp	perpendicular to	
\parallel	parallel to	
\log або \log_{10}	common logarithm	
\log_e або \ln	natural logarithm	
sin	sine	
cos	cosine	

tan	tangent	
ctn	cotangent	
sec	secant	
csc	cosecant	
vers	versine, versed sine	
covers	coversine, covered sine	
\sin^{-1}	antisine	
\cos^{-1}	anticosine	
sinh	hyperbolic sine	
cosh	hyperbolic cosine	
tanh	hyperbolic tangent	
$f(x)$	function of x	
Δx	increment of x	
Σ	summation of	
dx	differential of x	
dy / dx	derivative of y with respect to x	
d^2y / dx^2	second derivative of y with respect to x	
$d^n y / dx^n$	n -th derivative of y with respect to x	
$\partial y / \partial x$	partial derivative of y with respect to x	
$\partial^n y / \partial x^n$	n -th partial derivative of y with respect to x	
\int	integral of	
\int_b^a	integral between the limits a and b	
O	circle, circumference	
(), [], { }	parentheses, brackets, and braces	
\overline{AB}	length of line from A to B	
μ	micron = 0,001mm	

m μ	millimicron = 0,001 μ	
⁰	degree	
'	minute	
"	second	
@	at	
1 st	first	
2 nd	second	
3 rd	third	
4 th	forth	

ТАБЛИЦА ХИМИЧЕСКИХ ЭЛЕМЕНТОВ

Обозначение	Английское название	Русское название
Ac	Actinium	Актиний
Ag	Argentum, Silver	Серебро
Al	Aluminium	Алюминий
Am	Americium	Америций
Ar, A	Argon	Аргон
As	Arsenic	Мышьяк
At	Astatine	Астат(ин)
Au	Aurum, Gold	Золото
B	Boron	Бор
Ba	Barium	Барий
Be	Beryllium	Бериллий
Bi	Bismuth	Висмут
Bk	Berkelium	Берк(е)лий
Br	Bromine	Бром
C	Carbon	Углерод
Ca	Calcium	Кальций
Cd	Cadmium	Кадмий
Ce	Cerium	Церий
Cf	Californium	Калифорний
Cl	Chlorine	Хлор
Cm	Curium	Кюрий

Co	Cobalt	Кобальт
Cr	Chromium, Chrome	Хром
Cs	C(a)esium	Цезий
Cu	Cuprum, Copper	Медь
Dy	Dysprosium	Диспрозий
Em	Emanation	Эманация
Er	Erbium	Эрбий
Es	Einsteinium	Эйнштейний
Eu	Europium	Европий
F	Fluorine	Фтор
Fe	Ferrum, Iron	Железо
Fm	Fermium	Фермий
Fr	Francium	Франций
Ga	Gallium	Галлий
Gd	Gadolinium	Гадолиний
Ge	Germanium	Германий
H	Hydrogen	Водород
He	Helium	Гелий
Hf	Hafnium	Гафний
Hg	Hydrargyrum, Mercury	Ртуть
Ho	Holmium	Гольмий
In	Indium	Индий
Ir	Iridium	Иридий
J, I	Iodine	Йод
K	Kalium, Potassium	Калий
Kr	Krypton	Криптон
La	Lanthanum	Лантан
Li	Lithium	Литий
Lu	Lutecium	Лютеций
Md	Mendelevium	Менделевий
Mg	Magnesium	Магний
Mn	Manganese	Марганец
Mo	Molybdenum	Молибден
N	Nitrogen	Азот
Na	Natrum, Sodium	Натрий

Nb	Niobium	Ниобий
Nd	Neodymium	Неодим
Ne	Neon	Неон
Ni	Nickel	Никель
No	Nobelium	Нобелий (предполагаемое название для элемента 102)
Np	Neptunium	Нептуний
O	Oxygen	Кислород
Os	Osmium	Осмий
P	Phosphorus	Фосфор
Pa	Prot(o)actinium	Протактиний
Pb	Plumbum, Lead	Свинец
Pd	Palladium	Палладий
Pm	Promethium	Прометий
Pr	Praseodymium	Празеодим
Pt	Platinum	Платина
Pu	Plutonium	Плутоний
Ra	Radium	Радий
Re	Rhenium	Рений
Rh	Rhodium	Родий
Ru	Ruthenium	Рутений
S	Sulphur	Сера
Sb	Stibium, Antimony	Сурьма
Sc	Scandium	Скандий
Se	Selenium	Селен
Si	Silicon	Кремний
Sm, Sa	Samarium	Самарий
Sn	Stannum, Tin	Олово
Sr	Strontium	Стронций
Ta	Tantalum	Тантал
Tb	Terbium	Тербий
Tc	Technetium	Технеций
Te	Tellurium	Теллур
Th	Thorium	Торий
Ti	Titanium	Титан

Tl	Thallium	Таллий
Tu, Tm	Thulium	Тулий
U	Uranium	Уран
V	Vanadium	Ванадий
W	Wolfram(ium), Tungsten	Вольфрам
Xe	Xeron	Ксенон
Y, Yt	Yttrium	Иттрий
Yb	Ytterbium	Иттербий
Zn	Zinc(um), Zink	Цинк
Zr	Zirconium	Цирконий

Таблиця неправильних дієслів

1.	be	бути
2.	beat	бити, ударяти
3.	become	ставати, робитися
4.	begin	починати
5.	bend	гнути(ся)
6.	bet	піти на парі
7.	bite	кусати(ся)
8.	blow	дути, віяти
9.	break	ламати
10.	bring	приносити
11.	build	будувати
12.	burst	вибухати, розриватися
13.	buy	купувати
14.	catch	ловити, спіймати
15.	choose	вибирати
16.	come	приходити, прибувати
17.	cost	коштувати
18.	cut	різати
19.	deal	займатися (чимось), мати справу
20.	dig	копати
21.	do	робити
22.	draw	малювати, креслити, тягнути
23.	drink	пити
24.	drive	вести, правити (машиною)
25.	eat	їсти
26.	fall	падати
27.	feed	годувати, жити
28.	feel	почувати, сприймати, зазнавати
29.	fight	боротися. Битися
30.	find	знайти
31.	fly	літати, летіти
32.	forbid	забороняти
33.	forget	забути

34.	forgive	вибачати
35.	freeze	заморожувати, замерзати
36.	get	отримувати, одержувати. здобувати, ставити
37.	give	давати
38.	go	ходити, їздити, рухатися
39.	grow	рости,
40.	hand	вішати, висіти
41.	have	мати
42.	hear	чути
43.	hide	ховати(ся)
44.	hit	ударяти, влучати в ціль
45.	hold	тримати, вміщувати
46.	hurt	пошкоджувати, ображати
47.	keep	тримати, зберігати
48.	know	знайти
49.	lay	покласти, прокладати
50.	lead	вести, керувати
51.	leave	залишати, кидати
52.	lend	позичать(комусь)
53.	let	пускати, дозволяти
54.	lie	лежати, покоїтися
55.	light	освітлювати(ся), засвічувати
56.	lose	губити, упускати
57.	make	робити, виробляти
58.	mean	означати
59.	meet	зустрічати(ся)
60.	pay	платити
61.	put	класти, ставити
62.	read	читати
63.	ride	їхати верхи
64.	ring	дзвонити
65.	rise	підійматися, вставати
66.	run	бігати
67.	say	казати, сказати

68.	see	бачити
69.	seek	шукати
70.	sell	продавати
71.	send	посилати, відсилати
72.	set	ставити, класти, розташовувати
73.	sew	шити, пришивати
74.	shake	тремтіти, трясти(ся)
75.	shine	світити, сяяти, освітлювати
76.	shoot	стріляти
77.	show	показувати
78.	shrink	збігатися, стискатися
79.	shut	зачиняти
80.	sing	співати
81.	sink	тонути, топити, занурювати
82.	sit	сидіти
83.	sleep	спати
84.	speak	розмовляти, балакати
85.	spend	витрачати
86.	split	розколювати, розщеплювати
87.	spread	розстилати, розкидати, поширювати(ся)
88.	spring	стрибати
89.	stand	стояти
90.	steal	красти
91.	stick	встромляти, приклеювати(ся)
92.	sting	палити
93.	stink	смердіти
94.	strike	бити, стукати
95.	swear	клястися, присягати(ся)
96.	sweep	мести, підмітати, прочищати
97.	swim	плавати
98.	swing	гойдати(ся), коливати(ся)
99.	take	брати, забирати
100.	teach	вчити (когось), викладати
101.	teak	рвати, розривати

102.	tell	розповідати, наказувати
103.	think	думати
104.	throw	кидати
105.	understand	розуміти
106.	wake	будити, прокидатися
107.	wear	бути одягненим
108.	win	перемагати, вигравати
109.	write	писати

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