МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В.О.СУХОМЛИНСЬКОГО

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DEVELOP YOUR SKILLS

(ЧАСТИНА І)

Миколаїв – 2018

УДК 811.111

ББК 81.432.1

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Рекомендовано вченою радою

Миколаївського національного університету імені В.О.Сухомлинського

протокол № 11 від 21.12.2018

Develop your skills (частина I): навчальний посібник для самостійної роботи студентів I курсу спеціальності «Переклад» (денна та заочна форма навчання). / автори-укладачі Н.М. Абабілова, Ю.І.Сидоренко, І.В. Усаченко, Ю.В. Бондур. – Миколаїв: ФОП Швець, 2019. – 285с.

Навчальний посібник призначено для студентів I курсу спеціальності «Переклад» і містить серію типових завдань для виконання самостійної роботи з дисципліни «Практичний курс першої іноземної мови». Навчальний посібник складається із чотирьох розділів відповідно до базового підручника із зазначеної дисципліни. Автори сподіваються, що навчальний посібник також буде корисним усім, хто вивчає та хоче вдосконалити свої знання з англійської мови.

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Передмова

Навчальний посібник «Develop your skills» (частина I) містить тексти та вправи, підібрані за тематичним принципом, та може бути використаний як додатковий матеріал для виконання самостійної роботи до підручника Черноватий Л.М., Карабан В.І., Набокова І.Ю., Рябих М.В. Практичний курс англійської мови. Частина 1. Підручник для студентів молодших курсів вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад»). – Вінниця, Нова книга, 2005. – 432с.

Мета видання – навчити студентів за допомогою вправ та завдань оволодіти навичками читання та перекладу оригінальних англомовних текстів, збагатити лексичний запас та покращити граматичні навички.

Структура навчального посібника ґрунтується на методичних засадах сучасного навчання іноземних мов, яке передбачає оволодіння студентами іншомовним спілкуванням шляхом формування та розвитку міжкультурної комунікативної компетенції та її складових: мовленнєвої, мовної та соціокультурної ланок.

Навчальний посібник складається з чотирьох розділів, організованих за тематичним принципом, які в свою чергу поділяються на три підрозділи.

Основним напрямом першого підрозділу кожного розділу є навчання студентів правильному використанню слів та конструкцій, які є близькими за значенням та широко вживаними в англійській мові. Підрозділ містить слова, що пропонуються у підручнику Черноватий Л.М., Карабан В.І., Набокова І.Ю., Рябих М.В. Практичний курс англійської мови. Частина 1. Підручник для студентів молодших курсів вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад»). – Вінниця, Нова книга, 2005., як словарна робота, та виносяться на самостійне вивчення. Таким чином, даний підрозділ надає можливість студентам самостійно опрацювати складні слова та конструкції й виконати поставлені перед ними програмою завдання. Опрацювання лексичних одиниць передбачає три етапи. На першому етапі студенти мають

ознайомитися зі значенням синонімів та знайти їх еквівалентні або контекстуальні значення українською мовою. Наступним кроком стає використання цих слів за їх значенням спочатку в англійських реченнях, а потім при перекладі з української мови. Третім етапом є добірка завдань з розвитку навичок письмового перекладу та мовленнєві вправи. Ефективність володіння лексикою забезпечується її повторенням у межах як кожного окремого розділу, так і всього навчального посібника.

Оскільки вивчення дисципліни «Практичний курс першої іноземної мови» неможливо без опанування граматичних структур та категорій, укладачі вважали за необхідне включити в другий підрозділ кожного розділу вправи та завдання, метою яких є вдосконалення знань з основних тем граматики англійської мови. Отже, ця частина забезпечує повторення граматичного матеріалу ,що також вивчається на І курсі, та передбачає виконання наступних завдань: обрати вірну відповідь із запропонованих, розкрити дужки та використати потрібну форму англійського дієслова; знайти помилки в текстах, що включено до підрозділу; використати потрібне за змістом слово. Також до підрозділу включено вправи, які сприяють як вдосконаленню використання граматичних категорій та структур, так й перекладацьких вмінь майбутніх фахівців з перекладу, оскільки студенти мають зробити письмовий переклад запропонованих текстів краєзнавчого спрямування.

У третьому підрозділі кожного розділу посібника представлена добірка текстів для читання з різних джерел, у тому числі з Internet-ресурсів, згідно з тематикою робочої програми з дисципліни «Практичний курс першої іноземної мови» для першого курсу. Робота з даними текстами може проводитись як під час позааудиторних занять, так і аудиторних, і має своєю метою вироблення у студентів навичок читання та творчого аналізу автентичних текстів. Специфікою тестів даного підрозділу є також пізнавальний характер матеріалу, так як багато тексти несуть енциклопедичні знання з тих чи інших областям життя суспільства, і будуть цікаві студентам.

Завдання широкого спектру навчального посібника дають можливість всебічно перевірити знання з вивченого лексичного та граматичного матеріалу відповідно до чинної програми з дисципліни «Практичний курс першої іноземної мови» для студентів-майбутніх перекладачів.

Сподіваємося, що вам буде приємно працювати з цим посібником і будемо вдячні за відгуки та пропозиції щодо його змісту та ефективності.

UNIT 1
FAMILY LIFE

VOCABULARY EXERCISES

UNIT 1 (P.19)
WAGES – FEE –PAYMENT – SALARY, JOB – WORK

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Salary – a fixed regular payment made esp. to non-manual workers; the money that someone is paid every month by their employer, especially someone who is in a profession, such as a teacher or a manager.

Wages – a reward received by nonprofessional workers, usually in the form of a weekly payment of an agreed sum, calculated according to the hours worked (including overtime) or according to the work done, especially someone who works in a factory, or in a shop.

Fee – a payment for the services of a professional man (a doctor, a lawyer) or a public body (library), for a piece of work that a skilled worker has done; the cost of an examination, membership.

Payment – an amount of money that you pay for sth, especially when it is only one part of the total amount you have to pay.

Job – work; a specific piece of work, esp. done for pay; an occupation as a steady source of livelihood; completed piece of work; difficult task; the work that you do regularly in order to earn money, especially when you work for a company or a public organization.

Work – anything that one does in order to earn money.

NOTE: don't say "What's your job?" or "What is your work?" when you want to know what someone does to earn money. Say "What do you do?" or "What do you do for a living?"

I. Translate from English into Ukrainian paying attention to the words under study:

1. The most stereotypical family man in Southern Britain commutes into London where he can earn the best salary. He has a job in an office where he spends much of his time planning and scheming to avoid the next round of downsizing.

2. Now it is more likely that children will leave their parents' home to relocate where there is a higher education course they wish to take or where there is a job that they have obtained.

3. Since it is very likely that both the father and the mother have jobs, babies and small children are likely to be looked after during the day by "childminders".

4. I've just heard about a great job at this scientific research company.

5. He said that he supposed Kate was new to her job.

6. I was paying for bills, food, and everything from my wages.

7. She earns a good salary as an investment banker.

8. I joined the company in 2000, on a salary of $ 2000 a month.

9. She is looking for a job in the music business.

10. He makes monthly payments into his ex-wife's bank account.

II. Complete the sentences using the words under study.

A. ***(wage- fee-payment-salary)***

1. His … are $100 a week.

2. A living … is one which allows a man to live without fear of hunger and hardships.

3. My … is fixed.

4. The lawyer charged the … of 100 hryvnas.

5. The methods of … are listed overleaf.

6. The miners demanded prompt …

7. My lawyer has increased his … to $200 an hour.

8. Your fist mortgage … are due on the 16th of July.

B. ***(job-work)***

1. He says that he is out of … now, that's why he lives from head to mouth.

2. His … takes him abroad a lot.

3. My sister has just graduated from the University and now is trying to get a …

4. My cousin is looking for a … as a librarian;

5. Nowadays more and more Ukrainians are working at two … to earn more.

6. They quit … at one o'clock.

7. My nephew never does any …

8. It's a… for a poor man to keep his wife and children decently dressed.

9. Every undergraduate dreams of a good well-paid …

10. It was difficult to find … during the depression.

III. Translate from Ukrainian into English using the words under study.

1. Декілька тижнів тому у Меліси Мороу було дуже незвичайне інтерв'ю з приводу отримання роботи.

2. Це саме робота для тебе.

3. Його заробітна платня дуже низька.

4. Мій батько почав працювати, коли йому було 14.

5. Йому все ще не вдається знайти роботу.

6. Багато жінок повертаються до роботи, коли їхнім дітям виповнюється 3 роки.

7. Я почав працювати в університеті у 1985 році . Тоді моя заробітна платня складала 120 гривень.

8. Я працюю в крамниці та отримую платню кожну п'ятницю.

9. Членський квіток в цю бібліотеку коштує 5 гривень.

10. Він привітав нас з тим, як ми виконали нашу роботу.

IV. Answer the following questions:

1. What are normal working hours for most office jobs in your country?

2. Can you name three jobs that get very high salaries in your country?

3. What's your father's (mother's) job?

4. Where do your parents work?

5. What does your parents' job involve?

6. Do you know your parents' salary?

7. Have you got a job? Why?

8. What manual jobs do you know?

9. Is there any difference between the income of a tradesman's job or a managerial occupation?

V. Read the following proverbs, give their Ukrainian equivalents and comment on them.

1. If you pay not a servant his wages, he will pay himself.

2. All work and no play makes Jack a dull boy.

3. Work shows the workman.

VI. Translate the texts from English into Ukrainian.

HOW TO TALK ABOUT PAY

Surely, the question asked most often by prospective job seekers is: "When should I talk about salary?"

The answer: "After the offer is made."

Let the employer make the offer, preferably in writing, and then base your response on your own expectations and requirements. If you are happy with the initial salary offer, then things are simple. Accept and begin your new career. If you want more, the challenge is now on you to engage in the negotiating process. The secret to salary negotiation is to focus on the value that the position has to the company, then to the value you bring to the position.

Some advice: Be absolutely certain that you completely understand the job and all of the employer's requirements.

If at all possible, ask for a written job description or have the employing manager restate the description. This also provides you with valuable time to plan your next few steps. One of the best tactics in this exercise came from a friend and colleague who wrote it all down, spent a moment looking at it and then turned it around to the executive offering the job and said: "Is this everything the job you are offering entails?" This was perfect! Now the employer is responding to, rather than leading, the negotiation process. Even better, it focuses them on the requirements of the job and makes them more likely to increase their valuation of the position.

After verifying exactly what the position involves, you should be able to draw upon your knowledge of the local market and industry conditions (you did do your homework right?) and decide how you will react. Do your best to make the employer change the offer amount as much as possible before you ever say the number you have in mind. For instance, when the employer has verified that the position is completely and accurately described, rather than responding with a raised amount, ask them another question: “Do you believe that your offer is fair for this market, given the position’s importance to the company?” Again, they are in a responding position. Keep them responding to your questions as long as possible and, hopefully, raise their offer.

When the value of the position to the company is fully established, now is the time to ask: “Am I the candidate you want to fill this position?” When they verify that you are indeed the one they want for the position, simply say: “I believe that I can do this job well above your expectations and would like to know what your best offer will be.” Again, this continually keeps them responding to questions and, so far, you have been simply asking questions.

If the final number is again below your expectation, now you can say: “The offer I would find acceptable is...” – and then be ready with the amount. Be sure this is an offer you will accept.

One last reminder, all too often employers will try to force you into negotiating based upon your last salary. This is one of their tactics for salary negotiation, albeit a flawed one, and has absolutely no bearing on your value to their company.

In fairness to the employer, you must also remember that your financial situation is of no concern to them in the negotiation process. Good luck!

WORKING WITH ENGLISH-SPEAKING CLIENTS

The person who hires an interpreter first and foremost requires:

- a voice for him – the one who speaks his words, his way with his meanings;
- honesty and faithfulness;
- being on time, accurate and diligent;

- confidentiality – which is a requirement in many fields, e.g., in the world of high fashion, competitive corporation mergers, etc.;
- preparation ahead of time. If the speaker has a manuscript with many technical terms ask for a copy to preview and begin getting comfortable with it. Don’t be looking up words on the client’s time – if at all possible;
- eagerness to learn and help;
- being dressed appropriately for the job without bright makeup or obscene very casual outfit;
- being fresh and rested – tainted, smelling body, unbecoming appearance are absolutely inadmissible;
- speed, which implies high performance, a limited accent, expertise. A very intelligent individual to convey the message is wanted;
- fluidity – going with the flow, and fluency – large vocabulary with knowing jargon and nuances plus familiarity with words common to his profession and work;
- word of mouth recommendations (references) following a good performance often land the best of jobs.

The job of interpreter is highly competitive and highly sought after, so it is good for you to meet all of these requirements. You should have the heart to want to be the best, not in a competitive way; comparing yourself with another, but in a way of doing the best that you can do.

An interpreter is often like a surgeon’s assistant in surgery. The patient pays the surgeon for services. The patient never meets the assistant. He is unseen – the one who makes the surgery possible by supporting the surgeon’s needs. So is an interpreter – unseen and often relatively unthanked, but there to support the speaker in any way needed, in order to make the speaker’s message clear to the audience. If the client walks as he speaks you should walk with him. If he gestures as he speaks you gesture, too. If he raises his voice, you raise yours. If the client is sitting – you sit beside him so you hear clearly, and if he needs to say something to you in private, he may easily turn and do so. You should speak at the correct volume, keeping your head up and projecting your voice to your audience. You don't speak over client’s

voice, but after his voice if it is a step-by-step translation. If it is a synchronous interpretation – speak almost in parallel. But in both cases it is not a shouting match. When you go blank – and you will – just ask the client to please repeat for you. Interpreting is like an acting job: you do as you see your client do.

When you know you are in trouble:

✓ when the client says to you, “What are they saying?”

✓ when you and your client’s personalities clash (he is angry and curses a lot);

✓ the job expectations are unrealistic. You are expected to interpret for eight hours without break or during your break they give you other assignments;

✓ when you go blank, and the audience looks rather strange at you and so does the client;

✓ client speaks much and the interpreter speaks little. The audience recognizes they are not being told very important information or that it is truncated. The audience will get frustrated and eventually angry.

Music is more than notes on a paper – it is the heart of the performer attached to the notes that makes it beautiful. Interpreting/translating is more than words spoken for another – it is words directed and spent as intended for one who cannot do it himself, exactly the way he would do it if he had the language skills to do so. You have a gift to offer another who gives you a position of honour and trust, the power of his voice. Use your gifts wisely.

Translators are one other thing: business people. Never forget this. If you are a translator, then you are in business. This means you have to take care of invoicing, accounts, equipment decisions and purchases, taxes, negotiations, and marketing. Unfortunately, it seems that the very qualities which make a good translator are those that make a poor negotiator or marketer.

How to overcome this oxymoron (combination of incompatible, opposite notions: religious freedom, to be alone together, doomed to life, etc.)? One, force yourself to market, even when you don’t want to. Say, I’m going to send 100 letters to agencies this week; I’m going to call my top five clients and chew the cud with them; I’m going to do my taxes before eleven thirty on April 15. You are in business,

and don't forget it. You should be facilitators, too. It means that you should be eager to do many other kinds of work, not only translation, such as find the best hotel or first-class apartment to settle your foreign clients, to book tickets, to accompany them to different restaurants or parties, to hold informative and interesting informal talks, arrange appointments with establishments and persons involved, make calls to resolve the issues, etc.

Also, it helps if you make sure to remind your clients that you are in business. Translators want to be treated as professionals, and therefore, they have to behave as professionals.

Above all, a translator is a bridge. You are standing between two people or organizations, one which created the material and the other which wants to see it. You are their solution to this most intractable problem. Remember, it's the information age, and there's lots of information out there in lots of languages and translators are the ones who bring this most precious commodity to the people who want it.

UNIT 1 (P.29)

BIG – LARGE – GREAT - HUGE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Big – of great size or importance.

Large – of considerable size; taking up much space; able to contain much;

Big and ***large*** mean the same thing. ***Large*** is a little more formal than big, large is more common in written English, and ***big*** is more common in spoken English. It is more usual to talk about big cities and towns and large areas.

Great – above the average in size, quantity or degree.

Huge – very great; very big and impressive. Don't say "very huge".

I. Translate from English into Ukrainian paying attention to the words under study:

1. The pike lives mainly in large rivers and lakes.

2. My mother takes great care of our family.

3. Huge crowds had gathered outside the embassy.

4. Flooding has affected large areas of the country.

5. London is the biggest city in Europe.

6. If you cannot do great things; do small things in a great way.

7. We can do no great things, only small things with great love.

II. Complete the sentences using the words under study.

1. A man with a …family needs a …house.

2. She inherited a … fortune.

3. I live in a … house.

4. The teacher said that Tom's essay showed … ignorance of Grammar.

5. He was a … man with a square head.

6. Boeing is the world's … commercial airplane manufacturer.

III. Translate from Ukrainian into English using the words under study.

1. Це була дуже велика помилка з вашого боку.

2. Щоб ви обрали: жити у великій або маленькій родині?

3. Вистава мала шалений успіх.

4. Моя кімната невелика та немала.

5. В куту кімнати знаходилася велетенська парта.

6. Великі розуми збігаються.

IV. Answer the following questions.

1. How my of your effort do you spend on your best things?

2. What do you do best?

3. Do you agree that 'Big thinking precedes big achievement' (Wilfred Peterson, author)? Why?

V. Read the following statements and comment on them.

- Books stay with me and have shaped me and made huge impacts on my life.(Stephan Jenkins)
- "It's great to be great, but it's greater to be human."(Will Rogers)

➢ Great things are not done by impulse, but by a series of small things brought together. (George Eliot)

➢ Great people are those who can make others feel that they, too, can become great. (Mark Twain)

UNIT 1 (P.32)

INDIFFERENT – CARELESS

OPEN – SINCERE – STRAIGHTFORWARD

INACTIVE – PASSIVE – RELAXED

DECISIVE - DETERMINED

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Indifferent – having no interest or opinion; not caring for.

Careless – not taking care to avoid accidents and is likely to damage sth or hurt sb; thoughtless, makes mistakes because he doesn't think carefully enough about what he is doing.

Open – frank; to make opinions, plans known.

Sincere – not expressing feelings that are false.

Straightforward – serious and honest.

Inactive – not active.

Passive – showing no enthusiasm, interest.

Relaxed – to be less active, tense, rigid, energetic, strict, free from nervous anxiety, to be very calm.

Decisive – to be good at making quick decisions, doesn't change his mind.

Determined – showing a serious wish to do sth successfully; you have decided that you are definitely going to do it, and you will not let anything stop you.

I. Translate from English into Ukrainian paying attention to the words under study:

1. One can't be indifferent to homeless children.
2. She is determined to finish law school.

3. My friend was open with me about everything.

4. It was very careless of you to have forgotten to lock the door.

5. His mind became merely passive.

6. He bore through England the reputation of a straightforward and virtuous king.

II. Match words in A with words in B and explain the meaning of the expressions:

A	B
indifferent	driver
sincere	friend
determined	man
careless	student
relaxed	guy

III. Complete the sentences using the words under study.

1. How can you be so … to the sufferings of these children?

2. The explorers were … to the discomforts and dangers of the expedition.

3. He is … as to the kind of clothes he wears.

4. All the excitement had made him …, and he left the house without locking the door.

5. A …driver is a danger to the public.

6. It is great when you have only … friends.

7. In spite of my efforts the boy remained ….

8. I can say that she is a ….student, as she is eager to get only excellent marks.

9. You seem much more … since you changed jobs.

IV. Translate from Ukrainian into English using the words under study.

1. Якщо ви пішли та не перевірили чи замкнуті двері, вимкнено світло, газ та електрика – ви легковажна людина.

2. Вона нічого не приховувала від нас.

3. Неможливо бути байдужим, коли страждають діти.

4. Не зважаючи на зусилля вихователька, діти не брали активну участь у грі.

5. Моя сестра налаштована рішучі, щоб поступити до юридичної академії.

6. Справжній, щирий друг не буди кривити душею.

7. Всі вважають мого друга сильним та рішучим.

8. Не має сенсу в тому, щоб намагатися запинити її, це зроби її ще більш рішучою.

9. Джейн дуже напружена зараз, але зазвичай вона дуже безтурботна.

V. Answer the following questions.

1. When will you say that your friend is sincere?

2. Do you agree that if a person has sincere friends this person is lucky? Why?

3. Are you an open person? Why do you think so?

4. What is the difference between ‘relaxed’ and ‘inactive’?

5. Are you a decisive person? Why?

6. What will you say if the person works hard to achieve what he wants to achieve, and will not let problems stop him?

7. What is the difference between a straightforward person and a determined person?

VI. Choose three words from the list above which describe you. Which of the qualities you don’t have but would like to? Why?

VII. Translate the text from English into Ukrainian.

… “One would think that you’d got a promotion, Fyodor Pavlovitch, you seem so pleased in spite of your sorrow,” scoffers said to him. Many even added that he was glad of a new comic part in which to play the buffoon, and that it was simply to make it funnier that he pretended to be unaware of his ludicrous position. But, who knows, it may have been simplicity. At last he succeeded in getting on the track of his runaway wife. The poor woman turned out to be in Petersburg, where she had gone with her divinity student, and where she had thrown herself into a life of complete emancipation. Fyodor Pavlovitch at once began bustling about, making preparations to go to Petersburg, with what object he could not himself have said. He would perhaps have really gone; but having determined to do so he felt at once entitled to fortify himself for the journey by another bout of reckless drinking. And just at that time his wife’s family received the news of her death in Petersburg. She had died

quite suddenly in a garret, according to one story, of typhus, or as another version had it, of starvation. Fyodor Pavlovitch was drunk when he heard of his wife's death, and the story is that he ran out into the street and began shouting with joy, raising his hands to Heaven: "Lord, now lettest Thou Thy servant depart in peace," but others say he wept without restraint like a little child, so much so that people were sorry for him, in spite of the repulsion he inspired. It is quite possible that both versions were true, that he rejoiced at his release, and at the same time wept for her who released him. As a general rule, people, even the wicked, are much more naïve and simple-hearted than we suppose. And we ourselves are, too… ("The Brothers Karamazov", Fyodor Dostoyevsky)

UNIT 1 (P. 38)

CALM – COMPOSED – COOL – MODEST – ORDERLY – PEACEFUL – SERENE – SETTLED – RESTRAINED – SELF-POSSESSED – UNCONCERNED – UNMOVED – UNINTERESTED – UNCARING – NON-VIOLENT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Calm – not excited, untroubled, not getting angry or upset, even in a difficult situation.

Composed – with feelings under control.

Cool – calm, unexcited, not showing emotions esp. when other people are getting excited or angry.

Modest – having or showing a low but honest opinion of one's merits, abilities; taking, showing, care not to do or say anything impure or improper.

Orderly – well-behaved, obedient to discipline.

Peaceful – enjoying the condition of freedom from quarrelling or fighting among people.

Serene – happy and calm.

Settled – feeling comfortable and established in a new home, place; firm.

Restrained – not showing one's feelings esp. of anger; reserved.

Self-possessed – calm, cool, confident.

Unconcerned – not anxious, untroubled.

Unmoved – not showing pity or sympathy.

Uninterested – showing no interest.

Uncaring – not showing anxiety or sorrow.

Non-violent – not showing cruel and harmful behaviour, not attacking people, not causing injury or death.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Everyone praised Douglas for the calm way in which he handled the situation.
2. Sampras is the kind of player who always manages to stay cool, even under pressure.
3. My father was a non-violent man who could control his temper.
4. He was always cool in the face of danger.
5. My soul is still the same, unmoved with fear and moved with martial fame.
6. She has always been modest in dress and behaviour.
7. She was not apparently a very composed woman and that affected her career.
8. He was so restrained as he talked to the man who had damaged his car.
9. While she wept and I strove to be cool.

II. Explain the meaning of the following phrases. Give Ukrainian variants of the following word-combinations and try to provide different variants of translation.

An orderly crowd, a man of settled character, a self-possessed person, to be modest in speech, a serene smile, peaceful inhabitants, an unconcerned student, a self-possessed woman, as cool as a cucumber, a cool-headed person

III. Give antonyms to the following words.

nervous –

pretentious –

talkative, sociable –

interested –

IV. Translate from Ukrainian into English using the words under study:

1. Вона виглядала такою ж спокійною та безтурботною як завжди.

2. Ви не балакучі, тому я не сумніваюсь, що ви збережете цю таємницю.

3. Навіть в такій напруженій та складній ситуації він залишався не обурливий.

4. В якому разі ви скажете «ця людина – без претензій».

5. Мій сусід дуже спокійна людина, яка полюбляє вирішувати всі питання мирно.

6. Я не розумію, як можна залишатися байдужим до страждань інших людей.

7. Вона б хотіла, щоб Елеонор була більш стриманою з ним.

V. Choose adjectives from the list above that can be used while speaking about you. Explain your choice.

V. Name characteristics you would like to have. Explain why.

UNIT 1 (P.45)

ANXIOUS – CONCERNED – DISMAYED – DISAPPOINTED – SAD – UPSET – DEPRESSED – DISTRESSED – DISTURBED – DOWNHEARTED – GLOOMY – GRIEF-STRICKEN – WORRIED – MISERABLE - SPRROWFUL

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Anxious – very worried because you think that something bad has happened or may happen, and you feel that you have no control over the situation.

Concerned – feeling worried or unhappy

Dismayed – overwhelmed with fear.

Disappointed – unhappy because things didn’t happen in the way you hoped they would or were not as good as you expected them to be.

Sad – not happy because a happy time has ended, or because you feel sorry about someone else's unhappiness.

Upset – not happy because sth very unpleasant or disappointing has happened, so that you feel shocked or you want to cry; because someone has been unkind to you, so that you want to cry.

Depressed – very unhappy for a long time, and feeling that you life will never get any better. Depressed can also be used about someone who is suffering from a serious medical condition in which they feel so unhappy that they cannot lead a normal life.

Distressed – feeling great pain, discomfort or sorrow.

Disturbed – very worried,

Downhearted – sad, depressed, downcast.

Gloomy – dismal, depressed.

Grief-stricken – great sadness that you feel when someone that you love has died.

Worried – not feeling happy or relaxed, because you keep thinking about the problem or about sth bad that might happen.

Miserable – wretched, very unhappy.

Sorrowful – feeling, showing grief, sadness, regret.

I. Translate from English into Ukrainian paying attention to the words under study:

1. I felt a little disappointed when she didn't come to the party.
2. Miss Hurley is too upset to speak to anyone at the moment.
3. Her husband has been very depressed since he lost his job last year.
4. She felt sad as she waved good-bye.
5. He was grief-stricken when his wife died.
6. When I changed schools I was worried that I wouldn't make any new friends.
7. She knew it was a simple operation, but she still felt anxious.
8. Her face was calm but the anxious eyes betrayed something of what she felt.

9. I suppose it was natural for you to be anxious about the garden party. But that's all now.

10. Analysts are persistently too gloomy about the economic growth prospects of this country.

II. Complete the sentences using the words under study.

1. Backley was … when an injury prevented him from competing in the Olympic Games.

2. The children were very … when we told them that we wouldn't be going to Disneyland.

3. She is … because Dan didn't invite her to his party.

4. You look … – what's the matter?

5. … relatives waited at the airport for news of the plane crash.

6. The counselors of Charles were … of their own safety.

7. I am … about his health.

8. She always gets … about little things.

9. What are you so … about?

10. Why were the actor's eyes … behind the mask of paint?

III. Translate from Ukrainian into English using the words under study.

1. Ми боялися, що вона не прийде вчасно.

2. Вона була засмучена, коли узнала їхню думку.

3. Чому в нього такий сумний вигляд?

4. Цей випадок засмутив нас.

5. Я був пригнічений поганими новинами.

6. Вчитель був глибоко розчарований тим учнем.

7. Кожний був розчарований почути, що Петро не виграв перше місце.

8. Мері була вбита горем, коли почула, що всі її родичі загинули під час землетрусу.

9. Він ставав пригніченим, коли йшлося про майбутнє.

10. Менеджер був стурбований та схвильований жалобами постійних покупців.

IV. Answer the following questions:

1. When will you feel sad (upset anxious, grief-stricken)?

2. If you are worried (depressed, miserable, gloomy) what is the best way to amuse you, to make you feel better?

3. How would you feel and what would you do if all your relatives came to visit you on one and the same day (you got a poor mark at your exam, you were presented with a puppy)?

4. Do you think it is natural for young people to feel gloomy (depressed, downhearted)?

5. Have you ever seen a film which made you feel downcast (sorrowful, disappointed)?

6. Are you concerned about your future? Why?

7. How do you feel when you think of the future of this country? Why?

V. Use the following phrases and make up your own story.

To be on the anxious seat/bench – Бути як на голках, дуже хвилюватися.

To be worried over trifles – хвилюватися через дрібниці.

Concerned air – схвильований вигляд.

It's a sad truth – гірка правда.

A sad dog – повіса.

To be depressed at smth – бути чимось пригніченим.

To make one's life miserable – робити чиєсь життя жалюгідним.

VI. Translate the text from English into Ukrainian.

SADNESS

You suffered an irrevocable loss

You are sad because you lost forever something valuable. You are suffering and seek help and comfort.

Forms of Sadness

The English language includes many words that refer to various forms of sadness. These include: anguish, blue, dejected, disappointed, discouraged, distressed, displeased, dissatisfied, distraught, dismay, feeling bad, feeling

uncomfortable, grief, homesick, lonely, lovesick, miserable, regret, sad, shock, suffering, hurt, uneasy, unhappy, upset, and sorrowful.

Agony is an active attempt to protest, prevent, or mitigate the loss.

Neglect is a form of sadness reflecting the loss of relatedness. It has synonyms: alienation, isolating, loneliness, rejection, homesickness, defeat, dejection, and insecurity.

Sadness is the emotion resulting from a loss. Stress is the energy we expend resisting the loss as we work to cope with it or overcome it.

Definitions

1. An irrevocable loss.
2. A specific undesirable outcome has occurred.
3. Displeased by the appraisal of an event.
4. Impending loss.

Many different types of losses can lead to sadness. These include material possessions, health, companionship, affection, stature, safety,

Many emotions are related to sadness. If you blame someone for you loss you feel anger. If you have lost stature or blame yourself for the loss you feel shame. If you feel you have lost affection to another person you feel jealousy, if you have lost safety or security you feel fear or anxiety. Loss of hope can lead to depression.

Types of Loss

A wide variety of losses can trigger sadness. These include loss of stature, hope, trust, health, life, companionship, or of something material or sentimental. The death of a child or other loved one often causes the most intense sadness. If you blame someone for your loss, you are likely to be angry. Consider these questions to better understand your sadness and cope with it:

▪ What have I lost? Is the loss real?

▪ What is its value to me? Why do I perceive this as important?

▪ Was this my loss or was it someone else's? What are their views regarding this loss? How do you know? Why do you care?

▪ Do I feel insulted? Why? Has my ego been attacked? Have I lost some dignity? Was I ridiculed or humiliated? Has my reputation been damaged? Do I feel less competent? Was I denied fair recognition or reward? Is the insult groundless or is it an accurate interpretation of my behavior?

▪ Do I feel powerless? Have I lost autonomy? Do I feel cheated? Was I taken for a sucker? Was a trust betrayed? Was privacy breached?

▪ Was I coerced into submission or obedience?

▪ Have I been threatened, injured, struck, abused, attacked, or intimidated?

▪ Has anyone trespassed on my territory?

▪ Have my goals been thwarted? Have my freedoms been abridged? Is my safety or security reduced? Is my legacy diminished?

▪ Have I lost power? Have I lost stature? Have I lost strength? Have I lost influence? Have I lost access? Has a relationship been damaged?

▪ From a rational point of view, how big is this loss? Am I evaluating this loss consistent with my values? What impact will it have? How can I recover? Can I just ignore the issue?

Sadness and Depression

Sadness is an emotion, it lasts for minutes, or hours or perhaps as long as a few days. Depression is a mood, it lasts for days, week, months, and sometimes years. You can be in a sad mood lasting several days, often called a “blue mood” or “feeling blue”.

Grieving and Sadness

Grieving is the struggle to prevent the loss. It is our way of coping with loss and it may involve anger, anxiety, hope, or guilt. We often assign blame for a loss in an effort to sustain our stature as we resolve our grief. Once the protest and denial is over and the loss is accepted as irrevocable, then grief can turn into sadness and be resolved. Our focus shifts from the past to the future during bereavement.

Origins

Expressions of sadness often elicit helpful support and comfort from the community members. This may be the evolutionary basis for sadness.

Reconciling Loss

A magnificent beech tree graced the landscape for more than 80 years. I enjoyed seeing it, watching the leaves appear in the spring, and turn color in the fall. I enjoyed playing under it when I was a child, and relaxing under its shade when I was older. But today it was cut down, chopped up, and taken away. I will miss it, it is a great loss, and I am sad to lose it. What choices do I have in reconciling and coping with this loss? Here are some alternatives:

- **Devalue it** – I could tell myself that I really never really enjoyed the tree, it blocked my view, ruined the grass, dropped leaves I had to rake, and blocked the sun. If I convince myself it had little value, then its absence is less of a loss.
- **Memorialize it** – I could linger over photos of the tree, recall memories of playing under it, keep dried leaves and other artifacts from it, and work to retain the fond memories of it.
- **Substitute** – I could learn to like another tree, find a new place to relax, plant a new tree, or find a new pastime.
- **Deny** – I could tell myself the tree will return, or it will grow back, or it isn't really gone. This requires ignoring or distorting overwhelming evidence.
- **Blame** – I could blame the tree cutter, land owner, township, government, society, big business, or progress for cutting down the tree. I might get angry at these people, because they were unjust and deserve the blame for my loss. I may decide to hate them to dispose of my grief. I could blame as cape goat. If I blame myself, I might feel shame.
- **Agonize** – I could delay, protest, negotiate, or try to reduce the loss in some way, prolonging the time before I come to terms with the loss and accept it.
- **Accept** – I decide to accept the evidence and reconcile myself to the unavoidable fact that the tree is gone, never to return. I accept the irrevocable loss.

Irrevocable loss is ubiquitous; it happens every day to everyone. We get older every day, yesterday is lost forever as our youth wanes. Trees get cut down; people get sick, injured, and die; summer vacation ends, our cars get old and rusty, friends move away, sports contests are lost, we get passed over for promotion, and the list goes on

endlessly. Buddhists teach about the inevitable impermanence of valuable things as a way to prepare us to cope better with the inevitable losses in our lives.

Most loss can only be prevented, once the loss occurs it usually cannot be remediated, compensated for, or fully recovered. This leads to regret and sometimes shame if you fail to prevent a loss. It also leads to resentment if you blame others for your loss. We waste enormous energy in futile attempts to recover from irrevocable loss.

Several emotions are related to loss:

- Sadness directly recognizes a loss.
- Anger blames others for our loss.
- Hate attempts to dispose of our grief by assigning it to the Other.
- Shame blames ourselves for the loss.
- Depression gets stuck dwelling in the loss.

How we reconcile our loss affects how we cope with our sadness or other loss-related emotion. No coping strategy can reverse a permanent loss. Careful planning can prevent some losses. Every meaningful loss is stressful. Choose your own path of sadness.

Paths of Sadness

Events that can trigger our sadness are common occurrences. How we respond to these losses and the choices we make affect our peace of mind, well being, and our lives. The following figure illustrates choices we have and paths we can take to either prolong or resolve our sadness. Use this like you would any other map: 1) decide where you are now, 2) decide where you want to go, 3) choose the best path to get there, and 4) go down the chosen path.

OK: This is the beginning or neutral state. It corresponds to someone who is feeling well. The green color represents safety, tranquility, equanimity, and growth potential.

Irrevocable loss: You recognize you have lost something valuable and that it is gone forever. You are sad.

Sad: You recognize an irrevocable loss. Perhaps you are crying or tearful. The yellow color represents the loss and pain.

Loss Accepted: When you can turn your thoughts to the future and leave the past behind, you have accepted the loss and can get on with your life.

Loss Denied: Protesting, denying, bargaining, and reliving the past all serve to deny the loss. You are living in the past and not ready to accept the loss. Grieving will continue.

Grieving: Grieving is the struggle to prevent the loss. It is our way of coping with loss and it may involve anger, anxiety, anguish, hope, or guilt. Once the protest and denial is over and the loss is accepted as irrevocable, then grief can turn into sadness and be resolved. Our focus shifts from the past to the future during bereavement. The orange color represents the agony, pain, duration, turmoil, and loss of the grieving period.

Loss Accepted, Future focus: You have decided it is time to get over it, accept the loss, and get on with your life.

Trouble Recognized: You become aware that you can lose something you value. You are worried and dread the possible loss.

Dread: You feel bad because you understand you may lose something. Depending on what it is you stand to lose, you may feel anxious, fear, anger, shame, guilt, envy, or jealousy. The yellow color represents the loss, anxiety, and uncertainty of the time.

Positive Outlook: Although you recognize a bad outcome is possible, you predict a favorable outcome and maintain hope.

Hope: You believe with all the depths of your being that things will get better. You have hope; and you are doing things to improve your future. You are fearing the worst but expecting the best. Hope is the antidote to the hopelessness of despair. The green color represents the positive outlook, while the yellow color represents the uncertainty and possible bad outcome.

Negative Outlook: You predict the worst, and you have lost hope. You become depressed.

Depression: You have lost hope, the future looks bleak, you are depressed and feel hopeless. The red color represents the prolonged pain of the depression.

Good Outcome: Regardless if you were dreading, hoping, or depressed, you were spared your worst fears and the actual outcome is good. You are relieved.

Relieved: The frustration has changed for the better, and you learn that what you dreaded will not happen, you feel relief. Everything is now much better, you relax and feel a sigh of relief. The green color represents the good outcome and buoyancy of the relief.

Time Passes: The sensation of relief is rather brief. Soon you are back to your ordinary self, looking toward the future.

Bad Outcome: Your fears have come true. Regardless if you were dreading, hoping, or depressed, the actual outcome is bad, and now you are sad.

Physiological Responses

1. Tears and crying.

Nonverbal Expressions

Expressions of sadness request the assistance and comfort of others.

1. The inner corners of the eyebrows are angled upwards or the brow is wrinkled.
2. The mouth is in a frown or wide open with the edges curled down.
3. Cheeks are raised.
4. The area between the lower lip and chin is wrinkled.
5. The upper eyelids are drooping.

UNIT 1 (P.50)

HONOUR – RESPECT – WORSHIP

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Honour – respect highly; greatly; to regard highly; to show great respect or high regard for.

Respect – to treat with consideration; avoid interfering with or interfering; to feel or show honor or esteem for; to hold in high regard; to consider or treat with deference or dutiful regard.

Worship – to give admiration or respect for smb; to have intense love or admiration for; to adore or idolize.

I. Translate from English into Ukrainian paying attention to the words under study:

1. It is not sufficient to be worthy of respect in order to be respected. (Alfred Nobel)

2. Not respecting yourself is the same as committing suicide at a slow rate. (Anonymous)

3. Respect for ones parents is the highest duty of civil life. (Chinese Proverb)

4. If you want to be respected by others the great thing is to respect yourself. Only by that, only by self-respect will you compel others to respect you. (Fyodor Dostoevsky)

5. Nobody can acquire honor by doing what is wrong. (Thomas Jefferson)

6. The most tragic thing in the world is a man of genius who is not a man of honor.(George Bernard Shaw)

7. You cannot believe in honor until you have achieved it, better keep yourself clean and bright; you are the window through which you must see the world. (George Bernard Shaw)

8. Fame is something which must be won; honour is something which must not be lost. (Arthur Schopenhauer)

9. Between men and women there is no friendship possible. There is passion, enmity, worship, love, but no friendship. (Oscar Wilde)

10. So long as man remains free he strives for nothing so incessantly and painfully as to find someone to worship. (Fyodor Dostoyevsky)

11. When people do not respect us we are sharply offended; yet in his private heart no man much respects himself. (Mark Twain)

12. If the world were a well-tuned instrument played in rhythm, I would not worship the instrument but him who made it and played it. (Athenagoras (2nd century) Christian Philosopher, Apologist)

II. Complete the sentences using the words under study.

1. She was … as a community leader.
2. Yes, I … Sparta, but I love Athens.
3. They … him as a god.
4. Jim's father was …for his fairness.
5. He had never … my opinion.
6. I feel highly … by the kind things you say about me.
7. Do you … the laws of your country?

III. Translate from Ukrainian into English using the words under study.

1. Ми повинні поважати його бажання.
2. Кожен вчитель має поважати своїх учнів.
3. Він ніколи не поважав мою думку.
4. Ми обожнюємо їх за їхнє благородство.
5. Підлітки зазвичай поклоняються різним відомим співакам та акторам кіно.

IV. Answer the following questions.

1. What is necessary for you to respect a person?
2. Whom do you respect? Whom do you honour?
3. Do you think other people respect you? Why?
4. Whom do adolescents usually worship?
5. Have you ever worshiped anyone?

V. Look through the following list of DOS AND DON'TS OF RESPECT and discuss them. Do you agree on every point? What can you add?

DO:

- Begin each day with a promise to respect others.
- Sit down and talk quietly.
- Listen carefully to what others say.

- Look for things to appreciate in others.
- Give praise out loud for the good you see in others.
- Tell others they are good, good enough, and lovable.
- Tell others they are worthwhile and important to you.
- Speak in a quiet voice even when you disagree.
- Pass up chances to insult, attack, or criticize.
- Let others have responsibility for their lives while you take responsibility for yours.

DON'T:

- Look for things to criticize.
- Make fun or laugh at others.
- Make faces or roll your eyes.
- Tell others how to run their lives.
- Insult others.
- Ignore others.

VI. Translate the text from English into Ukrainian.

HOW TO RESPECT YOURSELF AND OTHERS

What exactly is respect? It's the sense of worth or personal value that you attach to someone. Respect is an overall evaluation you give someone based on many factors – what that person is doing with their life, how they treat you and others, whether they are honest or not and if they seem to consistently do good things, large or small, for other people. In short, respect is a positive view that you form of how someone is living their life. On the other hand, self-respect is your view of how you're living your life.

In this two-part series, we will explore three areas of respect – self-respect, respect for others and other people's respect for you. All three of these areas of respect are very important.

It Starts with Self-Respect.

Respecting yourself means giving and defining your own worth and value as a human being. Think about this: if you do not respect yourself, it will be more difficult for you to respect anyone else. So it all begins with self-respect.

But how do I go about respecting myself?

Outlined below is a list of ideals that are fundamental to self-respect. Once you begin to genuinely adopt and develop these, you'll be on your way to developing a healthy level of self-respect. However, as we talked about the *true you* in a previous article, certain ideals have the greatest impact on your level of self-respect and you'll have to determine how that quality will be deployed within your life.

Being an Honest Person…You must be honest with yourself and with others.

Valuing Academics and Other Forms of Education…A vital key to self-respect is knowledge.

Understanding the Impact of Proper Nutrition/Exercise…In order to be your best, you must feel your best.

Understanding Financial Responsibility…Financial responsibility is a cornerstone to independence.

Learning to Listen…Part of learning self-respect involves respecting the beliefs of others.

Understanding the Value of Good Manners/Proper Conduct…Knowing and exercising good manners and proper conduct will make you feel good about yourself, and, in return, others will respect you for your good manners and proper conduct.

Learning to Accept Personal Responsibility for Your Own Conduct…Part of being a respected person involves taking responsibility for your own actions.

Learning When and How to Apologize…Accepting responsibility involves formally apologizing for wrongdoing and striving to make amends.

Learning to Understand Which of Your Friends are Good Influences and Which Ones are Bad Influences…We must learn to emulate those who are good influences and ignore those who are bad influences.

Having Important Goals and Plans for Reaching Them…Each goal you set and attain, you will gain strength to challenge yourself a little more; the more goals you attain, the more your self-respect will grow.

You should address each of these ideals within your own life in order to carry a well-rounded respect for yourself. If you haven't done so already, start working on each and every one of them. Keep a journal to track your progress. And, as always, if you need help with any of them, turn to a valued listener for help.

Showing Respect for Others

Just like with yourself, when you demonstrate respect for others, you give value to their being and ideals. In addition, you'll make someone feel good by granting them respect, provided, of course, that it's something that they deserve.

One of the best ways to show respect for someone is to truly listen to another's point of view. Obviously, we'll not always agree with one another on every topic (and you should never adopt a point of view with which you do not agree), but we should allow each other to have and express our own views – regardless of whether we agree with them or not.

Keep this in mind: you owe everyone a basic level of respect for being a fellow human being, but your level of respect for others will vary from person to person. Just like your self-respect will grow as you master the ideals discussed above, your level of respect for others will vary depending upon your view of them and their own self-respect.

There's nothing wrong with affording some people greater respect than others. You should be kind and polite to everyone – no question about that. But for obvious reasons, some of us simply deserve more respect than others. For example, I think we would all agree that a consistently honest person deserves more respect than a habitual liar. So, always be kind, polite and afford a basic level of respect for your fellow man, but you shouldn't afford beyond basic respect to those who aren't working on ideals you believe to be important.

Respect is one of mankind's most noble sentiments. The highest levels of respect are always earned – never given. This is true of self-respect as well as respect

for others. Before granting the highest level of self-respect or respect for others, make sure the person is worthy of the honor.

UNIT 1 (P. 53)

EMOTION – FEELING – SENSATION – SENTIMENTS

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Emotion – mental agitation, excited state of feeling, strong generalized feeling of any kind.

Feeling – sense of touch, intuition, sensibility, sympathy; a physical or mental awareness; the emotional side of a person's nature.

NOTE: *Emotion* is a strong feeling of any kind (love, joy, hate, fear)

A *feeling* is something a person feels inside him (emotion or idea)

Sensation – the ability to feel, feeling produced by the senses, exciting event, strong impression, effect produced on a sense organ by external stimulus.

Sentiments – mental feeling of love happiness pity sadness; a tendency to be moved by feeling rather than reason, idea; abstract emotion, judgment or opinion, emotional feeling.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Sentiment is the poetry of the imagination. (Alphonse De Lamartine)

2. Life is a series of sensations connected to different states of consciousness. (Rémy De Gourmont)

3. The advantage of the emotions is that they lead us astray. (Oscar Wilde)

4. Feelings are much like waves, we can't stop them from coming but we can choose which one to surf. (Jonatan Mårtensson)

5. Emotion is primarily about nothing and much of it remains about nothing to the end. (George Santayana)

6. Emotions have taught mankind to reason. (Marquis De Vauvenargues)

7. When people talk about feelings, they sometimes use the word "emotions".

8. There is no place for sentiment in business.

9. English people don’t like to display their emotions even in dangerous and tragic situations, and ordinary people seem to remain good-tempered and cheerful under difficulties.

10. Nobody can help having feelings – they are part of everyone. We feel different things all day long as different things happen to us.

II. Complete the sentences using the words under study.

1. Love, hate, envy and fear are …

2. He thought of his dead child with deep …

3. He spoke in a voice touched with …

4. A kid doesn't have to share every … he or she has, but it is important to share … when a kid needs help.

5. Have I hurt your …?

6. The news created a great ….

7. The President showed no … when dismissing the workers.

8. The ambassador explained the … of his government

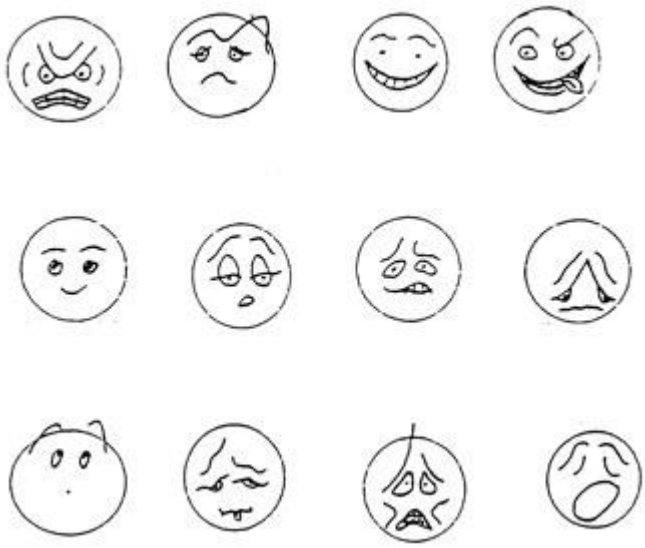
9. It is important not to be ashamed of having …. Everyone has them - good and bad.

10. He doesn’t show much … for the sufferings of others.

III. When you watch TV or movies you can usually work out what the character is feeling by looking at the face. Are you good at “reading” faces? Here are some faces and a list of words to describe feelings.

Which words do you think go with each face?

happy	angry	puzzled
miserable	nervous	greedy
lazy	thoughtful	innocent
worried	bored	sick



Look at the list of words that describe feelings.

? Which words describe negative feelings? (feeling bad)

? Which words describe positive feelings? (feeling good)

? Which sort of feelings do you like best – positive or negative?

IV. Translate from Ukrainian into English using the words under study.

1. Не дивно, що головними людськими чеснотами в подружньому житті три чверті англійців назвали взаєморозуміння, тактовність, ласкавість, а головною поміхою для нього більше половини вважають поганий характер.

2. Англійські чоловіки більш за все осуджають в їхній дружинах такі риси, як сварливість, дурість, розпускання пліток та егоїзм.

3. Англійські жінки ж вважають найбільшими недоліками їхніх чоловіків егоїзм, нестача розуму, інертність, небажання допомагати по господарству, неохайність та нечесність.

4. Англійці вважають, що перш за все дружина повинна бути доброю хазяйкою, повинна мати такі якості: уживчивий характер, взаєморозуміння, любов, вірність, зовнішність, вміння готувати та розум.

V. Answer the following questions.

1. Describe your feelings if people greeted your in the street(you had eight brothers and seven sisters; there were no exams for the rest of the year; all your relatives came for a visit at once; you lost your purse; you had to buy a present)?

2. Do you agree that there is no sentiment in business? Why?

3. Do you usually display your emotions? Why?

4. What can influence your feelings and emotions?

5. Do you share your feelings with anybody? Why?

6. What traits of character are required to make a good interpreter?

VI. Agree or disagree.

If you feel positive and are a friendly and happy person, then you will attract other positive people. If you feel really negative, feel sad, angry and want to hurt people, then you will find that you attract other people who are sad and angry (or you may find yourself alone a lot). Prove your words.

- Put people down in front of others.
- Act superior.
- Sneer.
- Tell others they're weird or crazy.
- Say others are bad, not good enough, or unlovable.
- Say others don't belong, or you wish they were dead.
- Call others names like fat, ugly, stupid, or worthless.

VI. Translate the text from English into Ukrainian.

HOW TO CONTROL YOUR EMOTIONS EFFECTIVELY

Jill and Sarah are best friends. They do everything together, but they are also very different. Jill is constantly strung out; the smallest mishap will send her into a state of frustration, stress and shouting. She is affected by everything around her: the traffic, long queues, the mean colleague. Her mood and happiness are directly influenced on a daily basis by what is happening around her. Sarah on the other hand, doesn't let small things get to her. She decides how she wants to feel and she is much happier on a continuous basis than Jill. What is the difference?

Choice.

Managing your emotions is very much a question of choice. Do you want to, or not? So much has been written about emotions and how to deal with them effectively, yet many people can't control this area of life. Why? Managing emotions effectively is actually like developing a skill or a habit. It is a way of doing something better, and as humans we struggle with change the most.

Changing the way you usually do something is not easy and it is even more difficult when it comes to emotions. When we are feeling "emotional", the last thing we want to do is calm down and try to deal with the situation pro-actively, we most often want to rant about what is upsetting us.

If we understand a little more about how our emotions work, we are in a much better position to use this information to our advantage. Learning to control your emotions can be one of the best skills you will ever develop in your life. Your emotions lead to the actions you take and therefore create the life you are experiencing now, every part of it.

Our emotional part of the brain, the limbic system, is one of the oldest parts when compared, for example, to our prefrontal cortex, which is our "thinking" part. Because our emotional part is so old, and therefore an extremely strong part of the brain, it is understandable that it feels like our emotions run us and hijack our thinking at times. The average person's emotional part of the brain is over six billion times more active than the prefrontal cortex.

The point is, your emotions will naturally hijack your thinking – this is a given – but there are still ways to deal with this.

To keep things simple, let's look at what you can do to flip this situation around. Ignoring emotions, suppressing them or not dealing with them will come back to bite you! Stress and anxiety come from suppressed emotions, so if you think that dealing with your emotions by ignoring them is going to work, you are sorely wrong.

Here are four simple steps to start controlling your emotions effectively.

1. The first step is awareness.

If you are not aware of the times when you are overly emotional or overreacting, how can you try to manage it? It is impossible. Start to monitor your emotions and give names to them. Sometimes we find it difficult to identify what we are feeling. Giving it a name helps us gain clarity, which is essential in moving forward.

2. Discover the “why” of your emotions.

Once you have identified how you are feeling, you want to discover why you are feeling it. What is causing this feeling inside you? Of course, there could be a million reasons, and to find out you have to ask yourself, like you would a friend, *“What is wrong? What is causing me to feel this way?”* Your mind will always look for an answer. Most of the time, simply the way you are thinking about the situation is causing you to feel the way you do. Another huge reason why we feel negative emotions is because our values are not present in that moment or being respected. Remember: discover the “why”.

3. Then ask yourself, *“What is the solution?”*

Once you have discovered why, what can you do to take back control? Sometimes you might need to change the way you are thinking about the situation. You see, your thoughts lead directly to your feelings, so if you are feeling bad, you most likely have a negative thought that is making you feel that way. If you start thinking of other possible ways of looking at the situation, you will begin to feel better immediately. What you focus on expands!

Sometimes by simply understanding why you feel a certain way at a certain time, your emotions will start to diminish because understanding always leads to calming.

4. Choose how you want to react.

This is the hardest part. The way that we react and manage our emotions is habit. Haven’t you noticed those people who get stressed out about nothing, literally freaking out at nothing. You almost feel sorry for them. They have created a habit of associating a situation they don’t like with “freaking out”. Their emotions have hijacked them.

Learning to listen to your emotions, to identify, understand and then choose them, isn't something that you decide to practice twice a week at lunchtime. No, it is with continuous effort and discipline that you can start to build this essential skill.

Do you control your emotions, or do they really control and direct you? It isn't easy and that's why so many people don't make an effort and give up. But once you are able to control your emotions, life changes for you in more ways than you ever dreamed possible. Not only will you feel way more empowered and in control in life, but you will be happier and much healthier as you won't be stressed or weighed down so often.

GRAMMAR EXERCISES

1. Choose the right answer.

HAPPY FOR THE KIDNAPPED GIRL

Mr. and Mrs. Peters were especially happy when they celebrated their daughter Marian's first birthday at a restaurant at the Strand yesterday. Marian was kidnapped last July by Alice McBurg, 31, who had been (2) to take care of her as a child-minder. Mrs. Peters had left Marian with McBurg on the first day of her return to work at a bank in London. Marian was taken to McBurg's home in Wales, (3) police found her, unharmed, three days later. Mrs. Peters said yesterday, "At the (4) times in those three days it seemed we would never see her again." She also said she had no thought now of going back to work. She just couldn't leave Marian with anybody else. She loved looking (5) her.

1. 1) review; 2) Renaissance; 3) returns; 4) recall.

2. 1) given; 2) paid; 3) tried; 4) stolen.

3. 1) where; 2) as soon as; 3) until; 4) consequently.

4. 1) first; 2) worst; 3) happiest; 4) tragedy.

5.1) for; 2) on; 3) of; 4) after.

THE NINE DAY QUEEN

Lady Jane Grey ….1.... to the Tower of London in July 1553 aged 15. She ….2.... proclaimed Queen by her father-in-law, the Duke of Northumberland, supported by her own father, the Duke of Suffolk. The Protestant Queen Jane ….3.... placed upon the throne in order to keep the Catholic heir, Mary Tudor, off it. Within 10 days the scheme ….4.... and Jane remained a prisoner at the Tower for the rest of her short life. Jane and her husband, Lord Guildford Dudley, ….5.... imprisoned separately and eventually executed.

The Dudley brothers ….6.... captive in the Beauchamp Tower as punishment for the family's involvement in the plot. They ….7.... fortunate prisoners, and could take exercise on the Beauchamp Tower roof and wall walks. Jane ….8...permission that she and the Dudleys could also walk in the Tower garden.

Elaborately carved graffiti of the Tower of London suggest that certain prisoners ….9.... free time on their hands, and were talented carvers. They ….10.... able to hire stonemasons to inscribe their mark on the Tower walls. Some of the most well known graffiti in the Beauchamp Tower are connected with the story of Lady Jane Grey.

1. A) had come	B) came	C) has come	D) comes
2. A) was	B) had been	C) had	D) could be
3. A) had been	B) was	C) has been	D) is
4. A) had failed	B) has failed	C) failed	D) was failing
5. A) were	B) had been	C) could have been	D) have been
6. A) had been held	B) were held	C) held	D) have been held
7. A) were	B) have been	C) had been	D) could have been
8. A) has requested	B) had requested	C) requested	D) could request
9. A) have had	B) had	C) have	D) were having
10. A) may have been	B) have been	C) should have been	D) had been able

THE STAR-CHILD

Once upon a time two poor Woodcutters (1) ... their way home through at (2) ... great pine forest. It (3) ... winter, and a night of (4) ... cold. The snow lay thick upon the ground, and upon the branches of the trees. At (5) ... , they reached the outskirts of the forest, and saw the lights (6) ... the village in which they dwelt.

They were so overjoyed that they laughed aloud, and the Earth seemed to them like a flower of silver, and the Moon like a flower of gold. Yet, after that they had laughed they became sad, for they remembered their poverty, and one of them said to the other, “Why did we make merry, seeing that life is for the (7) ... , and not for such people as we are?” “Truly,” answered his companion, “(8) ... is given to some, and little is given to others”.

But as they were bewailing their misery to each other this strange thing (9) ... . A very bright and beautiful star fell from heaven. And one of them ran (10) ... than his mate and forced his way through the willows. There was indeed a thing of gold lying on the white snow. He cried out to his friend that he had found the treasure that had fallen from the sky, and when his friend had come (11) ... , they sat (12) ... down in the snow and loosen the folds of the cloak so (13) ... they might divide the pieces of gold. But, alas! No gold was in it, nor silver, nor indeed treasure of any kind, but only a little child who was asleep.

1. A have been making	B had been making	C were making	D was making
2. A an	B a	C the	D -
3. A was	B has been	C is	D were
4 A bitterly	B bitter	C a bit	D bitters
5. A lasting	B lasted	C lasts	D last
6. A by	B off	C of	D at
7. A rich	B reach	C reaches	D richly
8. A a bit	B many	C much	D a few
9. A happened	B has happened	C had happened	D would happen
10. A fast	B faster	C the fastest	D fasten
11. A out	B on	C back	D up
12. A them	B they	C their	D theirs

13. A this B who C that D whom

CREATIVITY IS WORK

Michelangelo (0) ... , perhaps, the greatest artist in history. He painted (1) ... famous Sistine Chapel. (2) ... experience proved one thing creativity is work. Michelangelo had 6,000 square feet of ceiling to cover the size of four average house roofs.

Anyone who (3) ... a ceiling with a paint roller has caught a hint of the physical difficulty of such a task. But Michelangelo's plan called for 300 separate (4) ... portraits of men and women. For more than three years the artist devoted all his labor exhausting strain to painting the vast overhead space with his tiny (5) ... .

Sometimes he painted (6) ... on a huge scaffold, a paintbrush high over his head. Sometimes he sat, his nose inches from (7) … ceiling. Sometimes he painted while lying on his back. His back, shoulders, neck, and arms cramped painfully.

In the long days of summer he had light (8) ... 17 hours a day, taking foot and a chamber pot with him on the 60-foot scaffold. For 30 days at a stretch he slept in his clothes, not even (9) ... his boots. Paint dribbled into his eyes so (10) ... barely see. Freezing in the winter, sweating in the summer, he painted until at last the ceiling looked like a ceiling no (11) ... . He (12) ... into the creation drama, with creatures so real they seemed to breathe.

0 A will be	B are	C was	D were
1. A Rome	B Rome’s	C Romes	D Romes’
2. A its	B him	C his	D her
3. A has painted	B paints	C had painted	D paint
4. A has detailed	B details	C detail	D detailed
5. A brush	B brushes	C the brushes	D a brush
6. A stand	B stands	C standing	D stood
7.A an	B the	C -	D a
8. A to paint	B painting	C paints	D painted

9. A taking at B taking in C taking on D taking off
10. A must B can C could D had to
11. A many B more C most D much
12. A had transformed B has transformed C transformed D transforms

ELVIS PRESLEY

Elvis Aaron Presley was born in Tupelo, Mississippi, in 1935. He (1) …up listening to country and western music, rhythm and blues. At the age of 10, he won a talent contest singing a ballad called “Old Shep”. In his teens, he taught (2)…to play the guitar.

After high school, Elvis worked as a truck driver. In 1953, he decided to record some songs for his (3)…birthday. The studio he went to (4)…to release Elvis's first two records: “That’s All Right Mama” and “Blue Moon of Kentucky”.

Elvis (5)…a star overnight. Five of his records shot to number one in sales: “Heartbreak Hotel”, “I Want You, I Need You, I Love You”, “Don’t Be Cruel”, “Hound Dog”, and “Love Me Tender”. His rebellious musk (6)… by his electric performance onstage. He had a way of (7)…his body that drove teens into a frenzy (and made parents frown).

Presley was the first singer (8)…the rhythm-and-blues style I of black musicians with the country-and-western style of white singers. (9)…doing so, he became a pioneer of the rock style. Most major rock singers claimed that Presley (10)…them. Elvis began (11)…. in movies that featured his own music: “Love Me Tender” (1956), “Jailhouse Rock” (1957), and “King Creole” (1958). He served in the United States Army from 1958 to 1960. After the Army, he went back to musical films. Critics disliked his later movies in (12)……his rebellious image became more wholesome.

	A	B	C	D
1	grow	grew	grown	will grow
2	itself	yourself	himself	himself

3	mum’s	mums	mums’	mum
4	be thrilled	is thrilled	was thrilled	were thrilled
5	is	are	was	were
6	matched	was matched	be matched	have matched
7	moving	move	to move	moved
8	blend	blended	blending	to blend
9	at	in	of	from
10	be influenced	was influenced	have influenced	had influenced
11	star	stars	starring	starred
12	which	who	where	when

2. Open the brackets and use the right form of the verb in brackets.

THE UNFINISHED LETTER

Dear Hilda,

I just (hear) that my mother isn't very well, and I,(like) (go)and (see) her. The trouble (be) I (not, can) (take) my dog Tim with me. You (think) you (be able) possibly (look) after him for a week? You (have) him for a week last year, you (remember), and you (say) he (be) no trouble, and (get) on well with your dog.

If you (be able) (have) him, I (bring) him along any time that (suit) you. He (have) his own bed and bowl, and I (bring)enough tinned dog food (last) him a week. But if it (not be) convenient, (not hesitate) (say) so...

THE UNFORTUNATE TANDEM

It happened while Mr. Harris and his wife sitting on the tandem behind him (cycle) through Holland. The roads (be) stony and the bicycle often (jump). “Sit tight”, (say) Harris to his wife, without turning his head. But Mrs. Harris (think) he (say) “Jump down!” Why she (think) he (say) “Jump down” neither of them (can) (explain) later. Mrs. Harris (jump down)while Harris (go on) thinking that she (sit)

still behind him. At first she (think)he (want) simply (show) his skill and (return) when he (reach) the hill. But when he (pass) the hill and (disappear) in the wood she began (cry), as she (have) no money, she (not know) Dutch. People (think) she (lose) something so they (take) her to the police station. Meanwhile, Harris (cycle) with great pleasure. But soon he (begin) (feel) that something (go wrong). He (look back) but (see) nobody there. While he (think) how (find) his wife he (meet) some people who (advise) him (go) to the police. There he (ask) when, where and why he (lose) his wife and (promise) help. Their meeting (be) not a tender one, as Mrs.Harris (say) she (never be) so furious in her life.

RUMPELSTILTSKIN

Once upon a time there was a poor man who was very proud of his daughter. He (think) that his daughter (be) the smartest, kindest and sweetest child in the whole wide world. The father (love)(talk) about the wonderful things his daughter (can) (do). Soon, I he King (hear) about the girl who (can) do such an unusual thing as (spin) gold out of straw. The girl's father (send for) and (order) to bring the girl to the palace.

So, the girl (bring) to the palace where the King (wait) for her. He (take) her into a small room with lots of straw and a spinning-wheel. He warned her that if she not (spin) all that straw into gold she (die). The poor girl (sit) down on the floor and (begin) (cry) as she never (do) such a thing in her life.

Suddenly the door opened and a tiny little man (come) in. “What (happen)? Why you (cry)?” he asked. He promised the crying girl that if she (give) him something he (be able) to help her. The girl (have) to give him her necklace and the friendly little man (start) (work). The sound of the spinning-wheel was so sweet that she (fall) asleep and (wake) up only in the morning. The little man (disappear) but the room (fill) with gold. The girl (hear) the door (open) and the King (enter) the room. “What a beautiful thing you (do) for me! I never (see) so much gold in my life before!” Turning to the girl's father he said: “If your daughter (do) that again she certainly (become) my wife!”

TO MARRY OR NOT TO MARRY

Denis heard the big heavy door (close) behind him and (turn)(see) that there (be) no handle. He tried (make) the door (open)but (not, can). Somebody (lock) it.

Suddenly a weak voice said: “(Come) in, young man. I (be)here since morning in the hope of being able (hear) your footsteps”. The voice hardly (hear). Denis (raise) his head (see) a little white-haired man in the light of the fire. Denis (speak). “I (be) afraid, you (make) a mistake. You (wait) for another man. I (arrive) in the town lately and (not know) anyone here yet. This morning I (be) out for a walk when drunken soldiers (come) up to me and said they (kill) me if I (not give) them my money. I (begin) (ran) as fast as I (can). When I (run)along the street I saw your door (stand) open and I (enter)”.

“You (tell) me a lie” – said the old man. “You (come) here (meet) my niece and (bring) dishonor to my house, but you (punish) instead. I want you (follow) me”.

They (go) to the room in the house. By the window there (stand) a young girl dressed in white. Denis understood he never (see) anyone so beautiful.

“If you (not marry) her, you (die) in the morning. And now (think) if you (obey) or not”.

GINGERBREAD BOY

Once upon a time there (live) an old woman and an old man. They (live) all by themselves and (have) no boys or girls. One day the old woman (tell) her husband that she (make up) her mind (bake) a gingerbread boy. So she (go) to the kitchen and (lay) all the necessary things into the bowl and (give) them a good mix. The woman (say) she (make)his nose and mouth out of lemon peel and his eyes from two big berries.

After she did it she (remember) she (put) no salt in it. She didn't see her husband (put) any salt in it either so she (decide)(add) some salt into the gingerbread and (put) it into the oven. The gingerbread boy (bake) in the oven and the old woman (lie) on the sofa (look at) it. She (watch) it (get ready) and then she heard a tiny little voice.

“Let me (get) out!” As soon as the old woman (open) the oven door, the gingerbread boy (hop) out and (leave) the house (run). The old woman (run)after him (try) to stop him. But the gingerbread boy (sing) that she (not can) catch him. He (meet) a cow, a horse and a dog on his way. They all tried to make him (stop) but he (cry): “I (stop) when you (catch) me. And you (not, catch) me. I (run) away from so many creatures!”

But when he (meet) a sly old fox who (live) a long life, he (give) a lesson as the fox ate him.

STRAWBERRY LOVE

Hector Johnson was a silent man of perhaps 38. Many years ago he was a sheep man, but then he (get) tired of his sheep, (sell) his ranch and moved to Santa Rosa. His only wish (be) to grow strawberries. When his strawberries (begin) (ripen) Hector (buy) a heavy whip as all the children of Santa Rosa (watch) the berries (grow) and (try) (get) into his garden.

One day Hector saw the neighbor’s children (eat) his strawberries. He (take) his whip and (raise) it above his head. The children (start) (run) and soon (disappear). He (turn) round and (stand) motionless. He saw Panchitta, a young and beautiful girl, who (be) his neighbor’s eldest daughter. He (notice) the girl (put) a big red strawberry into her mouth. He (shock) so much that he (not say) a word.

After this a strange thing happened to Hector. For the first time in his life he fell in love with a young and beautiful girl. He (buy)a carriage and a fine horse and every day he (drive) out with the girl. He (begin) (wear) nice clothes, he (take) her to dances and parties. No man ever (try) so hard to be young as he (do).

One day when he came up to Panchitta’s house a bit earlier than lie (promise) he (hear) the children (laugh). He looked into the open door and saw Panchitta, who (dress) in man's clothes. She (amuse) her brothers and sisters. He at once (understand) whom she (act), and quietly (go) back home.

Twenty minutes after the appointed time Panchitta came to his gale. She (not can) (understand) why he (not come). Then I lector came out. He (wear) his old

clothes and he not (care) how old he (look). “Go home and play some more theatricals, and I (try) (forget) you!” he (say) to the girl. But Panchitta did not move. And in her eyes he (read) that she never (leave)him even if he (use) his whip.

THE THREE BILLY GOATS GRUFF

Once upon a time there (be) three Billy Goats Gruff. One day they (decide) (visit) their favorite hill. “I expect you (find)something good (eat) there”, said the elder Goat. Before they (can) (get) to the hill they (have to) (cross) a bridge. They (know) that a mean ugly troll (live) under the bridge but they never (see) him before. They also (know) that the troll (like)(light). “If we (meet) the troll, I (fight) with him”, said the younger goat.

While the three goats (approach) the river the troll (sit) in the water (have) a wonderful time. Soon he (hear) the goats (come) onto the bridge. “Where you (go)?” asked the troll. “Who you (be)?” The first goat who (cross) the river was the younger brother and he (become) afraid. He (not want) the troll (eat) him. So he (say) that he (be) small and thin. He (promise) the troll that the latter soon (see) his bigger brothers who (be) more delicious. So the troll (let) the small goat (cross) the bridge. The troll (ask) to let the middle brother (cross) the bridge and he (allow) that as he (think) that the elder goat (be) the fattest. “I (live) under the bridge for many years but I never (have) such a delicious meal”, – said the troll. But the elder goat was big and fat and strong. He (fight) and (win) many battles. When he (ask) (not move) he (come)closer to the troll and (give) him a big push. “I (not know) if I ever (see) you again, Troll, but if I (do), (be) careful or I (kill) you”. The troll (fall) into the river and nobody ever (see) him again.

THE FARMER AND THE BOY

One morning a farmer met a boy and asked him if the latter wanted a job. The boy (answer) that he (do). The farmer (want)(know) if the boy (can) (give) him a good character. The boy said that he (can) and (add) that it (be) from Mr. Muggs, the shopkeeper, his previous master.

The farmer agreed. The farmer told the boy (go) and (ask)Mr. Muggs (come) there and (speak) to him. He said that he (wait) there for some time. Twenty minutes (pass) and then forty minutes (pass), but Mr. Muggs (not come).

Later in the afternoon the farmer (see) the boy again and he said that Mr. Muggs (not come) with the boy's character. The boy (not be) surprised (hear) it. He said he (not ask) Mr. Muggs to come there.

The farmer asked why the boy (not do) it. The boy (answer)that he (tell) his old master who (want) the character. The farmer not (understand). Then the boy (explain) that his old master (tell) him the character of the farmer.

RETURNED HOSPITALITY

A well-to-do young Cambridge University student took a year off to visit his relatives in Australia, who (deport) some two centuries earlier. They lived in humble circumstances in Melbourne but when the posh arrived, he (treat) like a royalty. He (stay) for six months though he originally (say) it (be) "just a week or so", and during the entire period he never even (offer) to help with the household chores. They (take) him to all the sights, (go) to the opera and to the beach – all for no gratitude whatsoever.

Naturally, the family (be) intensely annoyed by this relative's manner, and when he announced the date when he (leave), they (can) not help feeling great relief. Before leaving, just for manners' sake, he suggested that the family (may) look him up and his rich widowed mother in their huge country house when they (visit) England later that year.

So, when the Aussies – mum, dad, and two young kids (arrive) at Heathrow, they immediately (ring) up the man who (stay) with them. His mother answered the phone and as soon as she (understand) who they (be), she (croon) that they really (must) come up for tea. To say the least, this was alarming to them – they (expect) (put) up at least for a week after the hospitality they (extend) to her obnoxious son.

However, they (decide) to travel to the mansion, deep in the Yorkshire dales, that very day. But the journey was a nightmare. The weather was horrid, wet and

windy. Worse, their relatives' village (be) not on any map and they (have to) ask a dozen people in the locality before they (get) the right directions. Finally, just before 11 p.m., they (reach) the place and (be) thrilled in anticipation of what they (discover) about their forebears. The door (open) by a lady, who (tell) them to leave their bags in the car for the moment. She (lead) them by candlelight to a dim dusty study with a real fire which (glow) on one side, and explained how expensive electricity (become) in this day and age. The mother (disappear) and soon (come) back with a plate of ginger cake and a pot of tea and listened abstractedly to their description of the journey with a soppy fixed smile.

Half an hour later, she (stand up), (clasp) her hands together, (say) "Well" and (begin) walking towards the door. The family looked at each other – was she saying they (should) (go) and (get) their bags from the car now? But then their worst fears (confirm). The woman simply thanked them for coming and, without ceremony, (show) them through the door and out into the rain-drenched night.

3. Translate into English.

МИКОЛАЇВ – МІСТО НАРЕЧЕНИХ

Миколаїв – місто наречених: про це знає кожен житель обласного центру. А славою міста наречених Миколаїв зобов'язаний своєму засновнику – князю Григорію Олександровичу Потьомкіну.

Миколаїв був заснований в кінці XVIII століття як місто, в якому будуть будувати кораблі. На будівництво верфі та міста стали збирати з усієї країни чоловіків – майстрових, військових, моряків. Крім того першими жителями міста стали особисті кріпаки князя Потьомкіна, які раніше проживали в міста і селах Україні та Білорусі.

Так вже повелося, що з самого заснування міста його основними мешканцями були чоловіки. Через хронічний брак жінок одружувалися навіть на зовсім ще юних особах. Більшість чоловіків були холостяками, і траплялося,

що жителі мимоволі просто втікали від невпорядкованого життя Миколаєва, що будується.

Щоб утримати напівпідневільних будівельників міста і верфі, князь Потьомкін вирішив дати чоловікам можливість обзавестися сім'ями і пустити коріння в Миколаєві. А так як у місті незаміжніх жінок не можна було знайти вдень з вогнем, Григорій Олександрович розпорядився масово привозити найкрасивіших дівчат і жінок з довколишніх сіл і міст.

Масові весілля проходили по неділях. Трохи пізніше ці весільні заходи отримали назву по імені призвідника – «потьомкінські весілля», а його дітище – місто Миколаїв – набув статусу «місто наречених».

10 вересня 2010 урочисто відкрили пам’ятник нареченій, який є яскравим нагадуванням про те, що Миколаїв – місто наречених.

READING AND DISCUSSING

MARRIAGE

Marriage is a thing which only a rare person in his or her life avoids. True bachelors and spinsters make up only a small percent of the population; most single people are “alone but not lonely”.

Millions of others get married because of the fun of family life. And it is fun, if one takes it with a sense of humour.

There’s a lot of fun in falling in love with someone and chasing the prospective fiancée, which means dating and going out with the candidate. All the relatives (parents, grandparents and great-grandparents, brothers and sisters, cousins, aunts and uncles, nieces and nephews, stepmothers and stepfathers and all in-laws) meanwhile have the fun of criticizing your choice and giving advice. The trick here is not to listen to them but propose to your bride-to-be and somehow get her to accept your proposal. Then you may arrange the engagement and fix the day of the wedding.

What fun it is to get all those things, whose names start with the word “wedding” – dress, rings, cars, flowers, cakes, etc.! It’s great fun to pay for them.

It’s fun for the bride and the groom to escape from the guests and go on a honeymoon trip, especially if it is a wedding present from the parents. The guests remain with the fun of gossiping whether you married for love or for money.

It is fun to return back home with the idea that the person you are married to is somewhat different from the one you knew. But there is no time to think about it because you are newly-weds and you expect a baby.

There is no better fun for a husband than taking his wife to a maternity home alone and bringing her back with the twins or triplets.

And this is where the greatest fun starts: washing the newborn’s nappies and passing away sleepless nights, earning money to keep the family, taking children to kindergarten and later to school. By all means it’s fun to attend parents’ meetings and to learn that your children take after you and don’t do well at school.

The bigger your children grow, the more they resemble you outwardly and the less they display likeness with you inwardly. And you start grumbling at them and discussing with your old friends the problem of the “generation gap”. What fun!

And when at last you and your grey-haired spouse start thinking that your family life has calmed down, you haven't divorced but preserved your union, the climax of your fan bursts out!

One of your dearest offsprings brings a long-legged blonde to your house and says that he wants to marry. And you think: “Why do people ever get married?”

Questions and discussions:

1. Make up your family tree and speak about your family.

2. Work in pairs and talk. Imagine that:

a) you are speaking with a distant relative trying to find out what relation you are to one another;

b) you show your family album to your friend and answer all his or her questions.

3. Do you agree that the concept of marriage presented in the text is right? Do you have your opinion as for the topic? Discuss it with your fellow-students.

TYPES OF MARRIAGE

The type and functions of marriage vary from culture to culture. In the United States, Europe, and China in the early 21st century, legally sanctioned marriages are monogamous (although some pockets of society s till sanction polygamy socially, if not legally) and divorce is relatively simple and socially sanctioned. In the West, the prevailing view toward marriage today is that it is based on emotional attachment between the partners and entered into voluntarily.

In the Islamic world, marriage is sanctioned between a man and up to four women. In Imperial China, formal marriage was sanctioned only between a man and a woman, although a man could take several concubines and the children from the union were considered legitimate.

Most societies permit Polygyny, in which a man could have multiple wives; even in such societies however, most men have only one. In such societies, having multiple wives is generally considered a sign of wealth and power. The status of multiple wives has varied from one society to another. In Islamic societies, the different wives were considered equal while in Imperial China, one woman was considered the primary wife while the other women were considered concubines. Among the upper classes, the primary wife was an arranged marriage with an elaborate formal ceremony while the concubines were taken on later with minimal ceremony.

There are also many monogamous societies, where a marriage consists of only two people, a very few polyandrous, where a woman could have multiple husbands. Societies which permit group marriage are extremely rare, but have existed in utopian societies such as the Oneida Community.

However, in 21st century Western cultures, while bigamy and sexual relations outside marriage is generally socially or legally frowned-upon, divorce and remarriage has been relatively easy to undertake. This has lead to a practice which some have called serial monogamy. In particular, some have argued that the pattern of the rich divorcing their first wives and then taking on a trophy wife is similar to patterns of polygamy in other societies.

Legally sanctioned marriages are generally conducted between heterosexual couples, although there are countries that recognize same-sex marriage, including The Netherlands, Belgium, Canada, and the American state of Massachusetts. Denmark, Norway, Sweden, Finland, Greenland, Iceland, Germany, France, and the American state of Vermont allow couples to enter legal partnerships, but these partnerships are not considered marriages even if they bestow many of the same legal benefits upon the couple.

Questions and discussions:

1. State the peculiarities and functions of marriage in different cultures.

2. What is polygyny? What is your attitude to the fact that Islamic world permits it?

3. Describe monogamous and polyandrous societies.

4. How do you treat bigamy and heterosexual couples? What countries permit heterosexual couples? Would you like Ukraine to be one of them? Can such couples adopt children? Discuss it with your fellow-students.

COMMON-LAW MARRIAGE

In many jurisdictions, common-law marriage is a legal provision whereby two people who are eligible to marry, but who do not obtain a legal marriage, are nevertheless considered married under certain conditions. Typically, they are deemed married after living together openly as a married couple under specified conditions for a specified period of time. In other jurisdictions, the couples are required to have actually stated their mutual intent to be presently married. Depending on the jurisdiction, a common-law marriage may provide special benefits, such as filiation and adoption, inheritance, and division of property. In some cases the law will impose detriments upon the couple, for instance see rights and responsibilities of marriages in the United States.

Australia

In Australia the term de facto marriage is used to refer to relationships between non-married men and women who are in effect living as husband and wife for a

period of time. Many laws make provision for such relationships, such as social support laws.

Canada

Canadian federal law does not have “common law marriage”, but various federal laws include “common law status”, which automatically takes effect once two people (of any gender) have lived together in a romantic relationship for one full year. Partners may be eligible for various government benefits of married spouses based upon their relations hip with the individual who is eligible for some type of family based benefit. As family law varies between provinces, there are differences between the provinces regarding the recognition of common law marriage.

In Ontario, a common law province, the Ontario Family Law Act specifically recognizes common law spouses in sec. 29 dealing with spousal support issues; the requirements are living together for three years or having a child in common and having “cohabitated in a relationship of some permanence”. However, the part that deals with marital property excludes common law spouses as sec. 2 defines spouses as those who are married together or who entered into avoid or voidable marriage in good faith. Thus common law partners do not always evenly divide property in a breakup, and the courts have to look to concepts such as the constructive or resulting trust to divide property in an equitable manner between partners. Another difference that distinguishes common law spouses from married partners is that a common law partner can be compelled to testify against his or her partner in a court of law.

In 1999, after the court case M. v. H., the Supreme Court of Canada decided that same-sex partners would also be included in common law relationships.

Quebec, which unlike the other provinces has a Civil Code, has never recognized common-law partnership as a kind of marriage. However, many laws in Quebec explicitly apply to common-law partners (called “de facto unions” or unions de fait) as they do to spouses. As in the other provinces, same-s ex partners may become common-law spouses in Quebec.

A recent amendment to the Civil Code of Quebec recognizes a type of domestic

partnership called civil union that is similar to common-law marriage and is likewise available to same-sex partners.

England and Wales

The term “common law marriage” is frequently used in England and Wales, however such a “marriage” is not recognized in law, and it does not confer any rights or obligations on the parties. See also English Law. Genuine (that is, legal) common-law marriage was abolished under the Marriage Act, 1753.

United States

Ten U.S. jurisdictions currently recognize common-law marriages. Where the doctrine is recognized, generally if a couple lives together and is reputedly married, a rebuttable presumption arises that they are husband and wife. This must be proven via a three prong test. The three prongs are as follows:

1. They must hold each other out to society as husband and wife. This cannot be inadvertent or unintentional. This must be proved via name change, consistent public address as the spouse, tax records, etc.

2. In some states a degree must be signed for an informal marriage to exist. They must agree to be presently married. Agreement to be married in the future, i.e. engagement, is proof that you are not currently married. The agreement is known to the public.

3. They cohabitate for a significant period of time. Usually three years at a minimum, this varies as a requirement due to various circumstances, death, etc.

If all three of the prongs are not met a marriage never existed.

Even in those jurisdictions where there is common-law marriage, there is no such thing as a common-law divorce. This means that once a couple is married, whether ceremonially through a wedding or informally through common law, a divorce can only be dissolved through a court order. However, in some jurisdictions there is a statute of limitations on certain types of lawsuits made regarding a common law marriage. Where applicable, after the two parties have separated and lived apart for this time period (possibly 1-2 years) a rebuttable presumption is created that the two never agreed to be, and therefore never were,

married (for example Texas Family Code § 2.401).

Questions and discussions:

1. What is common-law marriage? What are special benefits provided?
2. How do different countries define the term “marriage”?
3. What are positions of countries as for same-sex marriage?

APPEARANCE

Appearances are deceptive. It is a common truth; practically everyone has met at least someone whose character and appearance differ radically.

When one sees a tall, broad-shouldered youth, one expects him to be strong-willed and brave. One thinks: “A model to follow!” How often a good-looking individual turns out to be petty, weak-willed or even cowardly. Then one thinks: “A mediocrity!”

At the same time everyone knows that a lot of great people were of a poor build: short and fragile. It did not stop them from displaying intelligence and courage. Ingenuity does not depend on one’s complexion or constitution.

Plump or fat people create an impression of generous and kind personalities. Strangely enough, not rarely they may be thrifty or even greedy. One usually thinks: “A scrooge!”

On the other hand, thin or slim nervous ladies often tend to be lavish. They like to buy and never think twice when they pay. One thinks: “I would call her open-handed and Mother would call her a spendthrift”. Yes, mothers are always stricter in judgements.

Has it ever happened to you that you come to an important office and see an important boss? You immediately evaluate his looks: “Round-faced, small narrow eyes, dimples on the cheeks and an upturned nose. What a kind-hearted person! A simpleton!” You tell the boss of your troubles and expect immediate help. But the boss appears to be rude, harsh and willful. You never get your help and think: “A stone heart and an iron fist”.

When someone sees a delicately built pretty blonde with curly hair, blue eyes, a straight nose and a high forehead, one is inclined to think that the beauty is intelligent and nice. It may be disappointing to think later “What a stupid, capricious, impolite bore!”

On the contrary, when one sees a skinny brunette with ugly irregular features – a hooked nose, pointed chin, close-set eyes and thin lips, strange thoughts come to one's head; because it is the image of evil people – cruel and cunning. It may be a relief some time later to find her a clever, gentle and good-mannered lady and think: “What charm! A heart of gold!”

Another general misconception lies in the fact that children are always expected to resemble their parents. And parents like it when children take after them. Relatives like to compare moles, the shape of noses, etc. The greatest compliment is: “They are as like as two peas”. The greatest disappointment is to find nothing in common. We want to deny people their exclusiveness; we don’t want to admit that nature has selected other options from an enormous genetic fund developed over generations. Why do we like our copies? Who knows!

Nature likes to play tricks on us. But don’t you think it is a present on the part of nature? Life becomes not a boring routine, but a brilliant kaleidoscope of characters and appearances which often clash.

Questions and discussions:

1. Do you agree that appearances are deceptive? Explain your opinion.

2. Do you think it is worth judging by appearances? Give your reasons.

3. Have you ever had an experience of being deceived by somebody’s appearance? Tell your fellow-students about it.

4. Do you know if you were judged to soon because of your appearance? How do you know that? Tell your fellow-students about it.

BEAUTY

Beauty is the phenomenon of the experience of pleasure, through the perception of balance and proportion of stimulus. It involves the cognition of a balanced form and structure that elicits.

Understanding the nature and meaning of beauty is one of the key themes in the philosophical discipline known as aesthetics.

The composer and critic Robert Schumann distinguished between two kinds of beauty, natural beauty and poetic beauty: the former being found in the contemplation of nature, the latter in man's conscious, creative intervention into nature. Schumann indicated that in music, or other art, both kinds of beauty appear, but the former is only sensual delight, while the latter begins where the former leaves off.

A common theory says that beauty is the appearance of things and people that are good. This has many supporting examples. Most people judge physically attractive human beings to be good, both physically and on deeper levels.

"Beauty as goodness" still has whole classes of significant counterexamples with no agreed solution. These include such things as a glacier, or a ruggedly dry desert mountain range. Many people find beauty in hostile nature, but this seems bad or at least unrelated to any sense of goodness. Another type of counterexample is comic or sarcastic works of art, which can be good, but are rarely beautiful.

It is well known that people's s kills develop and change their sense of beauty. Carpenters may view an out-of-true building as ugly, and many master carpenters can see out-of-true angles as s mall as half a degree. Many musicians can likewise hear as dissonant a tone that's high or low by as little as two percent of the distance to the next note. Most people have similar aesthetics about the work or hobbies they've mastered.

Beauty and human appearance

Symmetry may be important because it is evidence that the person grew up in a healthy way, from without visible genetic defects. One traditional, subtle feature that is considered an indication of beautiful women in all cultures is a waist-to-hip ratio of about 70% (waist circumference that is 70% of the hips circumference). The wais t-to-hip ratio (WHR) theory was discovered by psychologist Dr. Devendra Singh of the

University of Texas at Austin. Physiologists have shown that this ratio accurately indicates most women's fertility. Traditionally, in premodern ages when food was scarcer, plump people were judged more attractive than thin ones.

Theories of beauty

The earliest theory of beauty can be found in the works of early Greek philosophers from the pre-Socratic period, like Pythagoras. The extant writings attributed to Pythagoras reveal that the Pythagorean School, if not Pythagoras himself, saw a strong connection between mathematics and beauty. In particular, they noted that objects proportioned according to the golden ratio seemed more attractive. Some modern research seems to confirm this, in that people whose facial features are symmetric and proportioned according the golden ratio are consistently ranked as more attractive than those whose faces are not.

Different cultures have deified beauty, typically in female forms. Here is a list of the goddesses of beauty in different mythologies.

• Aphrodite – Greek mythology

• Lakshmi – Hindu mythology

• Venus – Roman mythology

Even mathematical formulae can be considered beautiful. $e^{i\pi}+1 = 0$ is commonly considered one of the most beautiful theorems in mathematics.

Another connection between mathematics and beauty which played a prominent role in Pythagoras' philosophy was the way in which musical tones can be arranged in mathematical sequences,which repeat at regular intervals called octaves.

Beauty contests claim to be able to judge beauty. The *millihelen* is sometimes jokingly defined as the scientific unit of human beauty. This derives from the legend of Helen of Troy as presented in Christopher Marlowe's The Tragical History of Doctor Faustus, in which her beauty was said to have launched a thousand ships. The *millihelen* is therefore the degree of beauty that can launch one ship.

Questions and discussions:

1. Do you have the definition of beauty of your own? What is it?

2. Do you agree with R. Schumann's beauty classification? How do you think can beauty be strictly divided into types (kinds)?

3. How do different cultures and sciences understand beauty?

4. Name the most attractive person you know. Explain why you chose the very person (what factors influenced your choice?).

BODY MODIFICATION

Body modification (or body alteration) is the permanent or semi-permanent deliberate altering of the human body for non-medical reasons, such as spiritual or aesthetic. It can range from the socially acceptable decoration (e.g., pierced ears on women in many societies) to the rebellious (e.g., nostril piercings in punk subculture). Opponents of these practices call them disfigurement or mutilation.

Nearly every human society practices or has practiced some type of body modification in its broadest definition, from Maori tattoos to Victorian corsets to modern breast implants.

One controversial form of body modification is the attempt to resemble another race, such as Asians having their epicanthic folds modified to resemble Caucasian eyes or s kin lightened with dyes, or African-Americans straightening their hair or getting a nose job.

"Disfigurement" and "mutilation" are terms used by opponents of body modification to describe certain types of modifications, especially non-consensual ones. Those terms are used fairly uncontroversially to describe the victims of torture, who have endured damage to ears , eyes , feet, genitalia, hands, noses, teeth, and/or tongues, including amputation, burning, flagellation, piercing, skinning, and wheeling.

Body art is body modification for artistic reasons.

Some futurists believe that eventually humans will pursue body modification for technological reasons, with permanently implanted devices to enhance mental and physical capabilities, thereby becoming cyborgs. For the substantial number of

people with heart pacemakers and brain implants such as cochlear implants and electrical brain stimulators for Parkinson's disease, this is already a reality.

Some types of body modification

- body piercing
- tattooing
- branding and other scarification
- “extreme” surgical body modification
- bodybuilding
- corsetry, tightlacing
- foot binding and etc.

Body piercing

Body piercing is a form of body modification. It involves piercing a part of the human body and subsequently inserting and keeping a foreign object in the opening until the wound heals. This forms a tunnel of s kin around the foreign object, thus creating a suitable place for wearing different types of body piercing jewelry. The term “piercing” typically refers to this hole. One example of this process is the common ear piercing. This procedure is so simple and mainstream that some people do not even think of it as body piercing.

Body piercing has been common among most cultures throughout history other than some puritan eras. In many cultures, piercing is part of religious tradition, while in others, it is non-religious tradition. In more recent times, body piercing in industrialized cultures has emerged from the underground and become visible (though it was always present). It is performed for various reasons: aesthetics, sensations, self-image, or occasionally shock value.

Piercing the body carries with it a number of risks, most notably the risk of infection and the risk of delayed healing. The risk of infection varies; good sterile practice greatly reduces it, whereas the risk is considerable with “do-it-yourself” piercing. An infection can ONLY be treated with antibiotics from a doctor. An infection can generally be self-diagnosed as hot to the touch, very sore and tender, smells funny and excreting a brown/green pus. Infections are commonly confused with

simple irritation to the piercing. All piercing sites should be kept clean until they are healed. Peroxide or bactine should never be used to clean any piercing. The piercing healing time (see below) varies depending on what sort of piercing has been performed.

The origins of piercing

Piercing has ancient origins. The oldest mummified body in the world discovered in an Austrian glacier was found to have an ear piercing 7-11 mm in diameter. Nose piercing is mentioned in the Bible. In Genes is 24:22 Abraham gave an earring to Rebekah, wife of his s on Isaac. Nose piercing reached India in the 16th century and rapidly became accepted. Tongue piercing was popular with the elite of Aztec and Maya civilization; it was carried out as part ceremony blood ritual, not to insert jewelry. Ancient Mesoamericans did pierce ears, nose, and lower lips for jewelry, practices still popular amongst indigenous peoples in these regions. In Dreamtime by Hans Peter Duerr, it is claimed that nipple piercing became popular in 14th century Europe. On many websites it is claimed that the Romans invented nipple piercing and that soldiers attached their capes to the piercings. There is some debate about this as it is much more plausible that capes may have been hung from rings attached to their armor.

Piercing in industrialized civilizations

In the United States, ear piercing for females was long the only common piercing. Other body piercings were popularized by Jim Ward and his piercing shop, The Gauntlet, which opened in 1975 in Los Angeles. Since piercing has become more common and widespread, many new piercings have been developed that do not have a history or precedent.

Some regard body piercing as a kind of artistic expression, others as a form of sexual expression.

Questions and discussions:

1. Revise types of body modification mentioned above.
2. What is the origin of body piercing? What are the reasons it is performed?
3. Name the risks body piercing carries. Have you ever taken some of them?

4. What are the functions of body piercing nowadays?

5. Do you or your friends have body piercing? For what?

DREADLOCKS

Dreadlocks are long thin mats of hair that has been allowed to grow out over time. Sometimes if normal hair is left for a long period of time, dreadlocks happen by themselves; sometimes people start them off artificially by dividing their hair up into sections, backcombing or plaiting the sections, and leaving them. After a while, tangles will start to form as the hair starts to bind to its new shape.

The term was first recorded in 1960, so called from the dread they presumably aroused in beholders, but, for Rastafarians, “dread” (1974) also has a sense of “fear of the Lord”, expressed in part as alienation from contemporary society. However, the style is not new: ancient Celts sometimes sported dreadlocks, which they moulded with mud.

There are several methods for keeping dreadlocks neat. As they grow, little wisps of short hair will appear around them. If you leave them, eventually the dreadlocks will settle down and form their own natural way of sitting – Black people’s hair usually does this, but Caucasians might like to wax their hair, sew the wispy bits in, or wrap thread or wool round their dreadlocks, sealing the short hair in. A crochet hook can be a very useful tool in the creation and tidying up of dreadlocks. Simply twist tufts of hair between your fingers then hook and pull them through the dreadlock. This technique can also be used at the ends of dreadlocks to make them more rounded.

As they grow they can be “ripped”. Two (or more) dreadlocks fuse at the top as the hair grows and mats together. They need to be pulled apart (a painful experience) for the dreadlocks to continue growing separately (although this is down to the individual). Mud and certain chemicals are sometimes applied to shape the dreadlocks.

There are many reasons for wearing dreadlocks. For some it is a religious issue (such as the Rastafarians), for others a fashionable thing, for a few they just happen.

They are considered a badge of an “alternative lifestyle” in Europe and America because they are often perceived as mess y and dirty. The “dreadlock” sometimes referred to in certain areas as “locking”, which basically means “not combing or allowing the hair to mat together”, has become increasingly popular. Many African Americans are trading in chemical processes and other styles for this very low maintenance hairstyle.

Questions and discussions:

1. What are dreadlocks? When was the term first recorded?
2. Enumerate the methods for keeping dreadlocks neat.
3. What are the reasons of wearing dreadlocks?
4. Would you like to have dreadlocks? Why? Is it good for your hair?

MOUSTACHE

A moustache (sometimes spelled mustache in the United States) is an outgrowth of hair above the upper lip. Most men with a normal or strong beard growth must tend it daily, by shaving the hair of the chin and cheeks, to prevent it from soon reverting to a full beard. This necessity has engendered the invention of quite a wide variety of accoutrements designed for the care of a gentleman’s moustache. Included are: moustache wax, moustache nets (snoods), moustache brushes, moustache combs and moustache scissors.

Historically, moustaches have been worn by military men and the number of nations, regiments and ranks were equaled only by the number of styles and variations. Generally, the younger men and lower ranks wore the smaller and less elaborate moustaches. As a man advanced in rank, so did his moustache become thicker and bushier, until he ultimately was permitted to wear an ever fuller beard. For a glimpse into this colourful and noble past, refer to the works of famous military artists.

An English moustache was formerly used in melodramas, movies and comic books as a shorthand indication of villainy. Snidely Whiplash, for example, was characterized by his moustache, his cape, and his habit of kidnapping women and

then tying them to train tracks, in order to foreclose on their mortgages.

Questions and discussions:

1. What is a moustache?

2. Revise the history of a moustache.

3. Is it fashionable to have a moustache nowadays?

IMPROVING APPEARANCE

Most women all over the world are interested in improving their appearance. Here are some passages for those who care and wish to make the best of themselves – of their features, their skin and their figure.

What you have got to realize, however, is that true beauty is not just a matter of having a pretty face. It is much more.

Real beauty is the self-awareness that makes you. It is having sparkle, poise, serenity and confidence. It is having an awareness that makes everyone you come in contact with feel that you are a very special and attractive person. It is radiance that comes from good health.

Beauty is being able to make the best of yourself.

Putting it another way – there really are no plain people in this world. Undoubtedly some may have better features than others, but then, very few of us can claim to come up to the current standards of plastic beauty.

Each one of us can, or is, at least, capable of improving oneself, and exuding the radiant glow of an attractive and confident person.

A careless attitude about yourself and an abuse of the body are quickly followed by fading and weakness, whereas careful nurturing will prolong the years of youthfulness, beauty and comfort.

Give proper care to your body, and you can be vitally alive as well as stay attractive all your life.

Remember, nothing you do is going to perform any magical change overnight. Any of the treatments you follow for body care has to be regularly repeated in order to give it a fair chance to work.

As health and beauty go hand in hand, check on the list of questions listed below to see if you qualify to be a member of the healthy group.

1. Do you have a good posture? There should be no sagging in the middle or drooping in the shoulders.

2. Are your eyes clear?

3. Do you have a happy facial expression that is alive and lacks strain?

4. Are you fussy about your food? Do you eat well?

5. Do you sleep well?

6. Is the colour of your skin healthy?

7. Are your teeth in good condition?

8. Do you take a lively interest in living?

9. Finally – do you give the general impression of good health and vigour?

The answers to all the questions except the first part of question 4 should be an emphatic YES. However, if out of the ten "yes" answers you score right with seven to eight questions, you should be in fairly good health.

You need a full-length mirror so that you can look at yourself critically from the head to toe, keep a check on your figure and examine your posture.

Healthy eyes have a sparkle about them that is quite irresistible. Like your skin, fair and shining, clear eyes indicate good health. If you suffer ill-health or feel emotionally or physically low, your eyes become dull and strained-looking.

Sleep is very vital for clear healthy eyes. You need at an average at least eight hours of sleep in a day, without it, your eyes become dull, puffy and red. Dark circles also appear.

CHOOSING A HAIR STYLE.

The style that you choose for your hair should depend on the type of hair you have and on the shape of your face.

However fashions may fluctuate, there are certain rules that do not change. Keep these in mind before you choose the style.

Keep fine hair short and fluffy.

Hair that is medium or coarse takes most styles well.

Heavy or thick hair must not be kept very long, as it does not hang well.

Study the shape of the face by severely drawing back all your hair. Remember, the right hair style can make you look more attractive by drawing attention away from your physical flaws towards your more attractive features.

LONG FACE

Keep your hair fairly short – long hair tends to “pull down” your whole appearance. Go in for width at the temple – it helps to “broaden” your face. Fringes look good as they help to “shorten” the face.

HEART-SHAPED FACE

Softness at the temples and fullness just below ear level suits a heart-shaped face best. Avoid a centre parting because it tends to emphasize your pointed chin.

SQUARE FACE

Fringes and curls flicked forward help to soften “corners”. Cut your hair short at the temples. Avoid a severe hair style.

ROUND FACE

The ideal hair length is just below chin level. Choose a straightish style with a centre parting. Avoid fringes, curls or waves.

OVAL FACE

An oval face can take most hair styles well. However, do keep your age and personality in mind.

PEAR-SHAPED FACE

Give width to temples and keep hair off the forehead. Short hair looks best.

MAKING-UP

Quite possibly you have an imperfect skin or imperfect features. But do not despair. Make-up applied well can do wonders for your appearance.

Perfect skin and perfect features are exceedingly rare. Most models in the glamorous beauty and fashion magazines have in fact quite unremarkable faces. It is make-up that makes them look so eye-catching and glamorous.

If, however, you are one of the rare and lucky ones to have a perfect skin and perfect features, remember that good make-up can make you absolutely beautiful.

Everyday make-up should look completely natural. Its primary object should be to correct colour faults of the complexion, disguise imperfections and accentuate good features.

When your skin is healthy and absolutely clean, make-up can, and should be kept light. Radiance, rather than a pink and white prettiness, should be your aim.

Use less make-up all the time for a fresher and younger look.

(Extract from “The Piper Book of Beauty” by Chodev)

Questions and discussions:

1. Read the passage and say what you think of it.

2. What is “beauty” according to the article? What elements does beauty include?

3. Enumerate the questions which can show if you are a member of the healthy group. What are your answers?

4. Choose advice which suits your type of face adding advice of your own if necessary.

HUMAN SKIN COLOR

Human skin color can range from almost black to pinkish white in different people. In general, people with ancestors from sunny regions have darker skin than people with ancestors from regions with less sunlight. (However, this is complicated by the fact that there are people whose ancestors come from both sunny and less-sunny regions; and these people may have skin colors across the spectrum.) On average, women have slightly lighter skin than men.

Skin color is determined by the amount and type of the pigment melanin in the skin. Melanin comes in two types: phaeomelanin (red to yellow) and eumelanin (dark brown to black). Both amount and type are determined by four to six genes which operate under incomplete dominance. One copy of each of those genes is inherited from the father and one from the mother. Each gene comes in several alleles, resulting in a great variety of different s kin colors.

Dark skin protects against skin cancer, mutations in skin cells induced by

ultraviolet light. Light-skinned persons have about a tenfold greater risk of dying from skin cancer under equal sun conditions. Furthermore, dark skin prevents UV-A radiation from destroying the essential B vitamin folate. Folate is needed for the synthesis of DNA in dividing cells and too low levels of folate in pregnant women are associated with birth defects. The advantage of light skin is that it lets more sunlight through, which leads to increased production of vitamin D3, necessary for calcium absorption and bone growth. The lighter skin of women results either from sexual preference or from the higher calcium needs of women during pregnancy and lactation (also possibly from both).

The evolution of the different skin colors is thought to have occurred as follows: the haired ancestor of humans, like modern great apes, had light skin under their hair. Once the hair was lost, they evolved dark s kin, needed to prevent low folate levels since they lived in s un-rich Africa. When humans migrated to s un-poorer regions in the north, low vitamin D3 levels became a problem and light s kin color evolved.

The color of human skin varies from dark dark chocolate to white white chocolate. In attempting to discover the mechanisms that have generated such a wide variation in human s kin color, the researchers Nina Jablonski and George Chaplin (2000) discovered that there is a high correlation between the coloration of the human s kin of indigenous peoples and the average annual ultraviolet (UV) radiation available for skin exposure where the indigenous peoples live. In considering the color of human s kin in the long s pan of human evolution, Jablonski and Chaplin note that there is no empirical evidence to suggest that the human ancestors six million years ago had a skin color different from the skin color of today's chimpanzees – namely white under black hair. But as humans evolved to lose their body hair a parallel evolution permitted human populations to turn their bas e s kin color dark or white over a period of less than a thousand years to adjust to the competing nature demands.

Questions and discussions:

1. Who has lighter skin, men or women?

2. What is the pigment skin colour is determined by?

3. What skin colour did our ancestors have?

4. What are the advantages of dark and white skin?

5. In what way the evolution skin colour is thought to have occurred?

EMOTIONS

Psychological views

Questions concerning the mystery of human emotion were the territory of a number of disciplines until the development of modern psychology. Over the last century, psychologically-based theories have provided influential, if incomplete explanations of how emotional experience is produced.

• The James-Lange theory proposes that conscious conclusions about what we are "feeling" form in reaction to physiological changes occurring in the body. This was proposed by William James and Carl Lange independently in the 1880s.

• The Cannon-Bard Approach proposes that the lower brain initially receives emotion-producing information and then relays it simultaneously to the higher cortex for interpretation and to the nervous system to trigger physiological responses.

• The Schachter-Singer Approach gives highest importance to the cognitive skills that create an interpretation of the situation and so provide a framework for the individual's behavioral response.

• The Opponent-Process Approach views emotions as sets of pairs, one positive and one negative. When an emotion-producing stimulus is present, one of the pair is suppressed so that the more situationally appropriate emotion is felt intensely.

The feeling component of emotion encompasses a vast spectrum of possible responses.

Psychologists have attempted to offer general classifications of these responses, and as with the colour spectrum, systematically distinguishing between them largely depends on the level of precision desired. One of the most influential classification approaches is Robert Plutchik's eight primary emotions – anger, fear, sadness , disgust, surprise, curiosity, acceptance and joy. Plutchik argues for the primacy of these emotions by showing each to be the trigger of behaviour with high survival

value (i.e. fear: fight or flight).

Principally involved physiological components of emotion are: the autonomic nervous system (ANS), the limbic system, and the hypothalamus. Fear, in particular learned fear, is thought to depend on the amygdala.

Common views on emotions

Following are some propositions concerning the nature of emotions. Some of these assertions may be mutually contradictory. Nonetheless, they are an indicator of the wide range of beliefs on this subject:

• An emotion is a mental state or process. This process can be conscious or subconscious, but in any case it attempts to balance and integrate various and often conflicting, facts, experiences and concepts.

• It is a subjective, psychological experience, associated with a group of physiological reactions arising in response to some event. This experience is often held to be involuntary, although there appears to be no agreement on the extent to which one can learn to intentionally influence emotions.

• Emotional experiences consist of thoughts, feelings, affective responses (e.g., sadness , anger, joy, determination), physiological responses (changes in internal bodily functioning), cognitive responses (e.g., a conceptual representation of an event), and behavioural responses (an outward express ion such as flight or resistance).

There is considerable debate as to whether emotions and emotional experiences are universal or culturally determined. One of the first modern attempts to classify emotions was Adam Smith's study, The Theory of Moral Sentiments. This book is based largely on data from Western Europe. Some anthropologists have explored the relationship between emotional disposition or expression and culture, most notably Ruth Benedict in her ethnological study, Patterns of Culture; Jean Briggs in her ethnography Never in Anger, Michelle Rosaldo in her ethnography Knowledge and Passion; Lila Abu-Lughod in her ethnography Veiled Sentiments; and Katherin Lutz in her ethnography Unnatural Emotions. Paul Ekman has found that some facial express ions of emotion appear to be culturally independent, as

described in his book Emotions Revealed.

In his book Descartes' Error, the neurologist Antonio Damasio has developed a universal model for human emotions. Damasio defines "emotion" as: the combination of a mental evaluative process, simple or complex, with dispositional responses to that process, mostly toward the body proper, resulting in an emotional body state, but also toward the brain itself (neurotrans mitter nuclei in the brain stem), resulting from additional mental changes. Damasio distinguishes emotions from feelings, which he takes to be a more inclusive category. Damasio also distinguishes between "primary emotions", which he takes to be innate, and "secondary emotions", in which feelings allow people to form "systematic connections between categories of objects and situations, on the one hand, and primary emotions, on the other."

Daniel Goleman and other investigators have researched what is entailed in the abilities to manage one's own and other people's emotions.

Apart from the common western views as described above, also traditional systems such as Buddhist psychology survived for thousands of years with treasuries of experiential knowledge, but are often disregarded because of their subjective approach. However, exactly the aspect of introspection is extremely valuable for psychology – as long as we have no machines which can actually show us thoughts and thought processes, a certain level of subjectiveness is unavoidable.

Questions and discussions:

1. What are the most prominent psychological views on the process of emotions production?

2. Name one of the most influential classification approaches of responses the feeling component of emotion encompasses.

3. What are psychological components of emotion principally involved?

4. Recall the theories concerning the nature of emotions.

5. Enumerate the anthropologists who have explored the relationship between emotional exposition expression and culture.

6. Who has developed the universal model for human emotions? What is the

definition of “emotion” the theory proposes?

7. What are other traditional systems of emotions study?

PSYCHOLOGICAL VIEWS OF HAPPINESS

Martin Seligman in his book Authentic Happiness gives the Positive Psychology definition of happiness as consisting of both positive emotions (like comfort) and positive activities (like absorption). He presents three categories of positive emotions:

• past: feelings of satisfaction, contentment, pride, and serenity.

• present (examples): enjoying the taste of food, glee at listening to music, absorption in reading.

• future: feelings of optimism, hope, trust, faith, and confidence. There are three categories of present positive emotions.

• bodily pleasures, e.g. enjoying the taste of food.

• higher pleasures, e.g. glee at listening to music.

• gratifications, e.g. absorption in reading.

The bodily and higher pleasures are “pleasures of the moment” and usually involve some external stimulus.

Gratifications involve full engagement, flow, elimination of self-consciousness, and blocking of felt emotions. But when a gratification comes to an end then positive emotions will be felt. Gratifications can be obtained or increased by developing signature strengths and virtues. Authenticity is the derivation of gratification and positive emotions from exercising signature strengths. The good life comes from using signature strengths to obtain abundant gratification in, for example, enjoying work and pursuing a meaningful life.

While a person’s overall happiness is not directly measurable due to limitations in neuroscience technology, this does not mean it does not have a real physical component. We know that the neurotransmitter dopamine, operating along the mesolimbic pathway and upon the nucleus accumbens, is involved in causing a human or animal to experience happiness. If we were able to accurately measure the production of dopamine in various parts of a person’s brain, we would likely be

able to definitively determine how happy the person is. Happiness can be induced artificially with drugs, most directly with opiates such as Morphine and Heroin, which block dopamine inhibitors. Nevertheless, the exact chemicals and processes which cause happiness do not define the concept of happiness, they s imply describe its biological “imple mentation”. We might guess that other imple mentations are possible, even if they have yet to be observed in nature.

It is possible, however, to describe what happiness is in biological terms. One such attempt is referred to as Darwinian happiness. Darwinian happiness is based on the fact that animals, due to their brains, are equipped with the propensity for both positive and negative feelings and sensations. By understanding the underlying evolutionary background for how these sensations arise, one may gain insight in how to ensure that the neurological processes that add to a positive mood will tend to dominate.

Questions and discussions:

1. Who is Mark Seligman? What is his positive psychology definition of happiness? What categories of positive emotions does it present?

2. How can be happiness described in biological terms (mention Darwinian happiness)?

VIRTUE

Virtue (Greek αρετη; Latin virtus) is the habitual, well-established, readiness or diposition of man’s powers directing them to some goodness of act. (1) Virtue is moral excellence of a man or a woman. The word αρετη is derived from the Greek Arete (paideia) (αρετη). As applied to humans, a virtue is a good character trait. The Latin word virtus literally means “manliness”, “from vir”, “man” in the masculine sense; and referred originally to masculine, warlike virtues such as courage. In one of the many ironies of etymology, in English the word virtue is often used to refer to a women’s chastity.

In the Greek it is more properly called ηθικη αρετη. It is “habitual excellence”. It is something practiced at all times. The virtue of perseverance is needed for all and

any virtue since it is a habit of character and must be used continuously in order for any person to maintain oneself in virtue.

The four virtues

The four classic Western “cardinal” virtues are:

• prudence / wisdom

• justice

• fortitude / courage

• temperance.

Questions and discussions:

1. What is virtue? Revise the origin of this word.

2. What are the four classic Western “cardinal” virtues?

3. Can you propose own variants of virtues?

LOVE

Love has many meanings in English. It can mean an intense feeling of affection, an emotion or emotional state. In ordinary us e, it usually refers to interpersonal love. Love is one of the most common themes in art. The majority of modern movies have a love story and most pop music is about love.

There are as many forms of love as there are lovers. However, all forms of love have some common factors and issues.

Interpersonal love

Interpersonal love is love between two human beings, and is deeper than merely liking someone a lot. Although feelings are usually reciprocal, there can also be unrequited love. Interpersonal love is usually found in an interpersonal relations hip, such as between family members, friends, and couples. However, people often express love for other people outside of these relationships through charity and volunteering.

Some elements that are often present in interpersonal love:

• Affection: appreciation of other

• Attachment: satisfying basic emotional needs

- Reciprocation: if love is mutual
- Commitment: a desire to maintain love
- Emotional intimacy: s haring emotions and feelings
- Kinship: family bonds
- Passion: sexual desire
- Physical intimacy: s haring of personal space
- Self-interest: desiring rewards
- Service: desire to help

Impersonal love

A person can be s aid to love a country, principle, or goal if they value it greatly and are deeply committed to it. People can also “love” material objects, animals, or activities if they like them a great deal.

Religious love

Most religions us e love to express the devotion the follower has to their deity who may be a living guru or religious teacher. This love can be expressed by putting the love of God above personal needs, prayer, service, good deeds, and personal sacrifice, all done selflessly.

Scientific models

Biological models of love tend to see it as a mammalian drive, jus t like hunger or thirst. Psychology sees love as more of a social and cultural phenomenon. There are probably elements of truth in both views – certainly love is influenced by hormones and pheromones, and how people think and behave in love is influenced by their conceptions of love.

Attraction and Attachment

The conventional view in Biology is that there are two major drives in love – sexual attraction and attachment. Attachment between adults is presumed to work on the same principles that lead an infant to become attached to their mother.

Companionate vs. Passionate

The traditional psychological view sees love as being a combination of companionate love and passionate love. Passionate love is intense longing, and is

often accompanied by physiological arousal (shortness of breath, rapid heart rate). Companionate love is affection and a feeling of intimacy not accompanied by physiological arousal.

Love styles

Susan Hendrick and Clyde Hendrick developed a theory called Love styles. They identified six basic theories that people use in their interpersonal relations hips:

- Eros – a passionate physical love based on physical appearance.
- Ludus – love is played as a game; love is playful.
- Storge – an affectionate love that s lowly develops, based on similarity.
- Pragma – pragmatic love.
- Mania – highly emotional love; unstable; the stereotype of romantic love.
- Agape – selfless altruistic love; spiritual.

Furthermore, they found men tend to be more ludic, whereas women tend to be storgic and pragmatic. Relationships based on similar love styles were found to last longer.

Helen Fisher suggests three main phases of love: lust, attraction and attachment. Generally love will start off in the lust phase, strong in pass ion but weak in the other elements. The primary motivator at this stage is the basic sexual instinct. Appearance, smells and other similar factors play a decisive role in screening potential mates. However, as time passes, the other elements may grow and pass ion may shrink – this depends upon the individual. So what starts as Infatuation or Empty love may well develop into one of the fuller types of love. At the attraction stage the person concentrates their affection on a s ingle mate and fidelity becomes important.

Likewise when a person has known a loved one for a long time, they develop a deeper attachment to their partner. According to current scientific understanding of love, this transition from attraction to attachment phase usually happens in about 30 months. After that passion fades, changing love from Consummate to Companionate, or from Romantic love to Liking.

Greek distinguishes several different senses in which the word love is used. For example, ancient Greek has the words philia, eros, agape, and storge.

Agape, for example, is love that God has for mankind (only God can express this kind of love); and Eros is passionate love, with sensual desire and longing.

Different cultures have deified love, typically in both male and female form. Here is a list of the gods and goddesses of love in different mythologies.

• Amor or Cupid – god of passionate love in Roman mythology.

• Aphrodite – goddess of passionate love in Greek mythology.

• Eros – god of passionate love in Greek mythology.

• Freya – goddess in Norse mythology.

• Venus – goddess of passionate love in Roman mythology.

Questions and discussions:

1. What are the meanings of “love” in English?

2. Enumerate kinds of love. What are the elements of interpersonal love?

3. Is love conditioned by biological factors? In what way?

4. What is the theory of Love styles? Who developed it? Enumerate six basic theories that people use in their interpersonal relations. Characterize men and women according to the theory.

5. What are the main phases of love? Describe them.

6. What senses in which the word “love” is used does Greek distinguish?

7. Revise gods and goddesses of love in different mythologies. What myths about them do you know? Tell them to your fellow-students.

GESTURES

Some gestures are used by all British and American people. Many are appropriate only in informal situations; others are considered rude. Some people make many gestures when they speak, so they are sometimes said to talk with their hands. A facial expression, such as a smile or a frown, often makes it clear whether a gesture shows approval or disapproval, pleasure or impatience. Some gestures have several different meanings, depending on the context.

Head

People nod to indicate “yes”. Sometimes people nod repeatedly during a

conversation to show that they agree with the speaker. Nodding at somebody can indicate that it is their turn to do something. You can also nod towards somebody or something instead of pointing with your finger. Nodding to somebody while you are talking to someone else shows that you have noticed them.

Shaking the head from side to side means “no”. When somebody makes this gesture with their eyes wide open it indicates disbelief. If there is a slight smile then the person is also amused. If somebody shakes their head and keeps their mouth closed it suggests that they are annoyed.

Fingers and thumbs

Thumbs up is a gesture showing approval or success. It is usually made with the thumb of only one hand. The thumb points straight up while the fingers are curled into the palm. The gesture is used to tell somebody that they can go ahead and do something; or to indicate that the person making the gesture has succeeded in something. **To give somebody the thumbs up** is to give them permission to do something. **Thumbs down** is a similar gesture but the thumb points down towards the ground. It is used by somebody to indicate they have failed to do or get something.

People **thumb a lift** (= try to get a ride in a passing vehicle) by holding their arm out with the thumb up and slightly forward. **Twiddling your thumbs** (= holding the hands loosely and letting the thumbs rub gently against each other) suggests boredom or impatience. The phrase is often used metaphorically to mean “having nothing to do”.

Pointing with the forefinger (= first finger) at somebody or something shows which person or thing you want or are talking about. But in both Britain and the US it is considered rude to point.

People can indicate that they think somebody is mad by pointing one finger at the side of their forehead and turning it. If you hold two fingers at the side of your forehead like a gun you are pretending to shoot yourself for doing something silly. A finger held to the lips indicates Sh! (- Be quiet!). If you pinch your nose you are indicating that there is a bad smell. If you stick your fingers in your ears you cannot

stand the noise of something. If a child holds its thumb to its nose with the fingers spread out and waving, they are making an insulting gesture called **cocking a snook**. American children move one forefinger down at right angles to the other to indicate somebody has done something bad

Fingers crossed is a wish for good luck. The middle finger is crossed over the forefinger of the same hand. In Britain people give a **V-sign** by holding the middle finger and forefinger apart like a V and curling the other fingers and the thumb into the palm. If the palm is held outwards the sign means “victory”; if the palm is turned inwards the gesture is rude and offensive. In the US people use the V-sign with the palm outwards to mean “peace” but the rude version is not used. **Giving somebody the finger** (= holding the middle finger straight up and curling the other fingers into the palm) is used instead.

Drumming your fingers, i.e. tapping them repeatedly on a desk or table, suggests impatience. Scratching your head suggests you are not sure what to do. These gestures may also be a sign that a person is nervous.

Hands and arms

People often **shake hands** when they are introduced to each other. Business people may shake hands when they make an agreement.

We wave when saying goodbye to somebody. Waving is also used as a greeting, especially by somebody famous. In Britain children wave to trains, hoping that the driver will wave back. In the US children hold up their fist and move it down when a track approaches, hoping the driver will sound the horn.

Lifting the arm is used to attract attention. In schools teachers say **“Hands up”** when they ask a question, so that all the children get a chance to answer. Sometimes a vote can be taken by a **show of hands**, i.e. asking people who agree to raise their hands, and then, after they have lowered them, asking those who disagree to do the same. Adults also lift their arm to attract the attention of a waiter or a taxi driver. In Britain people stop a bus by holding one arm out at right angles while facing towards the bus.

If you stand with your hands on your hips it can suggest anger or defiance. If

you **clench your fist** you are angry.

People **clap their hands** to show they are pleased about something. After a concert, play, etc. they clap repeatedly to show they enjoyed it. The phrase **give somebody a (big) hand** means to clap to show pleasure at what they have done.

Shoulders

Shrugging your shoulders shows impatience or lack of interest. It can also be used to indicate that you do not mind which of several things is chosen. A person who stands with their elbows close to the body and forearms spread, with the palms of their hands upwards and their shoulders raised, does not know what is going to happen. Often, the head is held slightly to one side.

Questions and discussions:

1. Demonstrate different gestures and tell what exactly they mean.
2. Are gestures similar or different for all countries, nations and cultures?

UNIT 2
THE PLACE WE LIVE IN

VOCABULARY EXERCISES

UNIT 2 (P. 88)
APARTMENT – ROOM(S) – LODGING(S) – DWELLING – DIGS

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Apartment – AE, flat – BE.

Note: for AE flat – лисий (шина), плоский.

Room(s) – a suite in a private house, boarding house rented for a period.

Lodging(s) – BE– a house where you pay rent to the people who own it so that you can live in one of their rooms.

Dwelling – the place where one lives (a house, esp. a private house)

Digs – an informal word BE for a room in a house that you pay rent for, esp. temporarily, e.g. because you are a student.

I. Translate from English into Ukrainian paying attention to the words under study.

1) Most people in Britain live in individual houses rather than in flats.

The term “Flat” is sometimes, but not exclusively used in the United Kingdom and most other English-speaking areas and Commonwealth nations (Canada being a notable exception); in those countries, "apartment" is often used to describe more up-market flats. An apartment is a self-contained housing unit that occupies only part of a building. The term "apartment" is favored in North America. Here we list those Ad sense advertisers links on London Area who provide self-catering cottages, flats, apartments, houses, villas, property, mobile homes or cabins, lodges, etc.

2) In British usage, to be in digs is to live in a room in a house with shared facilities, frequently with meals supplied by the landlady. It’s typically a lodging for students or young unmarried men and women. The first writer to use the word in this

sense was William Gilmore Simms, who included it in a book of 1834 called Guy Rivers about the gold rush of the 1820s in the wilds of what was then frontier north Georgia. The first instance of diggings for lodgings is in a humorous book by Joseph Clay Neal of 1838 with the title Charcoal Sketches: “Look here, Ned, I reckon it’s about time we should go to our diggings; I am dead beat.” The Oxford English Dictionary quotes an example from Charles Dickens’s book Martin Chuzzlewit of 1844, which might suggest it was widely known in Britain at this time. But it appears during an encounter on a railway journey in the American part of the story, among other vocabulary that Dickens presumably picked up during his US trip of 1842, and to me the speaker means “place”, not “lodgings”. However, by the latter part of the century, diggings is most certainly in wide use in Britain — to take just one example, it’s in Jerome K Jerome’s Three Men in a Boat of 1889: “We were tired and hungry, we same three, and when we got to Datchet we took out the hamper, the two bags, and the rugs and coats, and such like things, and started off to look for diggings.”

3) Lodging or holiday accommodation is a type of accommodation for people who travel and stay away from home for more than a day and need lodging mainly for sleeping. Other purposes are safety, shelter from cold and rain, having a place to store luggage and being able to take a shower

II. Complete the sentences using the words under study.

1. What will you do if you get a new …?
2. My … is very comfortable but it is too far from the centre of the city.
3. The price of the trip sheet includes travel expenses, meals and …
4. We know him, he rented …from our neighbour.
5. They made up their minds to change the …
6. Nice … Do you like it here?
7. Some students who don’t want to live in a hall of residence live in …
8. She’s going to stay in … until she finds a place of her own.
9. In our third year at university we moved into … in Elm Street.
10. From the window of our … you can see the whole of London.
11. How many bedrooms do you have in your …?

12. Bill enjoyed living in …, and got very well with his landlady.

III. Translate from Ukrainian into English using the words under study:

1. Моя квартира у новому житловому будинку.

2. Я хотів би описати свою квартиру.

3. Площа моєї квартири – 60 кв. метрів.

4. Давід змінив своє житло , не залишивши нової адреси.

5. Коли його родини залишила Лондон, він переїхав до мебльованих кімнат.

6. Вона зняла кімнату.

7. В нашому багатоквартирному домі 200 квартир.

8. Англійцям не подобається жити в квартирах.

9. Квартира мого друга – в центрі Києва.

10. Мабуть нам вдасться знайти більш зручне житло.

IV. Answer the following questions.

1. Have you got a flat of your own?

2. How many rooms do you have in your flat?

3. Is your flat far from the centre of the city?

4. Do flats take up less space than houses?

5. What is the difference between “an apartment” and “a flat”?

6. Did you live in digs when you were a student?

7. Where is your permanent dwelling?

V. Discuss with your friend:

a plan of an ideal flat for a family of 3(5) people;

a well-furnished room;

advantages and disadvantages of living in digs.

HIRE – RENT – LEASE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Якщо ви винаймаєте **(hire)** щось, то це означає, що ви платите власникові, аби мати право користуватися чимось протягом визначеного терміну (переважно короткого): We hired a car for the weekend.

Ви можете вживати слово **rent** у таких самих ситуаціях, але стосовно велосипеду чи обладнання. Також можна використати у значенні оплати за використання якогось майна:They've rented an office in New York.

У американській англійській **hire** головним чином вживається відносно людини, **a rent** – відносно житлової власності, наприклад: She was hired for the job.

Якщо ви позичаєте своє майно або дозволяєте ним комусь користуватися за оплату, то краще говорити **let**: Mrs Green has decided to let her house to a Dutch couple.

Є також можливість віддати в довгострокову оренду – лізинг**(leasing):** Our firm has leased some new equipment; а також щодо оренди житла: He persuaded the local council to lease him the second and the third floors of a tower block.

Якщо ж ми говоримо про оплату наймання якогось транспорту – корабля, поїзда, літака, – то беремо слово **charter**: We plan to charter a special train to Edinburgh.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Why pay fifty pounds to hire a suit? It's ridiculous.

2. The Cider Press Company leases the machinery and buildings for $1000 a month.

3. Let's hire a car for the weekend and go and visit Jenny and Steve.

4. It would work out cheaper overall to lease the computers for the project.

5. We rented a small apartment until we had saved enough money to buy a house.

II. Match words in column A with their definitions in column B.

A	B

A) to hire B) to rent C) to lease	1) to occupy or use sth for regular payment; to allow to be used or occupied; 2) to pay rent for the use of buildings, land or equipment for a long time, esp. for business purposes; 3) to obtain or allow the use or services of in return for fixed payment, for a special occasion.

III. Complete the sentences using the words under study.

1. We don’t own our house we … it.

2. Mr. Hill … this land at 15 $ a year.

3. Can everyone afford to … a tradesman?

4. They … the building as a warehouse.

5. We … her to mow our lawn.

6. There was some reason to suppose that all mortgaged houses would be speedily ….

7. It’s hard to find an office to … in this town.

IV. Translate from Ukrainian into English using the words under study.

1. Коли я вчилась в університеті, я знімала квартиру.

2. Я маю намір здавати дім на літо, оскільки я буду у відрядженні.

3. Автомобілі здаються в оренду за поміряну платню.

4. Ми найняли його як фотографа.

5. Ця подружня пара орендує квартиру на другому поверсі.

V. Answer the following questions.

1. Do you own or rent a flat?

2. What is necessary to rent a flat?

3. Sometimes nonresidential students rent flats. What do you think the reason of it?

4. Have you ever leased a flat to someone?

5. Do you agree that it is not safe to lease a flat to the unknown people?

6. What do people do if they want to earn extra money?

7. If you wanted to convert your attic into an extra room, would you hire a work over crew?

VI. Choose one of the topics and make up a dialogue. Be ready to act as an interpreter in your partner's dialogues.

➢ You are to rent a country cottage for your family. Phone the landlady and ask her all possible questions.

➢ You are going to refurbish your room and want to hire an interior designer. Discuss with your friend the advantages and disadvantages of hiring an interior designer.

➢ One of your group mates doesn't want to live in the hall of residence and would like to lease a flat. Give your advice.

UNIT 2 (P.104)

ROAD – STREET – LANE – DRIVE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Road – a hard level surface made for cars and other vehicles to travel on.

Street – a road with houses and shops, and usually a path on both sides, in the middle of a town or in a part of a town where there are a lot of houses, shops, etc.

Lane – a narrow road connecting villages and farms sometimes with a few houses beside it; a narrow street or alley between buildings.

Be ready to give a definition to the word "drive".

I. Translate from English into Ukrainian paying attention to the words under study:

1. Dixon stepped into the road and raised his hand, shouting "Taxi! Taxi!"

2. They turned left at the gas station, into the busy main road.

3. There were stores on both sides of the street.

4. Pablo loved wandering through the streets and cafes of Barcelona.

5. If you go to London, buy a street map of the city.

6. Regent… is a handsome … containing several well-known department stores.

II. Complete the sentences using the words under study.

1. Before crossing the …, stop, look, and listen. 2. We rode our bikes along the little country … . 3. She had lived in the same … in London all her life.4. The drug store is at the corner of the …. 5. The … of our town are broad and wide. 6. Nobody could explain how that … accident happened. 7. Yesterday while going home I met my friend in the …

III. Translate from Ukrainian into English using the words under study:

1. На якій вулиці ти живеш?

2. Коли переходиш через дорогу, подивися праворуч та ліворуч.

3. Якщо ти збираєшся подорожувати Англією на машині, обов’язково купіть карту доріг Англії.

4. Вулиці Львова – вузькі та криві.

5. Уряд пообіцяв перекласти дороги.

6. Треба бути уважним на вулиці.

IV. Answer the following questions.

1. What street do you live? What is there in your street?

2. Are the streets clean or dirty in your native town?

3. Are the streets wide and broad or narrow and crooked in your native town?

4. Have you ever witnessed a road accident?

5. Is there a drive to your house?

6. Why is it necessary to be careful while crossing the road?

V. Read and translate one of the following poems.

ROADWAYS

One road leads to London,

One road runs to Wales,

My road leads me seawards

To the white dipping sails. (John Masefield)

A JOKE

They walked in the lane together,
The sky was covered with stars,
They reached the gate in silence,
He lifted down the bars.
She neither smiled nor thanked him
Because she knew not how;
For he was just a farmer's boy
And she – the farmer's cow.

A PIPER

A piper in the streets to-day
Set up, and tuned, and started to play,
And away, away, away on the tide
Of his music we started; on every side
Doors and windows were open wide ... (Suemas O'Sullivan)

VI. Translate the text from English into Ukrainian.

15 MOST BEAUTIFUL STREETS IN THE WORLD THAT WOULD MAKE YOU WANT TO LIVE THERE FOREVER

1. Mykonos town in Mykonos, Greece.

Apart from being amongst the top romantic places for honeymooners, Mykonos is also home to a town street that has whitewashed houses along with blue railings and green foliage around them. The narrow lanes between the houses make the whole neighborhood look even classier than you can see in the picture right now.

2. Agueda in Aveiro, Portugal.

You might have already heard about Agueda's Umbrella Sky Project that took over social media by storm once. If not, you've missed out on a gem. The narrow streets get enveloped in vibrant umbrellas as the temperature rises in the city to offer a respite from the heat to the pedestrians. The result? An impeccable colorful street, which is now famous as one of the most beautiful streets in the world.

3. Chefchaouen in Morocco.

Located in the Rif mountains in northwest Morocco, Chefchaouen has been long famed for its signature blue walls, handicrafts, and cannabis, but most importantly for its pretty artistic streets. Signifying spirituality, all the houses in the street have colored plant pots displayed next to the door, adding to the charm of the already gorgeous city.

4. Burano in Venice, Italy.

Colorful painted houses with a canal in the middle is exactly what makes the street of Burano a dreamy place to live in. If you've had your fascination with the pictures of Venice for a long time, there are chances that most of them were clicked in Burano. Though the idea behind painting the houses there was not to make the street look vibrant, but to distinguish one's home from another's. But, if the result turned out to be this beautiful, who cares?

5. Cherry Blossom Avenue in Bonn, Germany.

There can be no list of the most beautiful streets in the world that would not have the Cherry Blossom Avenue of Bonn mentioned in it. Acting as a heavenly wrap around, this happy street gets more lit up during the annual Kirschblutenfest, which is known for its live music and lip-smacking local food stalls. If not fortunate to live there, make yourself lucky by clicking pictures and taking a long stroll with your loved one.

6. Lombard Street in San Francisco, USA.

Popular as one of the most visited sites in the city, Lombard Street is a fun-filled street that looks right out of a storybook. The hairpin turns, the steep hill, and the lush greenery around makes it outshine most of the places in the world. Though, the turns were made with an aim to ensure that drivers slow down their cars while driving around this area.

7. Jacaranda in Pretoria, South Africa.

Covered with blooming Jacaranda trees for most months of the year, this is certainly one of the most beautiful streets in the world that looks no less than a

fairytale land. Be it driving through it or living in a house near it, you wouldn't feel like leaving this purple paradise once you enter it.

8. Old street of Brienz, Switzerland.

The old town of Brienz in Switzerland has homes that are partly made of wood, and partly with brick. But what adds charm to their overall beauty are the colored foliages and flowers planted right on the outside of the homes, and at the edge of their balconies, which make them look like a picture from an old storybook.

9. La Boca in Buenos Aires, Argentina.

This is not completely a street, but a little neighborhood in Buenos Aires that reflects the lifestyle of the 19th century through its beauty. There are brightly painted houses built in the European architectural style, which makes the street as famous as it is today. Also, it has been named after a popular 1926 tango song, trying to keep the charm intact.

10. Alberobello in Italy.

Known for its Trulli, whitewashed stone huts that have conical roofs, the streets of Alberobello reflect the Italian class and elegance at its best. The whole street looks so spectacular when put together in a composition that it would be difficult to take your eyes off. Another major highlight of this picturesque street is that you can witness sunset right behind it.

11. Hallstatt in Austria.

Situated on Lake Hallstatt's western shore in Austria's mountainous Salzkammergut region, the streets of this village look like a winter wonderland when the snow falls, and takes one back in time to 16th century when the sun shines over. The alpine houses set up right one after another are also what makes it count amongst the most beautiful streets in the world.

12. Colmar in France.

Also known as a fairytale village in Alsace, Colmar has a street, which is like a dream come true. The lush green foliage and flowers around the pastel colored houses situated across the canal look so pretty that you wouldn't believe your eyes

first. Apart from its beauty, the street also offers a never ending voyage kind of an experience that is enough to soothe your soul.

13. The Shambles in York, England.

One of the **most picturesque streets in the world**, and especially in England, The Shambles has 15th-century buildings, and narrow, cobblestone lanes. It isn't only amongst the oldest streets, but also the one that well preserves the timber-framed architecture as a mini time capsule. The buildings would remind you of the old-school English movies and make you wish how great life would have been, had you lived there.

14. Golden Lane in Prague, Czech Republic.

The Golden Lane is a stunning example of a street that would leave anyone amazed who treads along it. Located in the heart of the Castle enclosure which overlooks Prague, you would have to bend your back slightly and lower your head to enter one of the typical and picturesque houses built on the street.

15. The Philosopher's Path in Kyoto, Japan.

Also known as Tetsugaku-no-Michi, this walkway does not house any homes, but after looking at it you would surely wish that it did. The pink and white cherry blossoms set along the Lake Biwa Canal in Kyoto, along with the tree-lined up on the 1.2 mile street make it a paradise in the city, which is perfect for enjoying some tranquil time with oneself.

So, which of these streets do you think have the magic of keeping you glued to it all day long?

SEEM – LOOK – LOOK LIKE – APPEAR

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Seem – to have an appearance of being sth or of having a particular feeling, opinion, or characteristic.

Appear – a word used especially in formal or written English meaning to seem (to be doing sth or to be happening)

Look – to seem to be sth by having a particular appearance.

Look like – sth seems to be the situation or that it seems sth will happen in future.

I. Translate from English into Ukrainian paying attention to the words under study:

1. She seems very intelligent.
2. The whole situation seemed very unfair to me.
3. It's difficult to ask a woman her age without appearing rude.
4. The economy appears, at long last, to be coming out of recession.
5. The boys were all wearing leather jackets and doing their best to look macho.
6. I don't want you to stand around looking like a wet weekend.
7. He is only 40 but he looks 50.
8. That pair of shoes looked great but pinched a little.

II. Complete the sentences using the words under study.

1. My grandfather … to be in good health.
2. The last few days had … like a dream.
3. This food … disgusting.
4. She held the thermometer near a light bulb to make it … … she had a fever.
5. Kennedy was probably killed by the CIA, or so it would … from this book.
6. It … as if the company will make a profit this year.
7. It …very suspicious that he didn't visit us last Sunday.

III. Translate from Ukrainian into English using the words under study.

1. Вона здається дуже милою.
2. Здається, що піде дощ.
3. Моя мама не виглядає старіше за свій вік.
4. На кого ти схожий?
5. Я не знаю, як виглядає Нелі, тому не зможу зустріти її на вокзалі.
6. На кого ти схожий! У тебе жахливий вигляд!
7. Місто завжди здається пустинним у неділю вранці.

IV. Answer the following questions.

1. If a strange person who looks suspicious asks you to show the way somewhere will you show? Why?

2. What do you look like?

3. Who do you look like?

4. Does it seem to you unusual when people don't look their age?

V. Read the following proverbs and translate them and comment on them.

- Look before you leap.
- Don't look a gift horse in the mouth.

SUIT – FIT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Suit – a) if sth such as a piece of clothing, colour, or a pattern suits someone, it looks good when they wear it because it is the right colour, style, etc; b) to be suitable and convenient for someone, or for a particular situation or purpose.

Fit – a) if the clothes fit, they are the right size and shape for you when you put them on; b) to be the right shape or not too big for a particular space, hole, etc.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Steve was wearing a red scarf that didn't suit him at all.

2. You should buy a database program to suit your needs.

3. The dress fitted her like a glove. It looked as if it had been made for her.

4. We were going to put the fridge between the stove and the washing machine, but it wouldn't fit.

II. Complete the sentences using the words under study.

1. Do you think my desk will … in that corner?

2. Wanted: Junior clerk for busy office, would … high-school graduate.

3. I'm sure you'll be able to find a suitable dress that … . You're a standard size.

4. Does your key … the lock on the garage door?

III. Translate from Ukrainian into English using the words under study.

1. Я вважаю, що це прекрасний костюм, він вам якраз.

2. Сукня чудово сиділа на ній.

3. Їжа не придатна до споживання.

4. Це збігається з моїми планами.

5. Ключ точно підходить до замку.

6. Це мене влаштовує.

IV. Answer the following questions.

1. What does the phrase “This time suits me perfect’ mean?

2. When will you say that the dress fits you as a glove?

3. What should we do if the key doesn’t fit the lock?

4. What colour doesn’t suit you at all?

V. Complete the following dialogue.

How do you find this blouse?

…

I wouldn’t say this.

…

Try it on. There is a fitting-room over there.

…

All right.

VI. Translate the text from English into Ukrainian.

10 WARDROBE RESOLUTIONS TO MAKE IN 2018

According to a new study reported by *The Guardian*, UK shoppers own £10 billion worth of clothes that they don’t wear. Broken down, this means that, on average, we each individually have £200 worth of clothing unnecessarily taking up the very precious space in our wardrobes.

There are plenty of reasons why we buy and then hold on to clothes that never get worn, but it doesn’t have to be this way. Here, we break down 10 wardrobe resolutions to undertake in 2018 so that you can make space, save money and look the best you ever have.

1. Don’t buy something for just one occasion.

We’re all guilty of it. A wedding, a Christmas party, a Friday night reunion with old friends. Heading somewhere exciting means we inevitably feel like we need something special – and therefore something new – to wear. However, more often than not, as much as we like the piece that we buy, it rarely gets more than one outing.

Instead of purchasing something specific for certain events, try to have a few dressier pieces in your wardrobe that are more versatile. If you go for something simple and more classic, rather than trend-led, you’ll be able to wear it again and again. Accessorised cleverly, it will never feel like the same look.

2. Don’t buy or keep something that doesn’t fit.

It’s not uncommon to hold on to items that no longer fit you in the hope that they will again one day. It’s also not uncommon to buy something in a size too small as an incentive to lose weight or because it’s in the sale and they don’t have your usual size. However, holding on to these items – that you can’t physically wear – is one of the worst things you can do if you’re trying to reduce the size of your wardrobe. Be realistic and honest with yourself. If it doesn’t fit you, throw it out.

3. Don’t buy or keep something that doesn’t suit you.

As well as holding onto things that don’t fit, many of us keep pieces that we know don’t suit us. Often we’ve bought something on a whim because it’s a big trend or because we saw someone else wearing it and thought they looked amazing – but because it just doesn’t suit us, we’ve never actually taken it out of the cupboard. If a piece of clothing doesn’t make you feel confident and comfortable, it has no place in your life.

4. Don’t buy something just because it’s a bargain.

It’s easy to be won over by a big discount, and you should make the most of huge markdowns – especially when it comes to investment designer pieces – but only if that piece is something that you really need to add to your arsenal. Never buy something *just* because it’s a great deal. No matter how affordable it was, if you never wear it, it’s a complete waste of money.

5. When you buy something, throw something else away.

An excellent way to keep your wardrobe at a sensible size is to throw an item away every time you add something new. Not only will it keep your rails and shelves from overflowing, it also means you have to be much more confident about what you are purchasing. You'll never buy something unless you completely love it, knowing that you are going to have to lose something special from your wardrobe.

6. Don't go on extravagant shopping sprees.

Often we get stuck in style ruts, feel like we hate everything in our wardrobes and have nothing to wear. When this happens, more often than not, we go on a big shopping spree and end up spending huge amounts of money on exactly these trend-led items that end up sitting in our wardrobes forever, never being worn. Don't let it get to this point. Instead, keep an eye out all-year round for pieces that you love and make a note of the things that you are lacking when you realize it. Think of it as a constant and evolving process, rather than going back to square one every few months. Allowing yourself to buy one really nice piece every month, rather than having two huge shopping sprees a year will likely result in much better thought-out decisions and, as a result, a far more stylish wardrobe.

7. Make an effort to discover new brands.

Another reason we get stuck into style ruts is because we get attached to and comfortable with certain shops. It's great to have your core favourites who you trust and you know last well, but there are always so many new, amazing brands hitting the market that are waiting to be discovered. From high-end designer labels to more affordable mid-range brands, keep exploring all year round. You'll end up with some truly special, stylish finds (that – bonus – nobody else has).

8. Make some tough decisions.

Nobody likes throwing things away. To part with a piece of clothing sometimes means letting go of memories, which can be really tough to do. However, there's no need to hold on to everything you've ever loved, especially if it's something you haven't worn for decades. If you really can't bear to part with something, put it on

trial and see how many times you wear it in the next six months. If it doesn't see an outing, it's officially time for it to go.

9. Don't be afraid to re-buy versions of your favourite pieces.

One of the big misconceptions about being stylish is that you should never buy something similar to what you already own. Of course, it's not desirable to have an entire wardrobe consisting only of 15 navy blue jumpers and 10 identical pairs of black skinny jeans. However, don't be afraid to make the most of the knowledge of what suits you. All of the most stylish women in the world have their own uniform – they keep it simple, they know what they look good in and they stick to this formula when they're choosing new pieces.

10. Don't underestimate the power of a capsule wardrobe.

To be truly stylish does not take a huge budget or three walk-in wardrobes worth of designer clothes – you don't need a lot to look good. What you do need though, is to make good, sensible decisions. Buy what you need, buy what makes you feel great and hold on to nothing more. You can do it in just 15 pieces. Don't believe us? See how to build a capsule wardrobe below.

Just think of the space you'll save.

UNIT 2 (P.113)

COMMON – ORDINARY – AVERAGE – USUAL

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Common – a) happening often or in many places; b) existing in large numbers or in many places.

Ordinary – not special or unusual in any way, without any interesting or unusual features.

Average – person or thing that has characteristics that are typical of most people or things [only before noun].

Usual – word for describing the situation that usually happens, the time when sth happens, the thing that is usually used etc.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Bad dreams are more common among children than adults.

2. It's just an ordinary house in an ordinary street.

3. Flatheads are common type of fish and good to eat.

4. She was sitting in her usual chair by the fire.

5. James Joyce would probably not be familiar to the average French person.

6. What is it about a football match that can turn ordinary friendly people into monsters?

7. In an average week we get through about six packets of paper.

II. Complete the sentences using the words under study.

1. From a moment I met her, I knew she was no … kind of girl.

2. He was speaking in his … calm tone.

3. Jones is a very … name in Great Britain.

4. The … student spends two to three hours a night doing homework.

5. All the … people were there.

III. Translate from Ukrainian into English using the words under study.

1. Середній європеєць знає 2-3 мови, крім своєї рідної.

2. Його обличчя було звичайнісіньким, але посмішка – надзвичайно чарівною.

3. Життєвий досвід необхідно мати кожному.

4. Він міг використовувати звичайні факти у дуже незвичайній ситуації.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

I just happened to see Neil Cavuto's show Title, Common Sense. It made me think that we do not even know what that is today. We can't be sure that Supreme Court Justice nominee even has to let alone the ability to apply it unbiased as we are led to believe he can. Common sense belongs to the common man. It is the sense derived and learned from being the common, average man in the trenches of society.

As the born rich and the elite you cannot possess common sense unless you can feel the common citizen's soul and experiences and let them influence your life and govern your actions. The elite have a sense learned from their position in life. This is not the sense learned from being a common citizen. You can see what the average, common citizen is experiencing but not feel it and thereby know how to address their needs. Today we are led almost exclusively by people who fall into this category. Being ruled almost exclusively today by this category of people who wrongly think they know what the common citizen is experiencing and needs, is a large part of our problem today. Coupled with our leader's allegiance to special interest and their own selfish interest's we have the problems we are experiencing today. During Thomas Jefferson's day it was widely believed that anyone, farmer, or butcher, once upon entering a society would then automatically gain common sense and do the right thing for society and not themselves. This as we all know, is no longer true. But, as displayed by Katrina's heroic recovery efforts I myself believe we are relearning many lost principles valuable to a strong viable society. The fear in Thomas Jefferson's day was that someday we would cease to be governed by common sense and use reasoning to make decisions instead. Thus we have the creation of laws. What our fore fathers feared is exactly what we do today. That too is a large part of our problems today. We must get back to Thomas Jefferson's intentions for the interpretation of the Constitution. We must stop redefining it's meaning in order to satisfy our own personal selfish desires.

V. Make up your own sentences with the words under study.

FASHIONABLE – STYLISH – SMART – CHIC

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Fashionable – popular with many people, especially for a short period of time.

Chic – very fashionable and expensive and showing a lot of good judgement about what is attractive and what is good style.

Stylish – word for describing someone or sth that has style.

Smart – a British word meaning neat, clean attractive clothes and having a generally tidy appearance.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Nicole has always wanted to be part of the fashionable Paris set.
2. Riding clothes go in and out of fashion, but are always stylish.
3. Recently I went to a very chic party with very sophisticated guests.
4. The editor was slim, smart and dark-haired.
5. He is dining quietly with a friend at one of Holywood's most fashionable restaurants.

II. Complete the sentences using the words under study.

1. Silks and red shoes were … among the ladies of the French court.
2. Chris was going for an interview that day, and cane in looking very … .
3. She was a … woman, always dressed to suit the occasion.
4. Her sweater was … and expensive.
5. The room was full of … furniture and expensive paintings.

III. Translate from Ukrainian into English using the words under study:

1. Вона любила стильний одяг.
2. Її шикарна червона сукня була найкращою на вечірці.
3. Його вечірка була наймоднішою у місті.
4. Вона завжди слідувала модним тенденціям.
5. Він виглядав дуже красиво у модному костюмі.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

Hotels, Resorts, Independent Properties with Distinction and a cool contemporary twist

Chic and Stylish Hotel Collection is a new-born hospitality management company, focusing primarily on unique, individual and stylish accommodations. Our prime targeted audiences are those who appreciate true style and individuality.

Each of our Chic and Stylish properties offers distinctive hotel experience in fresh, fashionable designs and contemporary furnishings. Inspired by their exotic locations, their interiors range from modern and minimalist to palatial and exquisite.

Our concept is small in size but offers a unique twist. Each individual hotel / resort reveals a distinctive feature that sets it apart. Our chic and stylish properties are currently located in Thailand's most popular tourist destinations, namely Pattaya, Koh Samui and Krabi.

Chic, Stylish, & Comfortable!! Description:

I put this together for the everyday woman. By adding the scarf, clutch and jewellery this outfit can be worn for going grocery shopping to having dinner with a friend. It's also great if there is a climate change because you can always remove the sweater if you feel too hot. The outfit is very casual and comfortable, yet very chic and stylish!!

V. Make your own advertisement about hotel, house, room, book, designer, actor, etc. with the words under study.

EMPTY – VACANT – BLANK

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Empty – word for describing a building, room, seat, space etc. which is empty because no one is using it.

Vacant –empty because no one is using it and available for anyone to use.

Blank – with nothing written or recorded on.

I. Translate from English into Ukrainian paying attention to the words under study:

1. You order the drinks and I'll look for an empty table.

2. There don't seem to be any vacant rooms in the whole London!

3. He stared at the empty page. The test was nearly over and he had not managed to answer any of the questions.

4. Inside the envelope was a blank sheet of paper.

II. Complete the sentences using the words under study.

1. He sat down in a … chair next to Christine.

2. The freezer is nearly … .

3. If you're looking for somewhere to rent, I think there's a … apartment in my building.

4. She sat in the … schoolroom, gazing out of the window.

5. He couldn't find any … paper.

III. Translate from Ukrainian into English using the words under study.

1. Місце поряд з вами не зайняте? Можна сісти поряд з вами?

2. Чому ти сидиш один у пустій кімнаті без світла? Щось трапилось?

3. Цей будинок стоїть порожнім вже декілька місяців. Сьогодні з'явилася об'ява, що його продано.

4. Його погляд був абсолютно порожнім. Я мав допомогти подолати його горе і відчай.

5. У твоєму щоденнику багато порожніх сторінок, ти можеш все ще виправити.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

Record 19 Million U.S. Homes Stood Vacant in 2008

Feb. 3 (Bloomberg) -- A record 19 million U.S. homes stood empty at the end of 2008 and homeownership fell to an eight-year low as banks seized homes faster than they could sell them.

The number of vacant homes climbed 6.7 percent in the fourth quarter from the same period a year ago, the U.S. Census Bureau said in a report today. The share of empty homes that are for sale rose to 2.9 percent, the most in data that goes back to 1956. The homeownership rate fell to 67.5 percent, matching the rate in the first quarter of 2001.

The worst U.S. housing slump since the Great Depression is deepening as foreclosures drain value from neighbouring homes and make it more likely owners

will walk away from properties worth less than their mortgages. About a third of owners whose home values drop 20 percent or more below their loan principal will “hand the keys back to the bank,” said Norm Miller, director of real estate programs for the School of Business Administration at the University of San Diego.

“When you’re underwater and prices continue to fall, you tend to walk,” Miller said in an interview. “It’s a downward spiral that’s tough to stop because it feeds on itself. Foreclosures encourage other foreclosures and falling prices discourage buying.”

V. Make up your own sentences with the words under study.

UNIT 2 (P.122)

LIVE – RESIDE – DWELL – LODGE – STAY – PUT UP

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Live – to dwell or reside.

Reside – a formal word meaning to live in a country, city, or area.

Dwell – (archaic) to reside; to have one's home in a place.

Lodge – a word used esp. in BE meaning to pay rent to someone to live in a room in their house.

Stay – to be in the same place, to reside for a while.

Put up – to let someone, esp. a friend, live in your house for a short period of time.

I. Translate from English into Ukrainian paying attention to the words under study:

1. We know where we want to go for our vacation but we still haven't found anywhere to stay.

2. Brigg had lodged at Mrs Fern’s for two years and had got quite used to sharing with the family.

3. Don’t worry about a hotel – we can easily put you up for a few nights.

4. At that time there were many impecunious American writers residing in Paris.

5. I remember her. She lived at number 45, didn’t she?

6. Once upon a time, in a far-off land, there dwelt a handsome prince.

7. How many people live in this house?

8. Next time you come to Paris you can stay with us if you like.

9. Where were you living when you met Martine?

II. Complete the sentences using the words under study.

1. When Clare was a student at university, she … with two old ladies for a year. The rent was very reasonable.

2. If you come to Boston for a few days, you can … with us. We have plenty of space.

3. Obviously you came here intending to ... in America and you will need a work visa.

4. Picasso was born in Spain but ... for most of his life in France.

5. Rebecca ... in an attic above the shop and came home at weekends.

6. She said she had a spare room, but I don't think she'll be able to ... ... the entire team.

7. Mom and Pop usually ... in a little motel not far from the beach.

8. Julie will be ... with friends in Vermont over the summer vacation.

9. I ... in the countryside, so if I need a doctor I have to travel a long way.

III. Translate from Ukrainian into English using the words under study.

1. Коли я навчалася у Сорбоні, я мешкала у маленькій кімнаті в будинку, де мешкали студенти, актори та музиканти.

2. Де ви зупинилися? В якому готелі? – Ми живемо в готелі «Нотінг Хілл» і наші вікна виходять на море.

3. Мій друг дозволив мені пожити в його квартирі, поки я не знайду собі житла.

4. Прем’єр-міністр Великої Британії мешкає у будинку № 10 на Даунінг-стріт.

5. Приходь до мене сьогодні в нас велика компанія. Мої друзі з коледжу приїхали та зупинилися в моєму будинку.

6. Друзі моїх батьків помістили мене у кімнаті нагорі.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

It's not unusual for New Yorkers to have problems with their neighbors; after all, many a co-op brawl has started over a little late-night noise. But it is rare for the downtown crowd to have a beef with a pack of rowdy beavers—which is exactly the situation in which architect Lynn Gaffney and her husband, financial portfolio manager Bill Backus, found themselves recently at their weekend home in the tiny town of Sharon, Connecticut (population: 2,968). The beavers, who reside in the swamp behind Backus and Gaffney's house, generally keep a low profile, but every so often let loose with a torrent of logs and sticks that block all the nearby drainage pipes, making a watery mess of local roads and forcing residents to haul away the detritus.

It's rather comical to imagine a pair of self-described intrepid Manhattanites battling beavers, but such was the couple's intent when they decided to build in Sharon. Disgusted with the high price of property and the politics of the co-op market, Gaffney and Backus opted to remain urban renters and spend their money building a 2,000-square-foot house outside the city, in an area so rural "it didn't even have the remotest feel of suburbia," Gaffney says. They settled on an eight-and-a-half-acre plot that backs up against wetlands, a two-hour drive from their apartment.

Gaffney, principal of New York–based firm Lynn Gaffney Architect (lga), prefers to design in an agricultural vernacular merged with sustainable elements, when given a chance. "I like the simplicity of shed-like buildings, the way they're stripped down to bare necessities," explains Gaffney. "I'm also intrigued by barns and their sense of functionality combined with the layers of vertical storage spaces." The combination of a rural location with compliant clients (Backus's only design request of his wife was that the house have a washer and dryer) seemed like the perfect such opportunity. In order to stay within her desired aesthetic and also be green, Gaffney chose to build with structural insulated panels, or SIPs, as they're

commonly known. The panels are essentially pieces of dense foam insulation sandwiched between two thin layers of engineered wood, and they're used in place of traditional stud and frame construction. The handy thing about SIPs, and the reason they're so popular with sustainable proponents, is that they're prefabricated off-site, manufactured with a minimum of waste since they're cut to order, and then quickly assembled on-site.

V. Make your own story about your going to stay in some other city or town with the words under study.

VIEW – SIGHT – SCENE - SCENERY

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

View – the whole area, esp. a beautiful place, that you can see from somewhere.

Sight – sth that you see, esp. sth unusual, interesting, or shocking.

Scene – all the things and people that you see in a place, esp. when you are describing a place where smth unusual, interesting, or shocking is happening.

Scenery – a) the painted scenes or hangings and accessories used on a theater stage; b) picturesque view or landscape.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Sunrise over the Himalayas is a magnificent sight.
2. Reporters described the horrific scenes which followed the bombing.
3. His studio has a spectacular view over Sydney Harbour Bridge.
4. She made an unpleasant scene in the restaurant when he refused to sit next to her.
5. The scene from the terrace was completely tranquil.
6. From the tower we had a view of the devastation below.
7. The shroud was pulled away, exposing the revolting object to our view.
8. We turned a corner, and at last the welcoming lights of the pub came into sight.

9. The flat looked a sight after the boys finally moved out.

II. Complete the sentences using the words under study.

1. Sweet potato sellers are a familiar ... in Tokyo on winter nights.
2. The President arrived by helicopter to witness a ... of absolute chaos.
3. If you stand here you will get a marvellous ... of the cathedral.
4. We just stood there, admiring the ... .
5. The ... of European tourists dancing in grass skirts made a bizarre spectacle.
6. His apartment affords a ... of the park.
7. The postcard bears a ... of Vesuvius.
8. He returned to the ... of the murder.

III. Translate from Ukrainian into English using the words under study.

1. Я побачив його та й одразу все пригадав.
2. З дому відкривається гарний вид вниз на долину.
3. Пейзаж – чудовій.
4. Я його терпіти не можу.
5. Ну й вигляд у тебе!

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

NARROW GAUGE – AN OLD ATTRACTION.

If you want to travel in the worlds only few narrow gauge trains, then you must sprint to India, God’s own country. It is a remarkable fact that this is home to three of the five narrow gauge trains in the world. They are in Darjeeling, Shimla and Ooty. In fact, these have become UNESCO world heritage sites. For most travellers who are especially foreigners, the best thing would be take a look at these sites. Built by the early British Empire, These train structures tower majestically and in fact climb over steep hills. Most of these trains are diesel engines. Once inside the train, you have a view of the beautiful scenery in and around you. In fact, the whole view of the city outside is splendid.

V. Describe a view you are dreaming to see using the words under study.

CABIN – CABINET

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Cabin – a) a small house or cottage, usually of simple design and construction; b) an enclosed space for more or less temporary occupancy, as the living quarters in a trailer or the passenger space in a cable car.

Cabinet – piece of furniture with shelves, drawers, etc., for holding or displaying items; a wall cupboard used for storage, as of kitchen utensils or toilet articles; a piece of furniture containing a radio or television set, usually standing on the floor and often having a record player or a place for phonograph records; b) (*often initial capital letter*) a council advising a president, sovereign, etc., esp. the group of ministers or executives responsible for the government of a nation.

I. Translate from English into Ukrainian paying attention to the words under study:

1. He was born in a cabin built of rough logs.

2. Only a small wealthy elite could afford vacation houses - often both a large seaside house and a hunting cabin up north.

3. In the first year of publication, 300,000 copies of *Uncle Tom's Cabin* were sold.

4. Especially wealthy or aristocratic people may have had a series of cabinets in a suite.

5. The sense of cabinet as a piece of furniture is actually older in English than the meaning as a room, but originally meant more a strong-box or jewel-chest than a display-case.

6. Phrases such as “cabinet counsel”, meaning advice given in private to the monarch, occur from the late 16th century.

II. Complete the sentences using the words under study.

1. At the age of thirty, he became the youngest member of the ... .

2. The old trapper lives in a ... in the forest.

3. The aspirin is in the medicine ... .

4. You are welcome to come skiing with us and stay in our ... .

5. Our china ... is, unfortunately, not a genuine Chippendale.

III. Translate from Ukrainian into English using the words under study.

1. Королівська родина поїхала на полювання до своєї мисливської хатинки у Шервудському лісі.

2. Прем’єр-міністр має лише 3 місяці, щоб сформувати кабінет.

3. В аптечній шафці ви знайдете всі необхідні ліки.

4. Він усамітнився та став жити у покинутому будиночку в лісі подалі від людей та цивілізації.

5. Вона кожного разу проходила повз антикварного магазину та насолоджувалася старовинним секретером у вітрині.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

A) Before the advent of industrial design cabinet makers were responsible for the conception and the production of any piece of furniture. In the last half of the 18th century, cabinet makers such as Thomas Sheraton, Thomas Chippendale and George Hepplewhite also published books of furniture forms. These books were compendiums of their designs and those of other cabinet makers.

With the industrial revolution and the application of steam power to cabinet making tools, mass production techniques were gradually applied to nearly all aspects of cabinet making, and the traditional cabinet shop ceased to be the main source of furniture, domestic or commercial. In parallel to this evolution there came a growing demand by the rising middle class in most industrialized countries for finely made furniture. This eventually resulted in a growth in the total number of traditional cabinet makers.

Before 1650, fine furniture was a rarity in Western Europe and North America. Generally, people did not need it and for the most part could not afford it. They made do with simple but serviceable pieces.

The arts and craft movement which started in the United Kingdom in the middle of the 19th century spurred a market for traditional cabinet making, and other craft goods. It rapidly spread to the United States and to all the countries in the British Empire. This movement exemplified the reaction to the eclectic historicism of the Victorian era and to the “soulless” machine-made production which was starting to become widespread.

After World War II woodworking became a popular hobby among the middle classes. The more serious and skilled amateurs in this field now turn out pieces of furniture which rival the work of professional cabinet makers. Together, their work now represents but a small percentage of furniture production in any industrial country, but their numbers are vastly greater than those of their counterparts in the 18th century and before.

B) In modern usage, a cottage is a dwelling, typically in a rural, or semi-rural location (although there are cottage-style dwellings in cities). In the United Kingdom, the term cottage tends to denote a rurally- (sometimes village-) located one and a half storey property, where on the second (upstairs floor) one has to walk into the eaves in order to look through the windows, which are generally located in dormers (the sort of dwelling that some Americans call a Cape Cod). This sometimes means that the eave timbers intrude into the actual living space, and quite often, especially in recent renovations, the relevant timbers (purlins, rafters, posts, etc) can be exposed enhancing the cottage experience. However, in most other settings, the term “cottage” denotes a small, often cozy dwelling, and small size is integral to the description, but in other places such as Canada, the term exists with no connotation of size at all (cf. vicarage or hermitage). In Canada, the term “cottage” usually refers to a vacation/summer home, often located near a body of water. However, this is more commonly called a “cabin” in Western Canada, Newfoundland and Labrador, a “chalet” in Quebec, and a camp in Northern Ontario, New Brunswick and the adjacent US states of Maine, Vermont, Pennsylvania, New Hampshire and Northern New York.

UNIT 2 (P. 131)

CLASSIC – CLASSICAL

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Classic – one of the best of its kind; a word for describing works of literature, music, or art that are generally considered to be of very high quality.

Classical – having the form used by ancient standard authors.

I. Translate from English into Ukrainian paying attention to the words under study:

1. When it comes to comedians, Ronnie is a classic.
2. The Rolls-Royce Silver Ghost is regarded as a classic by collectors.
3. His military career is a classic example of what family connections can achieve.
4. By the time she was ten, she had read most of the classic works of English literature.
5. He collects classic cars.
6. Classical authors are those who are regarded as being of good credit and authority in the schools.
7. Montaigne is the earliest classical writer in the French language.
8. Architectural styles of the 18th century harked back to Classical designs.

II. Complete the sentences using the words under study.

1. "Between you and I" is a ... mistake in grammar.
2. ... music is appreciated by a very wide audience.
3. "2001: Odyssey" is a ... science fiction movie.
4. The painting is a ... example of sixteenth-century Venetian art.
5. He had a ... education.
6. "Vanity Fair" by Thackeray is a ... .
7. The Romantic poets rebelled against the ... tradition.
8. His books contain many ... allusions.

III. Translate from Ukrainian into English using the words under study.

1. Фільми класичного періоду Голівуду завжди привертатимуть увагу любителів кінематографу.

2. Класичну освіту ви можете отримати тільки у класичному університеті.

3. Вони зустрілися на конкурсі артистів балету: він показував танець у стилі «модерн», а вона танцювала головну партію у класичному балеті.

4. Вона замовила дизайн свого будинку у класичному стилі.

5. Класична музика завжди допомагала йому у скрутні моменти його життя.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

➢ The rise of the Maya began about ad 250, and what is known to archaeologists as the **Classic Period** of Mayan culture lasted until about ad 900. At its height, Mayan civilization consisted of more than 40 cities, each with a population between 5,000 and 50,000.By the end of the Late Formative Period (100 BC – AD 300), polychrome ceramics, the use of the corbeled vault in temple construction, the foreshadowings of Classic Mayan art, and the Initial Series calendrical system all were evident in the Maya Lowlands. These and other Middle American aesthetic and religious patterns crystallized in the Classic Period.

➢ **Classical music** is a broad term that usually refers to mainstream music produced in, or rooted in the traditions of Western liturgical and secular music, encompassing a broad period from roughly the 9th century to present times. The central norms of this tradition became codified between 1550 and 1900, which is known as the common practice period.

European music is largely distinguished from many other non-European and popular musical forms by its system of staff notation, in use since about the 16th century. Western staff notation is used by composers to prescribe to the performer the pitch, speed, meter, individual rhythms and exact execution of a piece of music. This leaves less room for practices, such as improvisation and *ad libitum* ornamentation,

that are frequently heard in non-European art music (compare Indian classical music and Japanese traditional music) and popular music.

The public taste for and appreciation of formal music of this type waned in the late 1900s in the United States and United Kingdom in particular. Certainly this period has seen classical music falling well behind the immense commercial success of popular music, in the opinion of some, although the number of CDs sold is not indicative of the popularity of classical music.

The term "classical music" did not appear until the early 19th century, in an attempt to "canonize" the period from Johann Sebastian Bach to Beethoven as a golden age.

➢ **What is Classics?**

In the World at Large. The word "classic" is used in the world at large in several overlapping senses, each of them legitimate in their own context, but sometimes confusing in the aggregate. It may be used, for instance, to refer to a work of high authority or of great historical importance in a particular field. So Darwin's *Origin of Species* could be described as a classic work of biology.

The word is also used to describe certain formal or aesthetic properties, such as the style of a dress or the line of a gold swing. Here it typically suggests gracefulness, simplicity, or restraint, a lack of clutter. As a term of style it is sometimes contrasted to "baroque" or (especially) to "romantic".

In the realm of literature, writers tend to use "classic" in a doubly evaluative sense, to refer to a literary work of high merit, but also of well established reputation. In this sense, Shakespeare and Jane Austen, and a large number of other writers ancient and modern, have a perfectly fair claim to be called classics. In fact, American students entering college often have this idea in mind when they think of classics – a sequence of great books, extending from antiquity to modern times, excluding only books so recently written as not to have been tested critically beyond the writer's own generation.

In the University. In a university setting, however, "classics" means something at once more specific and less restrictive than "great books". On the one hand, more

specifically, it refers to the writings of Greek and Roman antiquity. It serves to denote a *period*, leaving open the question whether individual works deserve to be called "classic" in any evaluative sense. On the other hand, in the less restrictive sense, it encompasses not only literature but the whole social, material, and intellectual culture of the ancient Greek and Roman worlds, from the Bronze Age to (say) the publication of the code of Roman law in Byzantium some 2,000 years later.

Classics in this broad sense includes the study of language and creative literature, of political and social history, of economics and law, of philosophy, religion, and art, and of the material remains of the ancient world. The organizing idea of the field is not a method or a discipline, but the culture of Greco-Roman antiquity in all it richness and diversity (often its strangeness). Classics in this sense is the original and most wide ranging of interdisciplinary fields.

What then, in practical terms, does a student of Classics actually do? A traditional and still valuable curriculum emphasizes the study of language and, at the advanced level, the reading of literary texts in their original Latin or Greek, with the aid of commentaries. On this basis, a student can then, usually in graduate school, pursue more specialized study. An alternate approach is to study antiquity through works in English translation. This method offers the student a quicker access to a wider range of materials, though it limits the depth in which study can be pursued. For the student whose real passions lie elsewhere, but who is curious about the ancient world, this may be the best way to proceed.

A Last Word. A last word about the meaning of "classic(s)". Students of Classics in the broad sense outlined above do not for the most part presume, if they ever did, that everything thought or made in antiquity qualifies as "classic" in the evaluative sense. The curriculum, especially the undergraduate curriculum, naturally emphasizes the greater over the lesser figures – you are more likely to read Homer and Virgil than Nicander and Persius. But any ancient work that bears the reputation of being "classic" in the sense of possessing high merit has always to be earning that reputation again from a new generation of readers. Antiquity, properly appreciated, does not get to rest on its laurels.

PROPERTY – PROPERTIES

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Property – (as possession or belongings is *an uncountable noun*) a thing or things owned; real estate; a piece of real estate; abundant wealth (ex. *a man of property*).

Properties – (*only pl.*) any piece of furniture or accessory used on the stage or set (excluding only fixed scenery and clothes actually worn by actors).

I. Translate from English into Ukrainian paying attention to the words under study:

1. Thieves respect property. They merely wish the property to become their property that they may more perfectly respect it.(Gilbert Keith Chesterton)

2. The reliance on property is...the want of self-reliance. Men measure the esteem of each other by what each has, and not by what each is. But a cultivated man becomes ashamed of his property...(Essays) (Ralph Waldo Emerson)

3. ...property has its duties as well as its rights.(Thomas Brummond)

4. Every man's life, liberty, and property are in danger when the Legislature is in session.(Daniel Webster)

5. There is no such thing as the Queen's English. The property has gone into the hands of a joint stock company and we own the bulk of the shares.(Mark Twain)

6. The instruction we find in books is like fire. We fetch it from our neighbours, kindle it at home, communicate it to others, and it becomes the property of all.(Francois Marie Arouet Voltaire)

7. On a long journey of human life, faith is the best of companions it is the best refreshment on the journey and it is the greatest property.(Buddha)

8. The universe we observe has precisely the properties we should expect if there is, at bottom, no design, no purpose, no evil, no good, nothing but blind, pitiless indifference.(Charles Robert Darwin)

9. I do nothing but go about persuading you all, old and young alike, not to take thought for your persons or your properties, but and chiefly to care about the greatest improvement of the soul. I tell you that virtue is not given by money, but that from virtue comes money and every other good of man, public as well as private. This is my teaching, and if this is the doctrine which corrupts the youth, I am a mischievous person.(Socrates)

II. Complete the sentences using the words under study.

1. All his worldly ... fitted into the small Gladstone bag he carried everywhere.

2. We look on all our shares, personal belongings, and real estate as part of our ... .

3. That ... on the high street was recently sold to developers.

4. They had lost all their ... in the unpleasant and were staying with relatives.

5. Arguments over the division of ... are often the cause of great bitterness in divorce cases.

III. Translate from Ukrainian into English using the words under study.

1. Його майно продали з аукціону.

2. Інтелектуальна власність має бути захищена законом.

3. Він успадкував власність свого батька, коли йому виповнився 21 рік.

4. Ви не маєте його засуджувати, він захищав свою приватну власність.

5. Цілющі властивості цієї рослини ще не вивчені.

IV. Agree or disagree.

1. The best ideas are common property.(Lucius Annaeus Seneca)

2. Of all the properties which belong to honourable men, not one is so highly prized as that of character. (Henry Clay)

3. When neither their property nor their honour is touched, the majority of men live content.(Niccolo Machiavelli)

V. Translate the text from English into Ukrainian.

PROPERTY WEBSITES: 15 GREAT ALTERNATIVES TO RIGHTMOVE

Online property sales are dominated by a handful of websites, but there are many others with a different focus, specialist criteria and alternative search facilities.

If you're looking for somewhere new to live you'll be well aware of the main property websites such as Rightmove and Zoopla. But while they carry more than a million listing, you may miss out on your perfect home if you make them your only port of call.

If you aren't sure where you want to live, want to take on a renovation project or dream of living somewhere truly unique, there are other sites to help you in your search. Here are 15 of the best alternatives for buyers and tenants.

1. Find a Hood. Designed to help you work out where to live, this site asks you to describe your "perfect hood" using 10 different criteria. For example, a local park and good schools might be your top priorities if you've got kids, while low crime may be more important to you if you have to travel home late at night. It then shortlists 15 areas within your chosen region of England or Wales that it thinks will suit you, based on statistical data from official sources. (You can also check this data for any postcode in the UK.)

2. Property Network. This site also aims to help you find a place to live, this time based on what it can glean about you from Facebook. You log into the site via Facebook and it uses information about your "likes", "check-ins", education status, work and personal interests to make recommendations about neighbourhoods and properties you can buy or rent. You can also see information – after it has been anonymised – about your potential or existing neighbours.

3. Find Properly. Enter your price range and use a map to pinpoint places you regularly commute to or visit (by bike or public transport). You can restrict the maximum commute time and, once you get your results, filter the neighbourhoods by property type, crime rate, the maximum distance to a park and council tax band. You can also restrict your search to certain tube zones and areas popular with either students, young professionals, families or retired people. The site is limited to London at the moment.

4. Waterside Properties. If it's a sea view you're after, this site is the place to start – it lists properties for sale and rent by water, whether that's a marina, the sea, a river or a lake. Meanwhile, tucked away on **CanalCuttings** you can find properties

and moorings by canals for sale. Alternatively, if you're feeling rich, search on **Prime New Developments** for new-builds around the world in the "sun and sand" category.

5. Property Snake. This lets you search for properties in a general area or postcode which have had their prices cut. There is a "listing history" showing when the property was reduced in price and by how much, as well as the usual estate agent's details. Zoopla has a similar facility. On its homepage you can "sort by" the "most reduced" properties in an advanced search.

6. Tepilo. Set up by the TV presenter Sarah Beeny, this site cuts out estate agents and letting agents, allowing vendors to upload photos and descriptions for free. The commission saved can potentially be passed on to a buyer or tenant as a discount. It is also possible that you will have less competition as a buyer if the properties are not being marketed outside the site.

7. Whitehot Property. This site, and another called **Property Earth**, allow you to buy repossessions. The properties listed here tend to be priced for a quick sale by mortgage lenders. Bear in mind that any money you save may come at someone else's expense.

8. Unmodernised. This is a good place to start if you're eager for a project. It lists only properties that offer the potential for the buyer to add value, usually because they need refurbishment or because they already have planning permission for work. Similarly, property blog **Wreck of the week** publishes a regular round-up of homes for sale around the country. You can even put a "wanted" advertisement on the site for six months for £4.

9. Propertyauctionaction. For those who are able to act quickly, buying at auction may be an option. This site lists upcoming auctions taking place around the country and has a (limited) search function. Alternatively, you could go straight to the auctioneers' sites: **Allsop**, **Must Be Sold**, **Savills**, **Countrywide Property Auctions** and **Barnard Marcus** are five of the biggest worth checking out.

10. UK Land Directory. If, on the other hand, your dream is to self-build, then the first thing you need is a plot of land, ideally already with planning permission.

UK Land Directory and **UK Land and Farms** are among the few sites that allow you to search for plots for free, with most listings stating clearly whether planning permission has already been granted. Other sites such as **Plotfinder** and **BuildStore's PlotSearch** charge between £10 and £20 for one-off access to their listings.

11. The Church of Scotland. A large number of period churches, chapels and vicarages are being auctioned off at bargain prices across Scotland. Many are being sold without the planning permission needed to convert them into residential homes, and as they are listed buildings it may be difficult to get. What's more, some are in extremely rural locations and are not connected to the mains water or electricity supply. However, there are residential properties on the site, and you might be able to grab a bargain. The Church of England also sells off around 20 "closed churches" each year, but doesn't list prices on its website.

12. Unique Property Bulletin. For buyers who want something a bit different, visiting this blog will feel like visiting a sweet shop. The hand-picked properties range from old schools and churches to tube stations, police stations and nuclear bunkers. The **Unique Property Site** lists equally unusual properties, especially under the "odds and sods" category, where you can currently find an old fire station in Lincoln, a pump house in Lancashire and a 14th-century tower house in Italy.

13. The Modern House. This site lists modern properties of architectural note, including many shortlisted for prestigious prizes. But don't expect to pay a pittance for someone else's grand design – asking prices for the properties currently on its books range from £285,000-£6.85m. Cheaper architectural gems in the UK and the US can sometimes be found on the property blog WowHaus, if you're lucky.

14. Period Property UK. Whether you want a thatched cottage, a medieval manor house or any other type of historic home, this search engine can help. And if you like the sound of that (and money is no object) then you'll love **British & Irish Stately Homes**, which features properties for sale and rent, complete with stately prices.

15. SpeedFlatmating. If you're sick and tired of traipsing around London looking for a room to rent, this site might offer welcome relief. Instead of going to a

flat, you go to a “flatmate-finding party” hosted by the website, where you could meet lots of potential flatmates at the same time. Sadly, it won’t help if you don’t live in the capital.

Spotted any useful alternatives to Rightmove that we have missed? What are your favourite property-hunting websites?

COMPLEMENT - COMPLIMENT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Complement (*something*) – be a complement to sth is to make it more complete and satisfying or helps to make the other thing look good (taste of sth, for example).

Compliment (*someone*) – (n.) a pleasant remark or statement made in order to praise someone; (v.) to tell someone that you admire or like sth about them.

Usage Note: *Complement* and *compliment*, though quite distinct in meaning, are sometimes confused because they are pronounced the same. As a noun, *complement* means “something that completes or brings to perfection” (*The antique silver was a complement to the beautifully set table*); used as a verb it means “to serve as a complement to”. The noun *compliment* means “an expression or act of courtesy or praise” (*They gave us a compliment on our beautifully set table*), while the verb means “to pay a compliment to”.

I. Translate from English into Ukrainian paying attention to the words under study:

1. The dry white wine complemented the meal perfectly.

2. She looked beautiful – the white silk of her blouse complemented her olive skin perfectly.

3. “You have lovely hair,” Bob told Emma, who blushed at the compliment.

4. After the play the leading actor was showered with compliments from enthusiastic fans.

5. Mrs Smith paid me a nice compliment today – she told me I looked much younger with my hair in this style.

6. Yoghurt and honey complement each other very well.

II. Complete the sentences using the words under study.

1. People are always coming up to Claudia in the street and ... her on her books.

2. The wine ... the meal perfectly.

3. The president ... the banks for not panicking during last week's crisis.

4. The tie and the jacket ... one another well.

5. After ... me on my work, my boss offered me a promotion.

6. He was ... on doing a good job.

7. This belt complements the dress better than that one.

III. Translate from Ukrainian into English using the words under study.

1. Він ніколи не говорив їй компліментів, але вона знала про його кохання.

2. Ви великий письменник. – Дозвольте повернути вам комплімент, ви найвродливіша жінка, яку я коли-небудь бачив.

3. Вино доповнює цю вишукану страву особливим смаком.

4. Ця хустинка пасує твоїм очам та доповнює твоє вбрання.

5. Начальник лабораторії поздоровив вчених з досягненнями.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

➢ “I desire no remuneration for this poem,” said the office visitor. “I merely submit it as a *compliment*.” – “Then, my dear sir, allow me to return the *compliment*,” replied the editor with true journalistic courtesy.

➢ A **complementary good** or **complement good** in economics is a good which is consumed with another good; its cross elasticity of demand is negative. – It is two goods that are brought and used together. This means that, if goods A and B were complements, more of good A being bought would result in more of good B also being bought. An increase in the price of one of the goods will result in a leftward shift of both demand curves; less of each good would be demanded. A decrease in the price of one of the goods will result in a rightward shift of both demand curves; more of each good would be demanded. An example of this would be the demand for

hotdogs and hotdog buns. If the price of hotdogs increases, then fewer hotdog buns would be demanded at any given price given that the total price of the two goods is higher than before. If the price of hotdogs decreases, then more hotdog buns would be demanded at any given price given that the total price of the two goods is lower than before.

➢ A classic example of mutual perfect complements is the case of pencils and erasers. Imagine an accountant who will need to prepare financial statements, but in doing so he or she must use pencils to make all calculations and an eraser to correct errors. The accountant knows that for every 3 pencils, 1 eraser will be needed. Any more pencils will serve no purpose, because he or she will not be able to erase the calculations. Any more erasers will not be useful either, because there will not be enough pencils for him or her to make a large enough mess with in order to require more erasers.

➢ Never praise a sister to a sister, in the hope of your *compliments* reaching the proper ears. (**Rudyard Kipling**)

➢ *Compliments* are a simple, yet powerful, relationship building tool. There are many different reasons to give a compliment. The most compelling – it makes you feel good. You cannot give a sincere compliment without feeling great. It's impossible. Why does it feel so wonderful to pay a compliment? Because you are connecting honestly, directly, and kindly with another human being. It is a basic need that doesn’t get met often in our fast-paced, media-hyped, negative-slanted, technical world. There are also many hidden benefits to giving compliments. It’s amazing that such a small, simple skill like giving away compliments can change the way you view yourself and the world around you. It will strengthen your relationships, boost your self-esteem, and increase your self-confidence. You will experience joy and happiness as you learn to give selflessly.

V. CREATIVE WORK. Find something nice to say. Decide what you like about the person you are going to compliment. Do any of these things come to mind? Add some of your own ideas.

(*What you like about them*) “You are a very reliable person.”

(*An example of what you like*) “Whenever we have to work on a project, like the Smith account presentation last month, I know I can depend on you to be through, complete, and timely with the research.”

Kind	**You...**
Fair	...have a great way with words.
Helpful	...are a terrific leader.
Honest	...make working on a project a joy.
Reliable	...are very creative.
Friendly	...are a good provider.
Brave	...are fun to be with.
Hard worker	...have a great reputation.
Good sport	...are cleaver.
Concern for others	...make a house feel like a home.
Self-confident	...have a good eye for decorating.
Common sense	...are a good driver.
Caring	...can do anything you set your mind to.
Smart	...are capable of accomplishing whatever you believe.
Problem solver	...are a good listener.
Courteous	...are very cheerful.
Great sense of humor	...warm my heart.
Generous	...sing like an angel.
Self-discipline	...are very handsome/beautiful.
Open minded	...are important to me.
Loves to learn	...have a terrific outlook on life.
Sunny disposition	...are very intelligent.
Warm smile	...are kind.
Positive attitude	...are a good role model.
Peaceful nature	...are very alert.
Different way of looking at things	...are funny.
	...always motivate me.
Creative	...are unique.
Spunky	...are very strong.
Witty	...are a picture of good health.
Adaptable	...are courageous.
Flexible	...are very loving.
Logical mind	...bring out the best in me.
Perceptive	...make me want to be a better person.
Cheerful	...make me smile.
	...are a wonderful cook.
	...make hot dogs taste like a gourmet meal.
	...are a wonderful caregiver.
	...make me feel special.
	...make me feel I can do anything.

	...are fun to be with. ...are the wind beneath my wings. ...are the light of my life.

SUITABLE – SUITED

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Suitable – sth that can be done, used etc in a particular situation or on a particular occasion because it does not offend anyone; right or convenient for a particular situation, job, or purpose.

Suited – the right or appropriate person or thing for a particular situation, purpose or job.

Note

SUITABLE – вживається як прикметник.

suitable place/time etc to do sth

to find ...

a suitable school

a suitable candidate

a suitable place for a picnic

sth suitable to use/be shown etc

be not suitable to use in cold weather.

programme not suitable for children.

SUITED – *як дієприкметник (часто йому передує прислівник ступені).*

best/well/ideally/perfectly etc suited to/for sth:

to be ideally suited to/for the job.

land well suited for agriculture

I. Translate from English into Ukrainian paying attention to the words under study:

1. This makes the beans eminently suitable for the gourmet coffee market.

2. I liked the length – not too long, especially suitable for time short undergraduates.

3. These plants are particularly suited to small gardens, as they do not need very much the room.

4. This is an introductory course suitable for beginners to digital video.

5. Malcom will be ideally suited for Angelina. They have such a lot in common.

6. I don't have anything suitable to wear for the party.

7. The candidate is most ideally suited to doing the job.

II. Complete the sentences using the words under study.

1. ... for wheelchairs, please call our office with your requirements.

2. Amundsen used huskies, dogs eminently ... to work in Antarctic conditions.

3. Can you tell me which of your products are ... for vegetarians?

4. Unfortunately, the College has no ... accommodation for couples or families, who will need to make their own arrangements.

5. I've never thought of going out with her – we're not really ... .

6. Our Housing Services team can help you find something ... .

7. Would now be a ... moment to discuss my report?

8. Is he psychologically ... to be a police officer?

9. The activity holidays on offer are really best ... to groups.

III. Translate from Ukrainian into English using the words under study.

1. Вони дуже підходять один одному.

2. Я знайшов підходящий будинок: транспорт близько та в зеленій зоні.

3. Вам потрібно підібрати підходящий костюм для прем'єри.

4. Я маю купити білети на рейс, який мені підходить.

5. Цей час мене дуже влаштовує.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

➢ Asked whether Congress general secretary Rahul could be the next Prime Minister if Congress comes back to power, said, "he is perfectly suited for the job". He, however, added that the Congress would 'fight the forthcoming elections under

the leadership of the party president, Sonia Gandhi and the Prime Minister, Dr Manmohan Singh.

➢ After all, our inherited natures were shaped in a radically different environment, and have left us often ill-suited for modern life.

➢ Remember that brown pairs are best suited to tan, greens, beige, brown and other earth tones that are darker in color. Tan colored shoes match well with lighter tan, white, beige, blue and other earth tones that are lighter. Black shoes look good when matched with gray, black or navy pants. Burgundy, meanwhile, is light brown, khaki, gray or blue's perfect match.

V. Make up your own advertisement about a hotel, house, flat using the words under study.

CLOSE – SHUT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Shut – to cause sth to come together with another surface so that there is no space between them; to fasten (a door) with a catch, bolt etc.

Close – to shut a door or a window, esp. when you do it gently or quietly.

Note **Close** and **shut** can often be used with the same meaning. The past participles **closed** and **shut** can be used as adjectives. Note that the past participle **shut** cannot be used before a noun. We can say **a closed shop** or **door**, but **not** a shut shop or door. We prefer **close** for slow movements.

Compare: As we watched, he **closed** his eyes for the last time. **Shut** your mouth.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Come in and shut the door behind you.

2. Someone had shut the gate to stop the sheep getting into the road.

3. Marie covered the child with a blanket and quietly left the room, closing the door gently.

4. He shut his eyes and listened to the music.

5. Ella opened her mouth to speak, but closed it again when she saw his face.

6. You can't just shut your eyes to your problems and hope that they'll go away.

II. Complete the sentences using the words under study.

1. The shops all ... at half past five.

2. There's a rumour that the factory is going to be ... .

3. The road was ... to traffic for two days.

4. I'll need to ... the gas off before I repair the fire.

5. The museum has been ... for renovation.

6. He ... himself off from the rest of the world.

7. What time does the bank ...?

8. He ... his store, sold his house, and moved away.

9. It's dark now – let's ... the curtains.

10. The club was ... by the police.

11. The play ... after just three nights.

12. We're ... the office for two weeks in June.

13. The hospital ... at the end of last year.

14. He wished he were ... of all his debts.

III. Translate from Ukrainian into English using the words under study.

1. Магазин закрили на період кризи.

2. Вона склала парасольку та увійшла до будинку.

3. Він закрив обличчя руками, щоб вона не бачила його сліз.

4. Або ти стулиш пельку, або я тебе звільню.

5. Його заключна промова закривала збори вкладників.

IV. Read and translate the following to obtain more information. Find equivalent or contextual corresponding words in Ukrainian to the words under study.

➢ **Starbucks will close 7,100 stores nationwide for three hours on the evening of Feb. 26 to retrain about 135,000 in-store employees and people who oversee the stores**.

"We will have all new standards for how we create the drinks," said spokeswoman Valerie O'Neil. "They will be trained in creating the perfect shot, steaming the milk and all the pieces that come together in a drink."

Some people have speculated Starbucks will return to manual espresso machines, but O'Neil said the espresso-making equipment will be the same. "It's really about ensuring that the customer experience that we provide is the best that it can be."

Starbucks began informing workers over the past couple of days. It will close company-operated stores from 5:30 p.m. to 8:30 p.m. local time Feb. 26.

➢ **Thousands of schools across Britain have been closed because of the snow driving in from the east.**

A decision on whether any school should close is usually taken by individual head teachers and the government said it expected them to take a common sense approach.

In some cases their hands were forced by the lack of public transport. In some areas, further closures on Tuesday are already predicted.

With London one of the worst hit areas, a speech on education by Conservative leader David Cameron had to be moved to Tory campaign headquarters because his school venue was shut.

A spokeswoman for the Department for Children, Schools and Families (DCSF) in England, said: "We would hope head teachers can keep schools open while it is safe for them to do so, but decisions about closure have to be taken locally by those who know the local conditions."

GRAMMAR EXERCISES

1. Choose the right answer.

MRS DAVIES

Mrs. Davies is the oldest person in Elm Street. She (lives, lived, has lived, would live) in it all her life and (has seen, had seen, saw, sees) a lot of changes here. She says she (was, is, be, were) always ready (discussed, to discuss, discussing, discusses) these changes with people.

One day Kelly, a reporter, (phones, phoned, will phone, had phoned) Mrs. Davies and (asked, asks, has asked, will ask) her for an interview. When Kelly came, Mrs. Davies (lay, lies, will lie, was lying) on the sofa (read, reads, reading, having read) a newspaper. She said she (feels, would feel, felt, had felt) bad but (adding, added, had added, will add) that she (speaks, spoke, had spoken, would speak) to the girl. Mrs. Davies (asks, asked, was asked, will ask) where and when she (is, has been, would be born, had been) born and how long she (lives, had lived, has lived, will live) in house № 20. “We (moved, move, has moved, are moving) into № 20 during the war when a bomb (was falling, fell, has been falling, had fallen) on my old house next door”, Mrs. Davies explained. “We (are living, was living, lived, had lived) in the largest room of the house while they (will repair, had repaired, were repairing, repaired) the rest of the rooms”.

“You (have been, are, were, will be) here ever since?” – Kelly asked. Mrs.Davies (nods, nodded, has been nodded, was nodded). Then she added. “The street (changes, has changed, was changing, will change) so much and the people (will become, have become, becomes, has become) richer. They (have, are having, had, will have had) cars and televisions now. You never (have seen, had seen, have seen, were seeing) a car in the street when I (have been, am, was, will be) a girl and now so many new houses (have build, have built, have been built, are built) in our street too”. Kelly wanted the old lady (tell, to tell, tells, told) her if life (has become, became, becomes, had become) better. And again Mrs. Davies smiled: “No, not really. It’s nice to have a telly but people are less friendly now. They (stay, stayed, staying, have stay) in their houses all the time. If anyone (go, went, going, goes) out, you can never (to see, sees, see, seeing) him, as everybody (used, use, uses, using) a car. My granddaughter seldom (visits, is visited, visited, have visited) me and I can't (make, makes, made, to make) her (coming, comes, come, came) or (ringing, ring,

rings, rang) me up. But I would like her (doing, do, to do, did) it. I never know if she (comes, come, will come, will have come). I often feel lonely as my husband and most of my friends (died, have died, die, are dying)".

2. Read the text. Correct the mistakes.

THE BRITISH MUSEUM

1. The British Museum and of its outstanding collections illuminate
2. the story of human culture from the beginnings to the present day.
3. The British Museum was been established on the present site
4. in Bloomsbury in 1753 and is now at home to over six million
5. artifacts, ranging from a small archaeological fragments to
6. massive objects. The some galleries are organized by geography,
7. history and theme. Every time you visit the British Museum,
8. you will discover something new. For almost 150 years, scholars
9. and any revolutionaries, writers, poets and musicians came
10. to read and study in the Reading Room. All visitors are now
11. welcome to view the room's magnificent architecture and spend
12. time finding out more about from the Museum's collections.
13. From terminals in the Reading Room visitors can be access images
14. and information on the around 5,000 of Museum's objects .
15. using COMPASS, the Museum's interactive multimedia system

3. Open the brackets and use the right form of the verb in brackets.

THE LOST ADDRESS

Dear Ann,

I would (like) (tell) you about a strange thing that (happen) to me a few days ago. As you probably (know), George, a friend of mine, recently (move) in a new flat. I (know) George all my life. We (meet) in 1977 and we (be) friends ever since.

So, he (give) me a call yesterday (invite) me to his Saturday party (celebrate) his house-warming. I carefully (write) his new telephone number on a piece of paper that (lie) on the table. While I (speak) to George, the door bell (ring).1 (hang up)and (go) (open) the door. I didn't notice the paper (fall) down on the floor. When I (return) I (not can) (find) it. It (disappear). I couldn't phone George as I (not know) his new telephone number and I (be) sure George (not call) me because he (expect) me (come) and (visit) him on Saturday. But I (not be able) (do) that because I don't know his new address. George (not, tell) me it. I knew he (be upset) if I (not come). Ann, I am writing to you (inform) you of my misfortunes and (ask) for your advice. What I (do)? I hope you (be able)(help) me. The letter (type) and (post) in 5 minutes, thus you will get it this evening. (Answer) as quick as you can, please.

Sincerely yours, Alice Brown

THE KEYS

One day Sarah and her little son Ben (drive) home from London. The weather (be) fine and warm though it (rain) since morning. They (not be) to their place for a long time and they (can) (see) some changes. "Mum, look, a new house (build) in our street near our cottage". Sarah's cottage was a nice little place. They (move) there in 1989. It was theirs though in fact they not (pay) all the money for it yet. They (arrive), (get) out of the car and (come) into the house. Sarah (take off) her bag from her shoulders and (put) it on the stairs in the hall.

Ben (run) into the sitting-room, (turn) on the television though his mother (forbid) him (do) it. The boy made the TV (work) very noisily. Sarah left the house, (take) the food-box from the car. At that moment their dog (push) the door and it (lock). Sarah (cannot) (get) inside. The keys (be) in the bag, the windows and the back door (close) and Ben (not hear)her (shout).

Sarah (hear) the music (play), some voices (speak) and (laugh). Sarah (understand) that if she (not shout) at the top of her voice, the boy (never come) to the door. So she (do). Ben came, (push) the keys through the letter-box and Sarah (be able) (open) the door and she (get) in. Ben (give) the keys, the dog (tell) to sit quiet,

and they both (go out) (take) the food. While Sarah (take) the box out of the car Ben (lock) the door and (push) the keys into the house through the letter-box. How you (like) that?

A STRANGE INCIDENT

The Bedes lived in an ancient house on Mountbatten Road. They (buy) it as it (be) a fine specimen of early nineteenth century architecture and (admire) their purchase very much. At least they (do) until strange things (begin) (happen) in the house. The first incident (occur) the day they (move) in. They (have) dinner and they (have to) (eat) by candlelight as the electricity (not turn) on yet. Gwen (light) the candle. “If they (not turn) it on tomorrow morning, I (go) to the village center in the afternoon and (make) them (do) it”, said Mr. Bede. Ten minutes later the candles suddenly (go) out, first one, then the other. The Bedes (watch) the light (get) fainter and fainter, when at last it (disappear). “John, who (do) that?, – asked Gwen. “I (live) thirty years and I (not see) anything like that”. John (shake) his head in disbelief. He (say) he (try) (find) some explanation to it, and then (continue): “I think the wind (blow) out the candles”. But Gwen (be) sure it (not be) the wind. First, there (be) no wind and then she (lock) the door and (shut) all the windows before supper herself.

They (finish) supper quickly but Gwen (not can) (forget)what (happen).

GHOST IN THE HOUSE

The Bedes liked the house which they (buy) three weeks before. It (stand) on the hill and (be) in perfect condition. “Now I (feel) quite happy”, Gwen (say). “We (live) in the house for 3 weeks and I (get) more and more proud of it. I (think) I (can)live in the house all my future life”. James (like) their new house very much too. He often (sit) in the old armchair (look) into the fire. These (be) the happiest minutes in his life. He (watch) the logs (burn) in the fire and (think) he (be able to) (sit) like that for a long time.

The Bedes (be) in the house for twenty-two days when their first post (arrive). The postman (bring) three large envelopes. There (be) a letter from Gwen’s sister.

Gwen (hope) she (read) it after the postman (go) away, there (be) business papers for James in the second envelope, the third envelope (address) to “Mrs. Alison Ray”. Gwen (want) (give) that letter to the postman, but the latter (say) that as the address (write) correctly somebody (may)(call) on them later. He (ask) the Bedes (keep) the letter for some days. He (promise) (return) at the end of the week and (say) he (take) the letter to the post-office if nobody (ask) for it.

Gwen (leave) the letter on the hall table but the following morning it (disappear). Gwen (decide) that James (hide) it and asked if he (not touch) the letter. “Who (take) the letter then? What we (tell) the postman when he (come)? What all this (mean)?” (worry) Gwen.

4. Translate into English.

ВИДАТНІ БУДИНКИ М.МИКОЛАЇВА

Будинки купців Авраамова та Ерліха на Спаській вулиці між вулицями Наваринська і Пушкінська являють своєрідний міні-ансамбль. Будинки, що стоять поряд, немов змагаються один з одним у примхливості архітектурної обробки, як, мабуть, змагалися між собою їх господарі. Обидві будівлі увінчано бельведерами і піднято на невисокий цоколь, що створює враження величі при скромних розмірах. Не менш живописні ворота, які ведуть на територію садиби.

Серед архітекторів і будівників Миколаївського модерну слід згадати Є.А. Штукенберга. За його проектом і під його наглядом побудовано цю невелику будівлю купця А.І. Ерліха (нині вул. Спаська, №20). Вона є яскравим представником стилю модерну. Асиметрична в плані будівля має по головному фасаду всього чотири вікна і зміщений на кут вхід, над яким підноситься витіювата металева барочна башточка з Меркурієм, що біжить, вгорі. Всі вікна і двері напівкруглі у верхній частині, яка прикрашена ажурними гратами. Вікна і двері обрамлені різними архітектурними елементами. Арки середніх трьох вікон спираються на пілястри, а крайнє вікно і двері обрамлено колонами, які,

як і пілястри, спираються на виступаючі тумби. Карниз несе аттики над входом і крайнім лівим вікном. Зараз це будинок Дитячої художньої школи.

Будівля з Меркурієм на башті по своїй архітектурній обробці не поступається пишно прикрашеному «барочному» будинку купця Н.Р. Авраамова (нині вул. Спаська, №22). Будинок, з центральним входом, відрізняється багатством архітектурної обробки. Тут і здвоєні колони біля входу і по кутах, і різьблений карниз, і аттики з балюстрадою, і колони, які обрамляють вікна, несучі фронтони. Парадно оформлений вхід особняка. Складність композиції посилюється призматичним баштовим об'ємом, із завершенням оригінальної форми, розміщеним по головній осі будівлі. Таке «супербароко», деякі деталі і асиметрія плану ріднить цей будинок з модерном. У даний час цей будинок, що перейшов у приватне володіння, добре відреставрований.

READING AND DISCUSSING

HOME, SWEET HOME

Home, sweet home. It does not matter what your home is like – a country mansion, a more modest detached or semi-detached house, a flat in a block of flats or even a room in a communal flat. Anyway, it is the place where you once move in and start to furnish and decorate it to your own taste. It becomes your second "ego".

Your second "ego" is very big and disquieting if you have a house. There is enough space for everything: a hall, a kitchen with an adjacent dining-room, a living-room or a lounge, a couple of bedrooms and closets (storerooms), a toilet and a bathroom. You can walk slowly around the house thinking what else you can do to renovate it. In the hall you cast a glance at the coatrack and a chest of drawers for shoes. Probably, nothing needs to be changed here.

You come to the kitchen: kitchen furniture, kitchen utensils, a refrigerator (fridge) with a freezer, a dish drainer, an electric or gas cooker with an oven. Maybe, it needs a cooker hood?

The dining-room is lovely. A big dining table with chairs in the centre, a cupboard with tea sets and dinner sets. There is enough room to keep all cutlery and crockery in. You know pretty well where things go.

The spacious living-room is the heart of the house. It is the place where you can have a chance to see the rest of your family. They come in the evening to sit around the coffee table in soft armchairs and on the sofa. You look at the wall units, stuffed with china, crystal and books. Some place is left for a stereo system and a TV set. A fireplace and houseplants make the living-room really cozy.

Your bedroom is your private area though most bedrooms are alike: a single or a double bed, a wardrobe, one or two bedside tables and a dressing-table.

You look inside the bathroom: a sink, hot and cold taps and a bath. There is nothing to see in the toilet except a flush-toilet.

You are quite satisfied with what you have seen, but still doubt disturbs you: “Is there anything to change?” Yes! The walls of the rooms should be papered, and in the bathroom and toilet – tiled! Instead of linoleum there should be parquet floors. Instead of patterned curtains it is better to put darker plain ones, so that they might not show the dirt. You do it all, but doubt does not leave you. Then you start moving the furniture around in the bedroom, because the dressing-table blocks out the light. You are ready to give a sigh of relief, but... suddenly find out that the lounge is too crammed up with furniture.

Those who live in one-room or two-room flats may feel pity for those who live in houses. They do not have such problems. At the same time they have a lot of privileges: central heating, running water, a refuse-chute and ... nice neighbours who like to play music at midnight. Owners of small flats are happy to have small problems and they love their homes no less than those who live in three-storeyed palaces. Home, sweet home.

Questions and discussions:

1. What category of owners does your family belong to?

2. Say what else one can see in a hall, a kitchen, a dining room, a lounge, a bedroom and other parts of your accommodation.

3. What kind of accommodation would you like to have in future? Explain your choice.

4. Think of the plan of your own flat / house and decide how you could arrange it. Discuss with the fellow-students what you would buy to furnish it.

INTERIOR DECORATION

Interior decoration is the art of decorating a room so it looks good, is easy to use, and functions well with the existing architecture. The goal of interior decoration is to provide a certain “feel” for the room; it encompasses applying wallpaper, painting walls and other surfaces, choosing furniture and fittings, such as light fixtures, and providing other decorations for the area such as paintings and sculptures.

Interior decorating is done professionally by interior designers or interior decorators, and by some architects. It is considered a design field.

There is sometimes a distinction made between interior decorating and interior design. Interior decorating is generally focused more on finishes, such as wallpaper, paint, window coverings, and furnishings. Interior design tends to be more integrated with the architecture, and in addition to the above areas, might also be involved in cabinet making, room layout, window placement, appliance selection, tile and floors election, and so on.

The role of the interior decorator evolved in the 18th century from the Parisian marchand-mercier and the upholder in London. In Paris, the gild system that had evolved since the late Middle Ages prohibited a crafts man from working with a material with which they had not undergone a formal apprentices hip. Only a marchand-mercier (a “merchant of goods”) could fit Chinese porcelains with gilt-bronze handles and mounts, combine Japanese lacquer or Sevres porcelain plaques with marquetry and gilt-bronze mounts on furniture. An early marchand-mercier Gersaint, had his s hop-sign painted by Watteau. The Rococo interior was taken out of the hands of the architect and the painter and put in charge of the marchand-mercier.

In London, a parallel is the rise of the “upholder”, a member of the London Upholders’ Company who increased his design competence from providing upholstery and textiles and the fittings for funerals, to become responsible for the management of the entire interior. In the great London furniture-making partnerships, a cabinet-maker is usually paired with an upholder: Vile and Cobb, Ince and Mayhew, Chippendale and Rannie or Haig.

Palladian architects like William Kent or Matthew Brettingham might provide designs for walls that would be executed by joiners, stuccoists, painters and upholders but often their designs were limited to mantelpieces and monumental side tables, which were considered part of the immovable decor. The neoclassical architect Robert Adam was prepared to design every detail of his interiors if the client wanted, down to the doorknobs and fire-irons. Sir William Chambers’s designs for furnishings are often underestimated. James Wyatt’s designs for furniture were gathered into an album, perhaps in preparation for an engraved publication. The French marchand-mercier Dominique Daguerre moved to London in 1788 and was responsible for interiors for the Prince Regent and worked with the architect Henry Holland.

In the 1830s, interior decorators were responsible for the revival of interest in Gothic and Rococo styles in England. By the later 19th century, some firms set themselves apart as “art furnishers”.

Modern interior decorators began with Lenygon and Morant in London, Jeanselme in Paris, and Ogden Codman in New York.

Questions and discussions:

1. What is the goal of interior decoration?

2. What factors interior decoration can be conditioned by?

3. Revise the history of development of interior decoration culture.

4. Imagine you are an interior decorator and you have an possibility to design your apartment / house with every material (sculpture, stucco) you want. Describe your creation.

TV TECHNOLOGY

There are many means of distributing television broadcasts, including both analogue and digital versions, e.g. satellite television, cable television and etc.

The earliest television sets were radios with the addition of a television device consisting of a neon tube with a mechanically spinning disk (the Nipkow disk, invented by Paul Gottlieb Nipkow) that produced a red postage-stamp size image. The first publicly broadcast electronic service was in Germany in March 1935. Television us age skyrocketed after World War II with war-related technological advances and additional disposable income. (1930s TV receivers cost the equivalent of $7000 today and had little available programming.). Color television became available in the U.S. on December 30 of 1953, backed by the CBS network. European color television was developed somewhat later and was hindered by a continuing division on technical standards. The first color broadcast in Europe was by BBC2 in the UK in the summer of 1967, using PAL. Germans did their first broadcast in September (PAL), while the French in October (SECAM).

Television in its original and still most popular form involves sending images and sound over radio waves in the VHF and UHF bands, which are received by a receiver (a television set). In this sense, it is an extension of radio. Broadcast television requires an antenna (aerial). This can be an external antenna mounted outs ide or smaller antennas mounted on or near the television.

Starting in the 1990s, modern television sets diverged into three different trends:

• standalone TV sets;

• integrated systems with DVD players and/or VHS VCR capabilities built into the TV set itself (mostly for s mall size TVs with up to 17" screen, the main idea is to have a complete portable system);

• component systems with separate big-screen video monitor, tuner, audio system which the owner connects the pieces together as a high-end home theater system. This approach appeals to videophiles who prefer components that can be upgraded separately.

There are many kinds of video monitors used in modern TV sets. The most common are direct view CRTs for up to 40 inch or 100 c m (in 4:3) and 46 inch or 115 cm (in 16:9) diagonally; most big screen TVs (up to over 100 inch (254 c m)) use projection technology. Three types of projection systems are used in projection TVs: CRT-based, LCD-based, and DLP (reflective micro mirror chip)-based.

Modern advances have brought flat screens to TV that us e active matrix LCD or plasma dis play technology (this last one more uncommon and more expensive). Flat panel plasma and LCD displays are as little as 4 inch or 10 cm thick and can be hung on a wall like a picture or put over a pedestal. They are multifunctional, because they are used like computer monitors too (VGA).

Questions and discussions:

1. What are the means of distributing television broadcasts?

2. Recall the history of television sets?

3. What are three different trends modern television sets diverged into starting from 1990s?

4. What are the kinds of video monitors used in modern TV sets?

5. Do you have TV set at home? Describe it (monitor, type of system, projection system).

6. What is the role of television in the life of humanity?

HOME CINEMA

Home cinema, also called Home theater, seeks to reproduce cinema quality video and audio in the home.

The video aspect usually involves a large-screen and/or high definition television or a projection system. Quality audio reproduction is usually achieved with a high fidelity surround sound system.

“Home cinema” has become something of a buzzword. Technically, a home cinema could be as basic as a simple arrangement of a Television, VCR, and a set of speakers. It is therefore difficult to specify exactly what distinguishes a “home cinema” from a “television and stereo”.

However, “home cinema” implies a real “cinema experience” and therefore a higher quality set of components. A typical home theater would include the following:

1. A large, prominent, display--generally a big-screen television (see Liquid crystal display television) or possibly a projector, often HDTV capable.

2. One or more audio/video sources. High quality formats such as DVD or Laserdisc are preferred, though old home cinema setups use VHS.

3. An audio system that is capable of surround sound (at least 5.1). This usually consists of several speakers and a subwoofer. Sometimes a specialized decoder is used to allow the playback of newer surround-sound formats.

4. Comfortable s eating and organization to improve the cinema feel. This might include several comfortable recliners and curtains or subdued room lighting to enhance the experience.

Some home cinema enthusiasts will go so far as to build a dedicated room in the home for the theater. Such a room is often decorated to resemble an actual cinema, with specialized furniture, movie posters, or a popcorn or snack machine. These more advanced installations often include sophisticated acoustic design elements, including “room-in-a-room” construction that isolates sound and provides the potential for a near ideal listening environment. These installations are often designated as “screening rooms” to differentiate from simpler installations.

These days it is possible to purchase “home theater in a box” kits from various prominent electronics companies. These kits include a set of speakers for surround sound, an amplifier/tuner for adjusting volume and selecting video sources, and sometimes a DVD player or VCR. Though these kits pale in comparison to a true custom built home cinema, these kits are attractively priced. One needs only to add a television and some movies in order to create a simple home theater.

Questions and discussions:

1. What does home cinema constitutes?

2. What are the components of typical home theater?

3. In what way a room dedicated for home cinema is decorated?

4. Do you have home cinema at home? Is it useful? Can it substitute a real cinema?

VACUUM CLEANER

A vacuum cleaner is a device that uses an air pump to suck up dust and other small particles of dirt, usually from carpeted floors. Most homes with carpeted floors possess a domestic model for cleaning. The dirt is collected by a filtering system or a cyclone for later disposal.

The first hand-powered cleaner using vacuum principles may have been the "Whirlwind", invented in Chicago in 1865 – unfortunately, its technical details seem to be lost with time. Subsequent varieties persisted throughout the 19th century, in all manner of shapes and sizes.

The first electrically-powered cleaner was invented by two men at about the same time. The first was H. Cecil Booth, a British engineer. He noticed a device used in trains that blew dust off the chairs, and thought it would be much more useful to have one that sucked dust. He attempted to test the idea by sucking the dust out of a dinner chair with his mouth. He nearly choked, but realized the idea could work. He patented it in Britain, and created a large hors e-drawn vacuum cleaner that would park outside a building to clean it. Booth never had great success with it, however. The other inventor, in the United States had much better luck. In 1906 James Murray Spangler, a janitor in Canton, Ohio, jury-rigged a vacuum cleaner out of a fan, a box, and a pillowcase. In addition to suction, Spangler's design incorporated a rotating brush to loosen debris. He patented it in 1908 and eventually s old the idea to his cousin's "Hoover Harness and Leather Goods Factory." In the USA, Hoover remains one of the leading manufacturers of household goods including cleaners, and Hoover became very wealthy from the invention.

In Britain, Hoover has become so associated with the manufacture of vacuum cleaners that in English, "Hoover" is virtually a synonym of vacuum cleaner, indeed many people will often refer to their "hoover" and "doing the hovering" even if the machine has been made by another manufacturer.

For many years after their introduction, they remained an expensive luxury item, but after World War II, vacuum cleaners became ubiquitous amongst the rising middle classes of the United States and, gradually, the rest of the West.

In early 2000 several companies developed robotic vacuum cleaners. These machines move automatically in patterns across a floor, cleaning surface dust and debris into their dustbin. They are usually capable of navigating around furniture and finding their recharging station. Most robotic vacuum cleaners are designed for home use, although there are more capable models for operation in offices, hotels, hospitals, etc.

Questions and discussions:

1. What is vacuum cleaner? What is the principle of its work?

2. When was the first hand-powered cleaner invented? What about the first electrically-powered cleaner?

3. What is “Hoover”?

4. What did the companies develop in early 2000 (regarding vacuum cleaners)?

5. Do you have vacuum cleaner at home? Is it helpful?

A HOUSEWIFE

Have you ever met a woman who never touched a broom or a floor-cloth in her life? Nearly all women but a queen have to put up with the daily routine doing all sorts of domestic work. But different women approach the problem differently.

The so-called lady-type women can afford to have a live-in help who can do the housework. She is usually an old hand at doing the cleaning and washing, beating carpets and polishing the furniture. She is like a magician who entertains you by sweeping the floor in a flash or in no time making an apple-pie with one hand. Few are those as lucky as to have such a resident magician to make them free and happy.

Efficient housewives can do anything about the house. Tidying up is not a problem for such women. An experienced housewife will not spend her afternoon ironing or starching collars; she gets everything done quickly and effortlessly. She keeps all the rooms clean and neat, dusting the furniture, scrubbing the floor, washing

up and putting everything in its place. She is likely to do a thorough cleaning every fortnight. She removes stains, does the mending, knits and sews. What man doesn't dream of having such a handy and thrifty wife?

The third type of woman finds doing the everyday household chores rather a boring business. You can often hear her say that she hates doing the dishes and vacuuming. So you may find a huge pile of washing in the bathroom and the sink is probably piled high with plates. A room in a mess and a thick layer of dust everywhere will always tell you what sort of woman runs the house. What could save a flat from this kind of lazy-bones? Probably a good husband.

Finally, there are housewives who do not belong to any group. They like things in the house to look as nice as one can make them. But they never do it themselves. They'd rather save time and effort and they do not feel like peeling tons of potatoes or bleaching, and rinsing the linen. It is simply not worth doing. They persuade their husbands to buy labour-saving devices – a dish-washer, a vacuum-cleaner, a food processor or... a robot-housewife. Another way for them to avoid labour-and-time-consuming house chores is to send the washing to the laundry, to cook dinner every other day, or at least make their husbands and children help them in the home.

In the end, there exist hundreds of ways to look after the house. You are free to choose one of them. What kind of housewife would you like to be?

Questions and discussions:

1. Four types of a housewife have been described in the text above. The first three types have been given names – the lady-type, the lazy-bones type, the efficient housewife.

2. What would you call the fourth type? Can you think of other types of a housewife? How would you call them?

3. How do you think which of the types is preferable? Give the reasons.

4. State the type of a housewife your mother (grandmother, sister, aunt) belongs to. Explain your choice.

UNIT 3
MEALS

UNIT 3 (P.146)
INDOOR –INDOORS

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Indoor – [adj only before noun] – existing or happening in a building with a roof.

Indoors – inside a building, especially someone's home.

I. Translate from English into Ukrainian paying attention to the words under study:

1. It was hot to think of staying indoors.
2. This year, the world indoor tennis championships will take place in Paris.
3. As it was winter we trained in the gym and played only indoor games.
4. It is not enough to have only indoor aerial to watch this channel.

II. Complete the sentences using the words under study.

1. The hotel has a beautiful heated ... swimming pool.
2. I spent the whole day ... listening to the radio.
3. On Sundays I like to stay … all day long.

III. Translate from Ukrainian into English using the words under study.

1.Які ігри на свіжому повітрі ви полюбляєте?

2. Здається починається дощ. Йдіть до дому.

3. Ми були вимушені залишатися в приміщенні тому, що йшов сильний дощ.

IV. Answer the questions.

1. Do you like to stay indoors?
2. What indoor games can you play in summer (winter)?
3. What does the phrase "indoor photography" mean?

V. Make up a list of indoor games.

VI. Translate the text from English into Ukrainian.

ADVANTAGES VS. DISADVANTAGES OF INDOOR SPORT

We all know that sport is one of the best ways to keep fit and healthy, meet new people and have fun! However, come Winter, when the temperature is near freezing, a lot of us lose the motivation to get out and exercise.

If you're not keen on exercising outside during the year's coldest months, playing an indoor sport is an option. However, it has its advantages and disadvantages. We thought it might be fun to look exactly what these are. If you are thinking of starting an indoor sport, make sure you keep reading!

ADVANTAGES:

It's the perfect alternative to being outdoors, in the cold, wind and rain! No matter what the weather is doing, if you play an indoor sport you will never need to worry about it being called off.

Being in a controlled environment, the playing area is generally a lot easier to play on. For example, there are no bumps, uneven ground, stones or puddles.

Indoor playing areas are a lot smaller than a regular outdoor playing field. This helps to bring the players together, encouraging more networking.

DISADVANTAGES:

Playing indoors is a controlled environment. While this can definitely have its benefits, such as keeping you out of the elements, there is also no wind or sunshine, and can sometimes feel stale. It is completely different to the natural conditions of playing outdoors.

When you are playing indoors, you have limited freedom, due to the constraints of the walls and ceilings. This can make the game a little less interesting at times.

Maintaining an indoor sports venue is costlier than using an outdoor one. For example, building cost, electricity, cleaning, etc.

What do you prefer, playing indoor or outdoor sport?

ALLOW – PERMIT – LET

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Allow – someone as a teacher, parent, manager, or police officer let someone do sth.

Let – to allow someone do sth;

Permit – a law or a rule allow someone to do sth.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Smoking is permitted only in the hall.
2. Just let me finish this, then I'll make us some coffee.
3. Police kept the suspect locked up for twenty-four hours before they allowed him to leave.
4. I've been so busy lately, I've let the house get in a real mess.
5. Doreen wouldn't allow anything to spoil her happiness.
6. No dogs allowed.
7. Her father will not let her go to the dance.

II. Complete the sentences using the words under study.

1. I often want to do the cooking, but my wife won't ... me.
2. The US government has refused to ... the refugees to enter the country.
3. Many parents do not ... their children to watch violent films.
4. Sue doesn't ... her children eat candy.
5. The manager explained that they did not ... people to bring pets into the restaurant.
6. The law ... foreign investors to own up to 25% of British companies.
7. She wasn't …out after dark.

III. Translate from Ukrainian into English using the words under study.

1. Палити заборонено.
2. Ми дозволили дітям піти на річку.
3. Обставини забороняють мені допомагати вам.
4. Дітям вхід без батьків заборонено.

5. Мені не дозволили побачити його.

IV. Answer the questions.

1. Is smoking allowed in public places?
2. Were you allowed to go out after dark in your childhood?
3. Should we permit our children to do everything they want?
4. If you are in a difficult situation will you let any person(only your parents? friends) help you?
5. What is not allowed by the law in this country?

V. Agree or disagree.

Children should be allowed to do everything they what in their childhood. We mustn't refuse them anything.

WORKER – EMPLOYEE – EMPLOYER

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Worker – someone who works in a job, esp. a job that does not involve managing people and that does not pay a lot of money.

Employee – someone who is employed by a particular company or organization.

Employer – the person, company, or organization that you work for.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Tony married the daughter of a post office worker.
2. We have 140.000 employees worldwide.
3. Finally, an agreement was reached between employers and unions about pension rights.
4. The boss wanted to dismiss the worker under the circumstances.
5. Sometimes different courses are organized to retrain workers.

II. Complete the sentences using the words under study.

1. We will need a reference from your last ... .
2. We want better communication between ... and management.

3. As a hospital ... , you are entitled to free eye tests.

4. IBM is one of the biggest ... in this area.

5. The wages earned by unskilled ... in Germany are twice as high as those earned by teachers in this country.

6. In spite of his age the … didn't want to dismiss him as he was an efficient … .

III. Translate from Ukrainian into English using the words under study.

1. Робітники великих компаній мають не тільки обов'язки, а й привілеї.

2. Він – працівник невеличкого заводу на заході країни.

3. Його компанія є найбільшим роботодавцем у регіоні.

4. Ця компанія здійснює суворий відбір працівників.

5. Вона дуже хороший працівник.

IV. Answer the questions.

1. What is the difference between a white- collar worker and a blue-collar worker?

2. If you were an employer what would you appreciate in your employees?

3. What is the duty of an employer (employee)? What about their rights?

4. Would you like to be an office worker? Why?

V. Comment on the following.

Nowadays a lot of young people are trained to be social workers. There are even special faculties at the universities. Speak on the advantages and disadvantages of being a social worker.

VI. Translate the text from English into Ukrainian.

UNEMPLOYMENT RATE INCREASES IN UKRAINE DUE TO POOR STATE OF ECONOMY AND OUTDATED EDUCATION SYSTEM

The contraction of the Ukrainian economy resulted in an increase of unemployment. While country's economy steadily recovers, the pre-crisis rate of unemployment still seems hard to achieve.

The Economic downturn, as well as reduction of business activities, provoked the increase of unemployment rate. Some companies went bankrupt while others started cutting expenses including those for staff. The increase of minimal wage rate up to UAH 3200 also played its part in this game. It forced companies which were unable to increase their wage funding to shift their employees to part time employment or even to an unofficial one. The increase of minimal wage rate also negatively influenced small enterprises operating under the simplified tax system.

Unemployment restrains economic development.

Unemployment causes a negative socio-economic impact on the state and its population. The government loses millions in taxes while increasing expenditures for payment of unemployment benefits. According to the Okun's law increase of unemployment rate by 1% over the country's natural unemployment rate, results in GDP decrease by 2-3%. In the meantime, the unemployment benefits are so small that it's practically impossible to get by with it.

Another negative consequence of the unemployment increase is the additional financial burden it creates for employed population. Taking into account existing demographic crisis in Ukraine the trend gets even more severe, resulting in a permanent increase of social contributions deducted from salaries to the Pension Fund.

The highest unemployment rate is among young adults under 24 years old.

According to the State Statistics Service of Ukraine the unemployment rate in Ukraine increased by 2% in 2014 and since then remains at the same level. In the first half of 2016, the unemployment rate was 9.4%, while the situation with unemployment among youth was, even more, alerting amounting to 14.7%. The unwillingness of young adults to take blue-collar jobs, as well as relocate to rural areas and be employed in the agricultural sector are key factors contributing to the high unemployment rate for this category of population. The highest unemployment rate is among young males from 15 to 24 years old (25,6%), while this indicator for females of the same age group is 6% lower.

The unemployment indicators significantly differ depending on the region.

The key reasons behind this are the different level of economic development of regions as well as a volatile political situation in some of them. The lowest unemployment rate is observed in Odessa, Kyiv, and Dnipropetrovsk regions, while the highest is registered in Lugansk, Donetsk and Poltava areas.

At the same time, the correlation between the proposition and demand for the workforce in regions differs significantly. On average, there are 95 applicants per 1 vacancy in Ukraine, compared to 105 applicants last year. This is explained by the fact that the number of vacancies has increased this year. Volyn region has recently appeared among 3 leading regions with the lowest number of applications (59) per 1 vacancy having taken on Dnipropetrovsk region. In the meantime, Hmelnitskiy region joined the list of top 3 regions with highest application rate (205) per 1 vacancy having outpaced Poltava region.

The senior management positions are hardest to find

Today senior managers are least likely to find employment, while processing industry specialists are most likely to succeed. Traditionally there are a lot of sales managers' and sales assistants' vacancies on the market. Compared to 2015 the demand for employees increased across all sectors, while in financial sector it skyrocketed by 110%.

Choosing the profession with the highest level of demand on the market is the first step towards employment

Another reason behind high unemployment rate is that people choose professions which are not demanded by the market. As a result, Ukraine has an excess of specialists in certain industries and lack in others. Additional training and change of profession of those temporary unemployed coupled with comprehensive reforms of secondary and higher education may become a solution to this problem. When choosing a profession one has to pay attention not only to a number of vacancies in this or that sector but to the trends as well: decreasing demand for specialists in a particular sector may indicate that certain professions will become irrelevant soon. On the contrary, the increasing demand for certain specialists

demonstrates that in the nearest future the particular sector will offer broad opportunities for the career development.

The decrease of unemployment rate will stimulate the growth of the Ukrainian economy. At the same time overcoming this challenge requires a number of changes, including the formation of the demand for certain specialists from the side of the government, the introduction of relevant education subsidies and as well as the implementation of comprehensive economic reforms supplemented with investments attraction.

SPECIAL(LY) – ESPECIAL(LY) – SPECIALTY – SPECIALITY

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Special (ly) – [adj] unusually good, impressive or important; [adv] *BE* used in conversation.

Especial(ly) – [adv] *AE* much more than usual, or much more than other people or things.

Speciality – the particular activity that you have most skill and experience in doing.

Specialty – (BE) a kind of food which is thought to be the best in a particular restaurant or area, esp. one that it is famous for.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Raclette is a local specialty consisting of cheese melted over cooked meats and potatoes.
2. Christie also runs the two hundred metres, but the one hundred is his speciality.
3. I'm feeling especially tired tonight because I've had so much work to do.
4. I bought it specially for you.
5. The bond between Sonya and her mother was very special.

6. Newspapers send special correspondents to places where important events take place.

7. My father was a historian of repute. His specialty was the history of Germany.

8. That was the question of especial importance.

II. Complete the sentences using the words under study.

1. Joe has a ... gift for mathematics.
2. He’s an excellent chef and his ... is souffle.
3. Paris is full of tourists, ... during the summer months.
4. We ... wanted to see the Eiffel Tower and Montmartre.
5. A hat is ... useful in protecting you from the heat of the sun.
6. Wood carvings are a … of this village.
7. My parents said that everything was done for my … benefit.
8. They dined on the restaurant …, Sicilian-style macaroni.

III. Translate from Ukrainian into English using the words under study.

1. Його коронна страва – запечена картопля з грибами.
2. Вона навчається в університеті за спеціальністю «Перекладач».
3. Його здібності особливо важливі у професії вчителя.
4. Спеціальні здібності потрібні для навчання класичному співу.
5. Цей подарунок я шукав спеціально для тебе.

IV. Answer the questions.

1. Do you have a special friend?
2. What season do you especially like? Why?
3. What do you cook (wear) on special occasions?
4. What is your mother’s specialty?

V. Write down the recipe of your speciality.

UNIT III (P.152)

CHOOSE – SELECT – PICK

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Choose – decide which one you want.

Select – choose sth by carefully thinking about which is the best, most suitable.

Pick – choose sth, esp. without thinking carefully about.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Why did you choose such a bright colour?

2. The names had been picked at random from the telephone book.

3. I can't decide which of these two vases to buy – I'll let you choose.

4. You will have to consider the evidence, select from it what is relevant, and disregard the rest.

5. The college selects only twelve students from the many thousands who apply.

II. Complete the sentences using the words under study.

1. He held out a pack of cards. “... a card. Go on, any card”.
2. Farmers ... only the healthiest animals for breeding.
3. She ... that house because she liked the garden.
4. It is crucial that parents ... the right school for any child with learning difficulties.
5. We had to ... between leaving early or paying for a taxi.
6. It is hard to … among so many nice houses.
7. … your friends carefully

III. Translate from Ukrainian into English using the words under study.

1. Мені важко самому вибрати подарунок.
2. Олені було важко вибрати шарф.
3. Джон обрав Мері своєю дружиною.
4. Як кар’єру ти хотів би обрати?
5. Після випробувань, мого приятель був обраний до команди.
6. На вашому місці, я би більш уважно підбирав слова.
7. Ти зробив гарний вибір.

IV. Answer the questions.

1. Is it difficult for you to choose a present for your friend?

2. How long does it take you to choose a dress (a sweater, a blouse, etc.) to wear?

3. Who was chosen the monitor of your group? Why?

4. Have you ever taken part in competitions? In what way were the participants selected?

5. Do you pick your words when you speak to your friends (parents, teachers)?

V. Read the following proverbs and comment on them.

- Choose an author as you choose a friend.
- To pick one to pieces.
- To pick plums out of the pudding.

BRING – TAKE – CARRY

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Bring – take sth to the place where you are now.

Take – carry sth to someone; carry and keep it.

Carry – take sth such as water, electricity, or gas from one place to another.

I. Translate from English into Ukrainian paying attention to the words under study:

1. I took my umbrella with me in case it rained.

2. Aunt Kate's forgotten to bring her glasses with her again.

3. I've brought someone to see you.

4. The pipelines which carry oil across Alaska are designed to withstand extremely low temperatures.

5. Can you take me home, please – I'm feeling rather tired.

6. The soldiers came back bringing ten prisoners.

7. She was carrying a baby in her arms.

8. Shall I take her your message?

II. Complete the sentences using the words under study.

1. Can you ... some of these cups into the kitchen for me?
2. Did you ... your camera?
3. The electricity is ... by means of cables which are up to 30cm thick.
4. We're waiting for the garbage van to come and ... these boxes away.
5. Robert asked the waiter to ... him the check.
6. ...this empty box away and … me a full one.
7. Railways and ships … goods.
8. … your wife along when you come to see us.

III. Translate from Ukrainian into English using the words under study.

1. Вона йшла вулицею і несла дитину на руках.
2. Хто приніс це пальто і цю шапку в мою кімнату.
3. Цей студент завжди носить із собою багато книг.
4. Не забудь взяти свої ключі.
5. Картоплю було привезено в Англію з Америки.
6. Мої книжки на другому поверсі, принеси їх, будь ласка.
7. Хто віднесе листи на пошту?
8. Я привіз декілька цікавих дрібниць з подорожі Африкою, приходь та подивись.
9. Ти проведеш мене на станцію?

IV. Answer the questions.

1. If you were invited to the party, would you bring one of your friends with you?
2. Do you think that any goods brought to our country must be carefully checked? Why?
3. Do you agree that you should always carry a mobile so that your parents and friends could call in at any time? Why?

V. Read the following proverbs, translate and comment on them.

- To bring grist to the mill.
- To carry coals to Newcastle.

- To carry fire in one hand and water in the other.

COME – GO – LEAVE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Come – go to the place where you are or to the place where you're going.

Go – be in motion, move.

Leave – go away from a place.

I. Translate from English into Ukrainian paying attention to the words under study:

1. I want to see you before I leave.
2. We stayed another ten minutes and then we went.
3. If you won't come with me I'll go alone.
4. I'm leaving for Paris on Tuesday.
5. Do you know what time the next bus goes?
6. He left London for Paris.
7. She left her comfortable home for a rugged life in the desert.

II. Complete the sentences using the words under study.

1. Just as I was ..., the phone rang.
2. The trip is all planned – we're ... in September.
3. I wouldn't ... to Egypt in August. It's too hot.
4. How many people are ... to the party?
5. When we arrived at the port the boat had just ....
6. …to my place any time you like.
7. Higgins … up to his mother and kissed her.
8. The weather was nice and we decided to … down to the country for the week-end.

III. Translate from Ukrainian into English using the words under study.

1. Поліція хотіла знати, о котрій він пішов з офісу.
2. Піди та принеси ножиці для мене, будь ласка.

3. До середньовіччя люди думали, що Земля крутиться навколо сонця.

4. Біллі теж хоче прийти.

5. Куди ти йдеш?

6. Коли я зайшов до кімнати, він читав газету.

7. Залиште повідомлення на автовідповідачі.

IV. Answer the questions.

1. Do you go to university on Saturday and Sunday?

2. Whom did you meet when you were leaving your house yesterday in the morning?

3. When do you usually come home after your periods at the university?

4. Would you like to leave Mykolaiv for another town? Why?

5. Do you agree to the proverb “Easy come, easy go”(“Gossiping and lying go hand in hand”)?

V. Make up an instruction how to leave a message on an answering machine.

COUPLE – PAIR

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Couple – two people who are together, esp. because they are married; informal expression meaning two, several.

Pair – two people who are doing sth together, or who share a relationship; two things of the same type that are used together.

I. Translate from English into Ukrainian paying attention to the words under study:

1. How many copies of this letter do you need? – Just a couple.

2. The elderly couple opposite us began talking in hushed voices.

3. I bought a new pair of shoes today.

4. Everyone admired a newly-married pair.

5. We spent a couple of hours resting and exploring the ruins.

II. Complete the sentences using the words under study.

1. We were asked to wait for a ... of minutes.
2. A young ... was walking down the street.
3. Sam bought a ... of shoes at this store.
4. She brought a ... of gloves for me.
5. A ... of months ago we were in Madrid.
6. On the bookshelf was a matching ... of china ornaments.
7. Ten … took the floor and started dancing.

III. Translate from Ukrainian into English using the words under study.

1. Біля ліжка стояла пара туфель.
2. Молода пара прогулювалася берегом океану.
3. Цю пару рукавичок я давно загубила.
4. Нас попросили почекати кілька хвилин.
5. У магазині залишилася лише пара штанів.
6. Пару годин тому він телефонував і сказав, що спізниться на 20 хвилин.

IV. Answer the questions.

1. How will you define two persons or things, seen together or associated?
2. Do you like to work in pairs? Why?
3. When did you buy your last pair of shoes?
4. What happened to you a couple of months ago?

V. Make up a 10-sentence story, use the words *couple, pair* as many times as possible.

UNIT III (P.159)

DO – MAKE – COMMIT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Do – to perform an action or activity; to work at, have as an occupation; to act or behave.

Make – to create; to bring sth into being, cause to exist.

Commit – do sth which is against the law or which is morally wrong.

NOTE:

The two verbs make and do are very commonly used in English – in fact, people often make mistakes when using them!

Generally speaking, make is used for creative actions, and do is used for routine ones, but there is really no hard-and-fast rale. If you think this makes it difficult to make up your mind which verb to use, then you are absolutely right!

When you get in the morning, you should make your bed, and then you can make some tea or coffee for breakfast. If you want to make money, you must do a job. When you are at work, you should always do your best and make a success of everything. You should do the housework every day, and you should make time to teach yourself to cook so that you can make cakes, and to sew so that you can make your own clothes. If you are a student, you must do all your homework if you want to make sure that you will do well when you do your examinations. If you want to visitthe doctor, it is a good idea to make an appointment first, especially if you have to make a long journey to get to his surgery. Of course, you must not make a lot of noise while you are waiting to see him, or you will not make a good impression on him.

Finally, you may well ask why the English don't make a set of rules to help you know to say make and when to say do!

I. Translate from English into Ukrainian paying attention to the words under study:

1. She does a lot of work for charity.
2. We were taught to pray every time we committed even a minor sin.
3. We think the violin was made in France.
4. 95% of housework is done by women.
5. She did a year at University.
6. Our teacher tries to make his lessons interesting.
7. She makes clothes for herself.

II. Complete the sentences using the words under study.

1. He never ... any mistakes in his test papers.

2. She always ... her job in the best way she can.

3. My classmate ... noise at lectures.

4. It’s not sure yet whether she died naturally or ... suicide.

5. ... your best to complete this task well.

6. I don’t feel well, ... me some coffee.

7. Taylor is in prison for a crime he didn’t ... .

8. His new car ... 80 miles per hour.

9. The only aim of his life is to ... money.

10. ... me a favour! Stop laughing at me.

III. Paraphrase using the following word-combinations with *do* and *make*. Choose from the list below.

make friends with smb, do to a turn, make a mistake,

make an impression, do harm to, do one’s best,

make up one’s mind, do wonders

1. The steak was cooked perfectly.

2. He exerted every effort to help us.

3. The storm damaged the crops.

4. He became the friend of a new girl.

5. I decided to be an interpreter.

6. He committed an error.

7. The play didn’t affect my emotions.

8. Patience and perseverance will produce remarkable results.

IV. Translate from Ukrainian into English using the words under study.

1. Ваша дитина робить успіхи.

2. Кілька безсонних ночей не заподіяли йому шкоди.

3. Я раджу вам не шуміти, діти сплять.

4. Я зробив усе, що міг. Нічого не поробиш.

5. Мені потрібно було зробити вибір, і я його зробив.

6. Ми збираємося робити ремонт навесні.

7. Поліція не була впевнена, що саме він здійснив злочин.

8. Поки ми займалися пранням, вони готували вечерю.

9. Ніхто не міг довести, що вона не здійснила самогубство.

10. Він зробив мені послугу та вислухав мене.

V. Answer the following questions.

1. Do you regularly do your home task? Do you do it carefully? Why?
2. Who makes your tea in the morning?
3. When you visit a city, do you usually do the museums?
4. Do you do your best to study at the university? Why?
5. When did you make up your mind to be an interpreter? Who/What influenced you?
6. How do you usually feel when you've made a mistake? Do your feelings depend on the mistake?
7. What film made a great impression on you?

VI. Read the following proverbs, give their Ukrainian equivalents and comment on them.

1. Make hay while the sun shines.
2. Clothes don't make the man.
3. What's done cannot be undone.
4. When in Rome do as the Romans do.

VII. Read and translate the following poem.

One thing at a time

Edith Segal

Work while you work,
Play while you play.
This is the way
To be happy and gay.

All that you do
Do with your might,
Things done by halves

Are never done right.

One thing at a time,
And that done well,
Is a very good rule
As many can say.

VIII. Translate the text from English into Ukrainian.

DON'TS OF A TRANSLATOR/INTERPRETER

There are definite ways which none of the interpreters/translators is allowed to apply why performing:

- don't give your opinion, unless of course you are asked;
- don't put forth your ideas or agenda while performing;
- don't interrupt the speaker in case of misunderstanding, etc., at least try to do it as little as possible;
- do not draw attention to yourself either by unusually loud (low, trembling) voice, broken language or inappropriate clothing;
- don't stop speaking (interpreting) when arguments arise Don't exclude the one you are assigned to, from the conversation (i.e., a debate brakes out between several people and so you just wait until it is finished – excluding your client from involvement);
- don't stay in the profession if it brings disappointment and dissatisfaction. Sometimes we make mistakes, applying for the wrong job, when interpretation turns to be not our calling. The best way-out is to correct a mistake and leave the job;
- don't stop learning. Vocabulary is learned with practice opportunity and a desire to improve. But heart attitude is what undergirds it;
- don't take a job that compromises you or your beliefs. You and your reputation are on the line. For example, if the client is corruptible, sells illegal products, conducts dishonest business, etc., choose to have nothing in common with it;

- don’t overcharge thinking you have a client in a desperate spot;
- don’t overestimate or underestimate your worth.

The interpreter, especially simultaneous one, should know about his right to have a rest through regular intervals. He is good in interpretation only for 20 minutes, then his skills diminish as his attention decreases dramatically. He needs a break, because the symptoms of being tired are vivid: he begins to hesitate, makes simple mistakes, picks at his clothes, his eyes start to stare questioningly and he becomes blank, starts to stammer and apologize that he missed the point or thought. Don't make a big deal over it – he just needs someone to replace him by some other interpreter or have a rest. A responsible client will recognize the difficulty of the task of interpreting, and not require unreasonable expectations. Five hour meetings are unreasonable. It is analogous to asking a 100 meter sprinter who has just won the race to keep sprinting until someone tells him to stop. Interpreters need to rest and they need top speak up when this is not recognized.

TECHNIQUE – TECHNOLOGY

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Technique – a special skill or way of doing sth, esp. one that has to be learned.

Technology – the practical application of scientific knowledge.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Modern technology has made it possible for astronomers to probe deep space.

2. Tanay’s violin teacher wants her to alter her bowing technique.

3. Thanks to new surgical techniques, hip replacement operations have become much more successful.

4. Professor Johnson is one of leading specialists in Telecommunications Technology.

II. Complete the sentences using the words under study.

1. You’ll have to improve your driving ... if you want to pass you test.

2. New ... helped in the movie-making.

3. The impact of educational … on the university teaching is immense nowadays.

4. Revolutionary changes have come about in communication …

III. Translate from Ukrainian into English using the words under study.

1. Вам необхідно відточити техніку танцю.
2. Яка техніка релаксації Вам знайома?
3. Мій приятель вирішив поступати до коледжу технічних та прикладних наук.
4. В наш час для вироблення побутової техніки використовуються сучасні технології.
5. Використання нової техніки у викладацькій і дослідній роботі піднесло інтерес до технічних засобів навчання.

IV. Answer the questions.

1. Would you like to study engineering at school of technology? Why?
2. In what way is it possible to perfect an acting technique?
3. Do you know anything about the recent developments of educational technology?

V. Comment on the impact of educational technology on the university teaching.

HARD – DIFFICULT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Hard – difficult and needing a lot of mental effort or understanding.

Difficult – not easy to do or understand.

I. Translate from English into Ukrainian paying attention to the words under study:

1. I couldn't answer the last question – it was far too difficult.

2. Trying to forget her – that's the hardest thing of all.

3. What makes it so difficult is that she’s already married and has two children.

4. Icy roads made driving all the more difficult.

5. You can tell from her face that she’s had a hard life.

II. Complete the sentences using the words under study.

1. The book is full of long ... words.

2. I thought the exam was really ... .

3. They’re both really good – it's ... to know which to choose.

4. It was ... for us because we'd never studied French.

5. I’ve had a ... day at the office – I think I'll go straight to bed.

6. The book is full of useful advice about how to deal with even the most ... teenager.

III. Translate from Ukrainian into English using the words under study.

1. Вона завжди обирала найскладніші дороги.

2. Чим тяжче ставало його життя, тим веселіше він ставав.

3. Зважитись на такий крок – було найважчим у житті.

4. Було дуже складно знайти заміну на його місце.

5. Ви вважаєте обтяжливим ходити за покупками.

IV. Answer the questions.

1. Are you hard to please? Why do you think so?
2. Have you ever tasted chestnuts? Do you know that they are hard for digestion?
3. What is difficult for you to do?
4. Is it difficult to study at the university? Why?

V. Agree or disagree:

“To forgive is the most difficult pitch human nature can arrive at”.

HELP – ASSIST – AID

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Help – join someone and contribute to the performance or completion of a task.

Assist – a formal word meaning to help sb do sth, esp. by doing all the simple or unimportant things for them so that their job is easier.

Aid – a formal word meaning to help sth get better, develop, grow etc; to help sb or sth achieve sth, by making the situation that they are in easier for them.

I. Translate from English into Ukrainian paying attention to the words under study:

1. All the money that has been collected will be used to help starving children around the world.

2. I was employed to assist the manager in the restaurant, not do the cooking.

3. The country's economic recovery has been aided by a settlement of the economic conflict.

4. The warm weather this spring has certainly helped the farmers.

5. They have developed a new information system that will greatly assist all library users.

6. The new government grants are intended to aid small business.

II. Complete the sentences using the words under study.

1. Her uncle said he would ... her to find a job.

2. Besides being his secretary, she also learnt to ... him in his research and investigation.

3. The new equipment has been provided to ... in the diagnosis of liver disorders.

4. The plan was intended to ... development in rural areas.

5. To ... you in the interview make a quick checklist of all the things you want to say.

6. A video recorder is a useful ... in the classroom.

III. Translate from Ukrainian into English using the words under study.

1. Вона завжди допомагає мені прибирати вдома.

2. Пилосос – необхідна допомога вдома.

3. Я вдячна, коли ти допомагаєш мені у моїх експериментах.

4. Допомагати в управлінні готелем стало його головною метою.

5. Гранти міських рад мають допомогти найкращім студентам навчатися в вузах України.

IV. Answer the questions.

1. Do your fellow-students help you with your studies? Why?
2. Do you help your fellow-students?
3. What educational aids do you know?
4. Do you think teachers should use them in the teaching process? Why?
5. Would you like your teachers to assist you with your studies? In what way?

V. Make a report.

"The use of audio-visual aids in the teaching of future interpreters".

VI. Translate the text from English into Ukrainian.

WAYS TO HELP A FRIEND WITH DEPRESSION

If you want to be there for a friend who's been diagnosed with depression, you're already a great friend. But even when you have really good intentions, it can be hard to know exactly how to help a friend with depression and what to say to a depressed friend. If you're wondering what to do if your friend has depression, check out our tips for helping a friend with depression, but remember to look after yourself, too.

1. Become informed.

Not totally sure what depression is or what it means for your friend? A really great first step in helping your friend is to find out more about depression – which will help you better understand what they're going through.

2. Be there to listen.

If your friend feels like talking, ask them how they're going. Try asking questions like, "What can I do to help?" and "What do you find helpful?" When you want to bring up a sensitive issue with a friend, try to choose a time and place when you're both comfortable and relaxed. It's a good idea to avoid talking to them about it if they're upset.

3. Take their feelings seriously.

If someone is suffering from symptoms of depression, it isn’t possible for them just to “snap out of it”, “cheer up” or “forget about it”. When you listen to them and validate their feelings by saying things like “That must be really hard” or “I’m here when you want to talk”, they’ll know you’re taking their feelings seriously.

4. Let them know about support services.

If your friend has already seen a GP or mental health professional, that’s awesome. You could let them know there are also online and email counselling services. You could also recommend the ReachOut NextStep tool, which recommends relevant support options based on what the person wants help with.

5. Respond to emergencies.

If you think your friend may be in danger or at risk of hurting themselves or someone else, seek help immediately. Call 000 to reach emergency services and also tell someone you trust.

6. Take care of yourself.

It can be incredibly frustrating, exhausting and upsetting to deal with someone who is experiencing depression. You can be there to support your friend only if you look after yourself first. Remember to do the following to make sure your own wellbeing is looked after.

Monitor your mood. You might be really worried about a friend with depression, but it's important that you also monitor your own mood and stress levels. This could include rating your mood out of 10 each day, to track how you’re doing.

Don’t give up the things you enjoy. Always make sure you've got the time to do your favourite things.

Make time to relax. Relaxation is great for helping you to unwind and deal with stress.

Set boundaries. You aren’t going to be able to be there for your friend all of the time. Set some limits around what you’re willing, and not willing, to do. For example, you might decide not to take any phone calls in the middle of the night, or not to miss social events just because your friend isn’t up to going.

Ask for support. It's important that you're getting your own emotional support. Talk to people you trust about how you're feeling.

UNIT III (P.167)

AWARE OF – FAMILIAR WITH

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Be aware of – to know that a serious situation exists.

Be familiar with – to know sth well because you have seen it, read it, used it many times before.

I. Translate from English into Ukrainian paying attention to the words under study:

1. They were very aware of the tense atmosphere in the room.
2. I'm not familiar with the details of this particular case.
3. "Is there any dissatisfaction among the workers?" – "Not that I'm aware of."
4. Not many people in England are familiar with Soseki's work.
5. Anyone applying for the job should be familiar with using a spread-sheet.
6. Are you familiar with the works of George Eliot?
7. He was speaking a language that was not familiar to me.

II. Complete the sentences using the words under study.

1. Are you ... ... this type of machine?
2. Let's just say that we're ... ... the problem and that we're trying to do something about it.
3. Hardy grew up in the West England and was ... ... the local dialect.
4. We are … of the problems faced by homeless people and are trying to deal with them.
5. They were keenly … of difficulties.
6. He is … of danger.

III. Translate from Ukrainian into English using the words under study.

1. Директор не був поінформований про одужання вчителя, і дітей відпустили до дому.

2. Вона знала багатьох людей, але тільки деяких могла назвати своїми друзями.

3. Він був поінформований про це, але нікому нічого не сказав.

4. Марк познайомився із творами Леонардо да Вінчі у Італії.

IV. Answer the questions.

1. Are you familiar with many literary works?

2. Are you aware of the situation with your marks?

3. If you want to take part in a scientific conference what should you be aware of?

4. Were you familiar with all botanical names when you learned Botany at school?

V. Make up a list of things you are keenly aware of.

ABLE – CAPABLE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

(Be) able to – you can do sth , esp. sth that needs a lot of effort, involves a lot of skill and knowledge;

(Be) capable of – have the power of ability to do sth very difficult or unexpected;

I. Translate from English into Ukrainian paying attention to the words under study:

1. Those bags look really heavy – are you sure you'll be able to carry them on your own?

2. She regretted not being able to drive.

3. Leave the boy alone, I'm sure he's perfectly capable of fixing it himself.

4. She wished she had been able to study more when she was younger instead of looking after her children.

5. A hydroelectric power station is capable of generating enough energy for half the region.

6. If you want to join this expedition, you must be able to speak English and swim.

7. Don’t worry, she’s perfectly capable of dealing with the situation.

II. Complete the sentences using the words under study.

1. It’s difficult to imagine that an innocent-looking young person like her would be ... ... murder.
2. After the accident it was a long time before she was ... ... walk again.
3. Lewis is ... ... running the 100 meters in under 9.9 seconds.
4. I've always wanted to be ... ... speak Japanese.
5. In a few weeks' time you should be ... ... type up to 60words a minute.
6. Will you be … to carry those bags on your own?

III. Translate from Ukrainian into English using the words under study.

1. «Ви в змозі дійти до машини?» – запитав мене лікар.
2. Він здатний на обман.
3. Мені шкода, але я не воджу машину.
4. Він фізично здатний перенести цю важку коробку.

IV. Answer the questions.

1. Do you have friends who are capable of neglecting their duties?
2. What are you better able to do than your friends?
3. Shall you be able to come to your friend’s birthday?

V. Make up a list of things you are able to do and you are capable of doing.

BEGIN – START

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Begin – start doing sth, esp in a deliberate way (намеренно, обдуманно).

Start – start doing sth.

I. Translate from English into Ukrainian paying attention to the words under study:

1. The big man suddenly started shouting at me in German.
2. Once the children were quiet, the teacher began.
3. The baby was very tired and she started to cry.
4. We'd better start if we want to finish this by lunchtime.
5. As time went on, I began to get a little worried.

II. Complete the sentences using the words under study.

1. I think we should ... looking for a place to stay the night.
2. Make sure that you are in a comfortable position before you ... typing.
3. She looked at him open-mouthed, then ... to laugh.
4. She has just ... a course of tablets which should get rid of any infection.
5. If you do not look after you plants well they will ... to look pale and yellow.
6. "Have you finished the Dickens novel yet?" – "No, I haven't even ... it yet, I'm afraid."

III. Translate from Ukrainian into English using the words under study.

1. Вона розпочала роботу над книгою рік тому.
2. Гадаю, ми можемо починати переговори.
3. Телефон почав дзвонити, чайник кипіти, дитина плакати. Вона розгубилася.
4. Я хочу почати мої тренування завтра.
5. Ми почнемо наші збори о 7 годині.
6. О котрій годині починається фільм?
7. День почався з поганих новин, та здається це ще не все.

IV. Answer the questions.

1. At what time do your lessons begin?
2. When did you begin learning English?
3. Has your day begun with good news?
4. Have you started working yet?

V. Read, translate and comment on the following proverb.

- Well begun is half done.

DESTROY – RUIN – SPOIL

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Spoil – make sth less attractive, less enjoyable, less effective.

Destroy – damage sth so badly that it cannot be repaired or it no longer exists; completely spoil sth, such as a relationship, a feeling, or a way of life, so that it can no longer exist in the same way.

Ruin – completely spoil sth.

I. Translate from English into Ukrainian paying attention to the words under study:

1. The earthquake destroyed much of the city.
2. The trip was spoiled by bad weather.
3. The rain absolutely ruined our barbecue.
4. Because of the dreadful experience, my faith in human nature was completely destroyed.
5. If you open the camera, you'll ruin the film.
6. A pity it started raining, it really spoiled things.

II. Complete the sentences using the words under study.

1. I won't tell you the ending of the movie. I don't want to ... it for you.
2. Some people think that television has ... the art of conversation.
3. I've spent weeks planning this surprise party for Dad and now you've ... it by telling him.
4. Why did you have to invite Jerry? You've ... the whole weekend.
5. If the newspapers find out about this, it could ... his marriage, his reputation, and his career.
6. Even close relationships can be ... by alcoholism.

III. Translate from Ukrainian into English using the words under study.

1. Повінь зруйнував багато домівок.

2. Нашу подорож зіпсував вітер та дощ.

3. Вона кинула його листи в огонь, щоб зруйнувати навіть пам’ять про нього.

4. Ваша помилка може зруйнувати мою кар’єру.

5. Ти не зможеш зіпсувати мій день.

6. Англійці зруйнували монастир, але через півсторіччя знову відстроїли його.

IV. Answer the questions.

1. What should one do if he wants to build a new house but the place is taken by an old one?

2. What happened to the cities and towns of Ukraine during World War II?

3. What happens to the banks of the river during the flood?

4. When do people say “The hopes are destroyed”?

5. What can spoil the holiday?

6. Why do parents not allow their children to eat sweets before having dinner?

V. Agree or disagree.

- Television has spoilt the art of conversation.
- If a person wants to have a holiday nothing can spoil this holiday.
- My hopes are destroyed.

UNIT III (P.183)

SHORTLY – BRIEFLY – IN SHORT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Shortly (adv) – in short time from now; used especially when talking about what will definitely happen soon; used when talking about something that happened very soon after another event in the past; sharply, curtly.

In short (adv *phrase*) – used to say the most important point about a situation in a few words.

Briefly – lasting only a short time; laconically.

I. Translate from English into Ukrainian paying attention to the words under study:

1. In short, the report says that more money should be spent on education.

2. We are sorry for the delay – the train will leave shortly.

3. The first blast was shortly followed by two further explosions.

4. We talked briefly about the financial side of the agreement and then moved on to other matters.

5. He is shortly to leave for Mexico.

6. He is short, handsome and muscular, in short, he's a doll.

II. Complete the sentences using the words under study.

1. Harry was loud-mouthed, argumentative and rude; ... ... a pain in the ass.

2. The present ruling council is ... to be replaced by a new legislative chamber.

3. Her last novel was published ... after her death.

4. The plan, ..., was to persuade Jones to give evidence in the trial by offering him his freedom.

5. He looked through the letter, but very ... .

6. A poor white and untidy person he, … …, was tacky.

III. Translate from Ukrainian into English using the words under study.

1. Незабаром його друзі пішли, і він ліг спати.

2. Коротко кажучи, він не схотів підлещуватися до шефа.

3. Невдовзі після його смерті його мемуари видали великим тиражем.

4. Усе незабаром зміниться на краще.

5. Незабаром усі довідалися про цю історію.

IV. Answer the questions.

1. Do you usually discuss problems briefly? Does it depend on who you speak to?

2. What is your attitude to pupils who answer rather shortly when they are asked?

3. What will you do shortly after coming home?

4. How will you characterize a beautiful pretty woman in short?

V. Describe briefly the way you spent your last winter holidays.

SMASH –SLAM – SLAP

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Smash – to break sth into many small pieces, esp. in a violent way.

Slam – to shut a door violently, so that it makes a loud noise, esp. because you are angry.

Slap – to hit someone, esp. on their face, with the flat part of your open hand.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Her camera was smashed by the soldiers when she tried to take photographs.
2. She slammed the door so hard that the glass cracked.
3. If you don't behave yourself, you'll get a slap.
4. They heard the front door slam.
5. She slapped him across the face and stormed out of the room.
6. The bottle is smashed, smashed to small atoms.

II. Complete the sentences using the words under study.

1. Every piece of china we possessed had been ... to pieces.
2. Some of these kids just need a good ....
3. He didn’t speak but left the room, ... the door behind him.
4. I tried ... his face a few times to see if he was still conscious.
5. He cut his foot on a ... bottle someone had left on the grass.
6. Car doors ..., and voices called, “What’s happened?”
7. The drunken man … up all the furniture.

III. Translate from Ukrainian into English using the words under study.

1. Вони виховують дітей без лупцювання.

2. Наші новорічні іграшки побилися, коли коробка з ними випадково впала на підлогу.

3. Гримнувши дверима, вона помчала на вулицю, не озираючись.

4. Вона кинула слухавку. Не виламуйте двері, у мене є ключ.

5. Вона з грохотом поставила коробку на стіл.

IV. Answer the questions.

1. What do people have to do if they've left their keys at home and can't enter the flat?

2. What do people usually do leaving the room if they are very angry?

3. Have you ever smashed a window? How did it happen?

4. What do impolite people usually do if they've dialed the wrong number?

V. Make up a dialogue using the words *smash, slam, slap*.

TASTEFUL – TASTY

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Tasteful – a word for describing sth that has been chosen or made with good taste.

Tasty – food such as meat, fish, cheese etc that has fairly strong taste which you like.

I. Translate from English into Ukrainian paying attention to the words under study:

1. My uncle wore a flannel suit, a spotless white shirt and a tasteful but sombre tie.

2. Served hot or cold, these tasty little cheese balls are ideal as an appetizer.

3. She was a small, pale, rather serious-looking young woman, always tastefully dressed.

4. The tomato soup was hot and tasty.

II. Complete the sentences using the words under study.

1. It's hard to believe that something so ... can be prepared on one small gas ring.

2. Griffiths sat behind a huge desk in a ...ly furnished office.

3. Her Christmas cards are always very ..., and beautifully inscribed.

4. These sausages are really ... – where did you buy them?

III. Translate from Ukrainian into English using the words under study.

1. Її страви завжди дуже смачні.

2. Він був вдягнений зі смаком, але надто офіційно.

3. Запечена курка була смачною, вибір вин було зроблено зі смаком.

IV. Answer the questions.

1. Can you cook tasty dishes? What are they?

2. Are you a tasteful person?

3. Are you tastefully dressed? Why do you think so?

V. Read, translate and comment on the proverbs.

- There's no accounting for tastes.

- Tastes differ.

UNIT III (P. 191)

ARISE – RISE – RAISE – LIFT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Arise [arose; arisen] – a) happen unexpectedly and come to your attention (formal); b) a problem, a difficulty or an argument appears or starts, usually as a result of something else happening.

Rise [rose; risen] – to stand up; to move straight up into the air; to gradually move up in a list or group of people, teams, records etc.; to increase gradually over a long period (in number, level, population, temperature, etc).

Raise – to make a number or amount increase; to move part of your body upwards.

Lift – to move a person or an object into a higher position; to move sth into another position, esp with effort, by moving it up into the air;

I. Translate from English into Ukrainian paying attention to the words under study:

1. An argument arose about an appointment of a new representative.
2. We must make the document absolutely clear to ensure misunderstandings do not arise.
3. Borland rose to the top of the computer software industry by a mixture of innovation and good marketing.
4. The tide was rising and they have to move further up the beach.
5. Although salaries have risen by 10% every year they have not kept up with prices.
6. Frank raised his hand in protest.
7. The president should take the necessary steps of raising taxes and cutting public spendings.
8. She raised her glass to her lips.
9. She lifted the lid from a huge pot and took a sniff.
10. Six men lifted up the coffin and carried it out of the church.

II. Complete the sentences using the words under study.

1. The legal problems first ... when we tried to sell our house.
2. The level of water in the lake was ... fast.
3. The men all ... their hats as she walked past.
4. Many questions ... out of the results of this research.
5. The retirement age has been ... to 65 for both men and women.
6. She ... her head and looked at him.
7. His doctor has told him that he must not ... anything heavy.
8. Levels of spending on education have ... by about 4 billion since the government came into power.
9. Hot air ... .
10. Can you help me to ... up this table so we can get the carpet under it?
11. May I … my glass to your health, madam?

III. Translate from Ukrainian into English using the words under study.

1. Він підвівся та запропонував місце жінці з дитиною.
2. Коли в нас виникла проблема, ми звернулися до брата Ендрю.

3. Температура в кімнаті піднялася, але тепліше не стало.

4. Дівчата, що бажали взяти участь у конкурсі, підняли руки.

5. У неї виникла дивна реакція на мої слова.

6. Іноді виникають проблеми, які важко розв’язати.

7. Він упав, але піднявся і пішов далі.

8. Не підвищуйте голос!

9. Він підняв важку валізу і допоміг мені з іншими речами.

10. Цей спортсмен підіймає більше 100 кілограмів ваги.

IV. Answer the questions.

1. Where does the rise and set?

2. What do people usually do if they want to ask a question?

3. Are the living standards in this country rising from year to year?

4. Do you think we should raise sunken ships from the bottom of the sea to the surface? Why?

5. Can you lift a heavy box?

6. What should a gentleman do if he is introduced to a lady?

V. Read, translate and comment on the following proverbs.

- Early to bed and early to rise makes a man healthy, wealthy and wise.
- Not to lift a finger to help someone.

END – FINISH – BE OVER

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

End – to spot; to conclude; to result in.

Finish – if sth such as a film, meeting, or a lesson finishes at a particular time, it ends at that time.

Be over – if an event or an activity is over, it has ended.

I. Translate from English into Ukrainian paying attention to the words under study:

1. The war in Vietnam finally ended in 1975.

2. Our discussions always end in an argument.
3. The school year ends in June or July.
4. Do you think their meeting will be finishing soon?
5. Our history teacher never finishes class on time.
6. When Sir George finished his speech there was a moment's silence.
7. Right, that's the formal part of the interview over. Is there anything you'd like to ask us?
8. Don't worry, your troubles will soon be over.
9. They hope to finish their new home before winter.
10. There had been a fight in the bar,bur when I got there it was all over.
11. The book ends on page 354.

II. Complete the sentences using the words under study.

1. The story ... in a hopeful note.
2. The show should ... ... by ten, at the latest.
3. The evening ... cordially with handshakes all round.
4. The movie should have ... by now.
5. I think, I'm going to lose my temper before this evening ... .
6. She ... her recital with an old French song.
7. He … his speech and sat down.
8. We have … the pie.
9. The rain will soon … …

III. Translate from Ukrainian into English using the words under study.

1. Зустріч закінчилася підписанням угоди.
2. Ми спізнилися, його виступ вже скінчився.
3. Вона закінчила школу у 1993.
4. Війна скінчилася поразкою супротивника.
5. Вона ніколи не вміла вчасно закінчувати свої розповіді.
6. Мої негаразди вже скінчилися.
7. Я почав читати цю книгу тиждень тому, але ще не закінчив читати її.

IV. Answer the questions.

1. When did you finish reading the last book? What page does it end on?

2. When you write a composition do you like to end it by quoting some famous people?

3. How do people usually feel when the rain is over?

4. When did your lessons finish at school?

5. When did you finish your school?

6. What do teachers say at the end of the lesson?

V. Read, translate and comment on the following proverbs.

- A good beginning makes a good ending.
- All is well that ends well.

FAVOURABLE – FAVOURITE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Favourite – a word which describes the thing or a person that you like better than any others.

Favourable – a word for describing written or spoken statements that give praise.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Three times a week we ate pasta at his favourite Italian restaurant.
2. She had a large chestnut mare called Bess which was her favourite.
3. All reports about his new performance had been generally favourable.
4. His acting got all favourable remarks.
5. People of this small country look favourable upon immigrants.

II. Complete the sentences using the words under study.

1. Who’s your ... band?
2. I don’t want to hear your opinion – unless it’s ... of course.
3. Natasha’s ... author was J.D. Salinger.
4. Responses to his latest movie have generally been ... .

5. The terms of the agreement are ... to both sides.

III. Translate from Ukrainian into English using the words under study.

1. Мій улюблений співак приїздить до нас у місто.
2. Його улюблені солодощі: цукерки, шоколад, рульки із маком.
3. Він отримав дуже схвальні відгуки за свою роботу.
4. Цей хлопець був завжди її улюбленцем.
5. Цей спектакль отримав схвалення від усіх критиків.

IV. Answer the questions.

1. Who is your favourite author? Why do you like him?
2. Do you think it's fair when teachers have favourite pupils?
3. Do you have your favourite place in this town?
4. Under what circumstances will you say that the reception is favourable?
5. What circumstances will you name as favourable?

V. Speak on your favourite actor (singer, poet, writer, etc.). Tell about his background, his career and whether the reaction to his works was favourable or not.

GRAMMAR EXERCISES

1. Choose the right answer.

THE STORY OF MCDONALD'S

In 1937 the McDonalds brothers, Dick and Mack, (1) a little drive-in restaurant in Pasadena, California. They served hot dogs and milk shakes there.

In 1945 they had 20 waiters and all the teenagers in town were eating hamburgers (2) McDonald's.

In 1948 they already got paper boxes and bags for the hamburgers. They put the price (3) from 30 cents to 15 cents. They (4) the menu down from 25 things to 9. There is no more to wait for – it is self-service. So it is cheaper and (5) . And they have windows all around the kitchen – so everyone can see it's clean. Parents

started (6) their children to the restaurant. Poor families ate at McDonald's for the first time.

The idea of simple, fast, but (7)__food appeared to be (8), and in the 1960s the McDonald's company opened hundreds of restaurants all over the States. In the 1970s they opened restaurants abroad: in Japan, Germany and Australia.

At present the (9)_____ company opens a new restaurant every 8 hours! There are (10) _____ than 30,000 restaurants in over 90 countries. The (11) _____ restaurant is in Beijing in China and the smallest in Ginza, Tokyo. The northernmost restaurant is in Fairbank, Alaska, and the southernmost is in Gibson, New Zealand.

McDonald's restaurants serve almost the same food in every country. But in Italy they (12) beer, in Norway the McLak (salmon burger) and in the Netherlands the vegetarian Groenteburger!

	A	B	C	D
1	open	opened	had opened	was opening
2	at	on	in	for
3	ahead	behind	up	down
4	to cut	cut	cutted	has cut
5	to fast	fasten	faster	fastest
6	bring	brought	bringing	be brought
7	taste	tasted	tasting	tasty
8	success	succeed	successed	successful
9	McDonald	McDonalds'	McDonald's	McDonalds
10	many	more	most	much
11	large	largest	most larger	larger
12	serve	serves	serving	had served

THE CHOCOLATE GIANT "CADBURY"

Things are heating (1) in the chocolate world. There is a lot of talk about who (2) ….the contest for the chocolate giant "Cadbury".

"Kraft Food" (3) $16.7 billion for "Cadbury". It is the only official bid. However, industry insiders believe the American candy maker "Hershey" is also considering an offer of $17 billion. While "Kraft" and "Hershey" are battling it out,

other makers may (4) the fight. “Nestle” of Switzerland and “Ferrero” of Italy have both made noises recently about (5) “Cadbury”. The “Cadbury” chairman, Roger Carr, told a London newspaper he (6) his company could fight off the takeover bids. He did (7).the door open for a possible bid, saying he would consider any “offer from a serious source”. This is sure to further raise the bid price.

“Cadbury” is one of the world’s leading confectionery companies. It (8) some of the most well-known chocolate and candy brands. The company (9) back in 1824 when John Cadbury opened a small shop selling cocoa and tea near Birmingham, England. The shop expanded (10) a factory and became so large, that the area (11) “Cadbury”. The company grew to become a multinational giant. It operates in over 60 countries and has a global workforce of 45,000 people. The size of “Cadbury” makes it a problem for “Hershey” to become successful in its bid. The American company has a market value of only about $8.5 billion, less than half of “Cadbury”‘s. This is also a fraction of “Kraft” ‘s $40 billion value. Experts believe “Kraft” (12) eventually win.

	A	B	C	D
1	up	of	off	at
2	win	to win	winning	will win
3	have offered	has offered	had offered	be offered
4	to enter	entered	entering	enter
5	buy	to buy	buying	bought
6	hope	hoped	hopes	hoping
7	leave	left	has left	had left
8	produce	produces	produced	will produce
9	start	to start	starting	started
10	on	at	into	over
11	renamed	be renamed	had renamed	was renamed
12	shall	will	should	would

POLISH PEA SOUP

Pea soup (have, is having, has) for a long time been defined in Poland as an “army soup”, although no one really knows whether the recipe for this thick, aromatic potion, smelling of smoked bacon and juniper actually (is invented, will be invented,

was invented, had been invented) by an army cook, or whether it is simply because this particular soup (is not tasting, does not taste, will not taste) equally delicious outside the military training ground.

There are many different ways of (to prepare, prepared, preparing) pea soup and its taste (is depended, depends, have depended) on the quality and the proportions of its ingredients.

First, peas have to be winnowed, rinsed and soaked in cold water for 12 hours. Thereafter, the peas must (to salt, be salted, been salted, being salted) and (to cook, cooked, being cooked, cook) and (pressed, press, pressing, to press) through a sieve.

Second, the bacon stock, sausage, and vegetables have to be cooked with fried (chopping, chopped, chop) onions, adding browned flour at the end. The final stage will (being, be, is) to pour the contents of both pots together so that the stock and browned flour, and the pea pulp blend together. The mixture still (need, needed, needs, needing) a touch of garlic, salt, marjoram. It is important to serve the soup very hot.

2. Use the words from the list. There is one extra word which shouldn't be used.

• kinds • has become • peppers • agronomists • ingredients • traders • cuisine • has done confused • recipes • originally • unusual • fast food • famous for •

SPICY FOOD IN TEXAS

Texas and the other southwestern states are (1) ... hot, spicy food, which uses the traditional (2) ... of Mexican (3) ... , such as beans and corn, to create new and sometimes (4) ... dishes. Often called Tex-Mex (Texas-Mexican) this food (5) ... popular throughout the country and can be found in (6) ... chains as well as elegant restaurants.

The characteristic ingredient in many Tex-Mex (7) ... is chilly, a family of hot (8) ... . with the active ingredient capsaicin. Although they were (9) ... from the New

World, these peppers were exported by the Spanish and Portuguese (10) ... and are now cultivated and consumed around the world.

These hot peppers should not be (11) ... with black pepper, the spice and is known all over the world that usually accompanies salt. There are hundreds of different kinds of chillies. Some were grown by the Aztecs in central Mexico long before the arrival of the Spaniards, and others were developed by the 20th century agronomists in the state of New Mexico.

makers • pots • pieces • cracking • shaped • added • break • was dried • baking • Indifferent • the oldest • Indian •

INDIAN POTTERY

Almost every (1) **…** tribe made pottery. (2) … were made from clay that was (3) … by hands and hardened by (4) … in a fire. Each Indian group made (5) … type of a pot. Pots (6) …easily, but the pieces, called "potsherds", can last a long time. Archaeologists have dated (7) … pots in North America at almost 4,000 years old.

Women usually were the pot (8) … . They would dig clay from the same place each year. The clay (9) … and crushed into very small pieces. Pebbles and twigs were picked out. The clay was as smooth as flour. When she was ready to make pots, the potter (10) … water to the clay dust until it was like dough. Small amounts of limestone ground shells, sand, or plant fibers were kneaded into the soft clay. This kept the clay from (11) … as a pot was dried and baked in a fire.

3. Open the brackets and use the right form of the verb in brackets.

IN THE RESTAURANT

Storyline: Maria eats out together with her friend. She orders roast beef and the waitress asks her how she wants her beef done.

Waitress: Are you ready (1) _____ (order) now?

Maria: Yes. I (2) _____ (have) some salad, roast beef, and mashed potatoes.

Waitress: How (3) _____ (you, want) the beef? Rare, medium, or well-done?

Maria: Well-done. And easy on the salt, please.

Waitress: Sure. Anything (4) _____ (drink)?

Maria: (5) _____ (you, have) coffee or tea? I'd like decaf.

Waitress: Yes, we have both. Which one (6) _____ (you, like), coffee or tea?

Maria: Iced tea, please. And easy on the ice.

INVITATION FOR DINNER

Dear Ann,

You (be) free (come) to dinner here on Saturday next at 8.00? My brother Paul (come) and (bring) a friend of his (call) Tom Edwards. You (not meet) Tom but I (think) you (like) him. He is an assistant stage manager at the Gate Theatre and (be able) (tell) you about the actors. Paul says Tom (not receive) much salary and often (not get) enough (eat), so he (ask) me (have) roast beef and Yorkshire pudding for dinner. He probably (ring up) between now and Saturday (say) that it (be) a good idea (start) with soup. I (know) you usually (not cat) such meals, but I hope you (enjoy) the conversation. Anyway, (come) if you (be able).

Love, Mary

GOLDILOCKS AND THE THREE BEARS

Once upon a time there (be) three bears who lived in a little house in the woods. One morning while they (get) ready for breakfast the three bears decided (let) their porridge (cool) and (go) for a walk.

While they were out, a little girl with long golden hair (walk) through the woods and (see) the bears' house. She never (see) such a nice house in her life. She (knock) but nobody (answer) and she (decide) she (go) inside and (look) around. "If somebody (come) in I (excuse) myself, she said. The girl (enter) the kitchen and (see) three tables (stand) in the middle of it. She understood she (get) hungry and (make

up) her mind (try) some porridge. Papa Bear's and Mama Bear's porridge (be) too hot but she (like) Baby Bear's porridge and (eat) it all up. "I never (eat) anything so delicious", she thought. In fact, she (have) a wonderful time when all of a sudden the chair (fall) apart and Goldilocks (fall) to the floor. She went to the bedroom (take) a nap. Soon the bears (come) back. They (be) shocked when they saw that someone (be) in their house and (eat) their porridge and (sit) in their chairs. "We (find) this stranger and (make) him (pay) for everything", Papa Bear shouted. But at that moment Baby Bear (exclaim): "We (not have) (look) for him far away as here he (be). I (find) him!" Just then Goldilocks (wake) and (hear) the Bears (talk). She (take) one look at the three bears and (jump) out of the window. She (run) into the woods and no one ever (see) her again.

BLOWING HOT AND COLD WITH THE SAME BREATH

There was once a wild man who (live) on a hill which (be) far in a forest. He was a simple man and seldom (speak) to other people.

One day he (notice) a man (walk) along a path in the forest below the hill. He (run) down to him and said: "I want to talk to you. You (come up) to my home and (have) a talk with me?" The man agreed. They (climb) the hill together. As it (be) a cold day, the stranger (breathe) on his hands. "What you (do)?" – asked the wild man. "I (blow) on my hands".

"Why you (do) it?"

"My hands (be) cold. I want them (become) warm".

"I (understand)" – said the wild man.

When they came to the house on the hill, the wild man (make) the stranger (drink) a cup of boiling milk. As the milk (be) very hot, the stranger (begin) (blow) on it.

"What you (do) now?" – asked the wild man.

"I (blow) on my milk".

"Why you (do) it?"

"The milk (be) hot. I (blow) on it (make) it cold".

“What!” – shouted the wild man. “But before you (blow) on your hands to make them hot. (Get out) of my house! I (not want) men like you in my home. You (not be) an honest man, if you (blow) hot and cold with the same breath”.

4. Translate into English.

ХАРЧУЄМОСЯ ПО-УКРАЇНСЬКИ

Найулюбленішою стравою українців є борщ. У різних регіонах його готують по-різному, звідси і його назви: київський, чернігівський, прилуцький, полтавський, галицький і т. д. Проте існує три різновиди: червоний, зелений і холодний.

Червоний борщ широко використовується не лише як повсякденна страва: його готують на весілля, хрестини, поминки, Різдво. Навіть в одному регіоні червоний борщ має багато різновидів. Налічується більше тридцяти способів приготування борщу, а до його складу входить близько двадцяти найменувань продуктів. «Скільки господарок, стільки й рецептів борщу», – говорять в народі. Та все ж таки, готується він за незмінними українськими традиціями. Склад борщу в усіх однаковий: буряк, картопля, капуста, морква, цибуля, помідори чи томатна паста, спеції. Деякі господарки додають ще або квасолю, або чечевицю, або стручки спаржевої квасолі. Борщ може бути з м’ясом чи з тушонкою, чи на м’ясному бульйоні або просто на салі, а може бути пісний з грибами чи рибною консервою в томаті. Дехто додає ще в борщ солодкий перець, який ріжуть соломкою. Моркву кладуть в борщ порізаною соломкою, або терту підсмажують разом з цибулею і томатом. Дехто кладе буряк, порізаний соломкою на початку варки борщу, дехто тертий на крупну тертушку підтушує на сковорідці і додає в кінці варки, а дехто взагалі варений завчасно буряк ріже соломкою і теж додає в кінці варки. Дуже часто до борщу подаються пампушки з часником. Пампушки можна купити в хлібному магазині і тільки заправити їх часником.

Популярними в Україні є юшки, які готують із овочів, з бобових, грибів та крупів. Основи для них становлять м’ясні, грибні та рибні відвари. До юшок подають, як правило, сметану, а також пиріжки, галушки. Готують також і кулеші. Найчастіше кулеші готуються на пікніках.

Капусняк як повсякденна страва готується дуже рідко, але як обов’язкова страва присутня на родинних і календарних святах. Готувати її доручають найстаршій і найдосвідченішій господарці. Капусняки готуються як з м’ясом так і пісні: з рибою або з грибами.

Надзвичайно багатий асортимент в Україні других м’ясних страв. М’ясо варять, смажать, тушкують, запікають. З нього готують крученики, січеники, голубці, печеню, душенину, ковбасу, завиванці, холодець. Для приготування других страв використовується свинина, яловичина, баранина, а також домашня птиця. Деякі страви, такі як крученики, душенина, ковбаса, холодець, смажене або варене порося є суто святковою стравою.

Свинина, телятина в сучасній українській кухні поєднуються з овочами, макаронними виробами, крупами, що використовуються як гарнір. В сучасній українській кухні м’ясо тушкують з грибами, чорносливом, яблуками, капустою, посипають тертим сиром або меленими сухарями. До м’ясних страв подають різноманітні підливи (з хріну, гірчиці, грибів, цибулі, часнику, м’яти, чорносливу). Надзвичайно смачні страви із м’яса, які за давніми українськими традиціями готуються в керамічних горщиках.

Значне місце в українській кухні займає риба. Улюблені страви українців – карасі в сметані, короп з медом, рибні крученики, завиванці, січеники, товченики. Смачні страви готують із окуня, коропа, карася, лина, сазана, у вареному, тушкованому, смаженому, запеченому вигляді.

В сучасні українській кухні використовують овочі як у сирому вигляді, так і як гарнір до м’ясних страв. Поширеними овочами в Україні є картопля, буряк, помідори, редька, капуста, огірки, гарбузи, перець, кабачки, бобові. Широко українці використовують страви із картоплі. Із неї готують деруни, пироги,

запіканки, бабки, зрази. Картоплю варять, запікають, фарширують, і подають як гарнір до м’яса.

У сучасній українській кухні присутні давні і поживні страви з грибами: український борщ з грибами, короп з грибами, яєчня з грибами, гриби в сметані, вареники з картоплею і грибами, качка з локшиною та грибами і багато інших. Наші українські кулінари створили багато нових рецептів салатів, до складу яких входять гриби. Зберігають гриби солоними, маринованими і сушеними.

Використовуються у нас і різні приправи: часник, цибуля, чебрець, м’ята, любисток, хрін, гірчиця, петрушка, кріп, кмин, пастернак, червоний та чорний перець.

З крупів в Україні готують різноманітні каші, запіканки, манники, бабки, січеники, мамалигу та ін.. Дуже поширеними та улюбленими при опитуванні щоденними стравами виявилися каші: гречана, ячна, манна, пшенична. Все поширенішою стає гарбузова каша, хоч зовсім недавно її вміли готувати тільки господарки старшого покоління. В сучасній кухні часто зустрічається поєднання крупів з іншими продуктами. З сиру та крупів готують крупники, запіканки; з крупи та яєць – січеники.

Одними з поширених страв у сучасній кухні є страви з яєць. Блюда з яєць готуються дуже швидко, що зручно жінкам, які працюють. Яйця використовують у сирому, вареному, смаженому вигляді, вони входять до складу інших традиційних блюд.

Поширені в Україні і страви з борошна: вареники, млинці, пиріжки, галушки, гречаники, вергуни, мандрики, пампушки, сластьони, калачі та багато ін. Якщо раніше пампушки випікали в печі булочками, то тепер господарки частіше пампушки печуть на сковороді у великій кількості олії. Деякі вироби з борошна залишилися традиційними на святковому столі: шулики – на Маковія, вареники, млинці, налисники – на Масляну, мандрики – на святого Павла, Петра. Як в давні часи хлібом – сіллю зустрічають бажаних гостей, хлібом на заручинах та сватанні скріплюють укладання договору. З

хлібом йдуть відвідувати породіллю. Шанованим видом обрядового хліба є коровай, який випікають на весілля.

Улюбленою стравою з борошна є вареники. Для начинки сучасні господарки використовують сир, калину, капусту, вишні, сливи, мак, картоплю, лівер, печінку. Жодного свята не відбувається в селі без пирогів. Дріжджове тісто більш поширене ніж прісне. Готують пироги з різною начинкою, як і вареники. Галушки – традиційна страва. Останнім часом набула популярності в українській кухні італійська піца. Проте українські господарки готують її в домашніх умовах по-своєму. Тісто використовують традиційне дріжджове, і піца виходить пухкіша.

Отже, сучасна українська кухня відома своєю різноманітністю та високими смаковими якостями.

READING AND DISCUSSING

NATIONAL MEALS

Living in Ukraine one cannot but stick to a Ukrainian diet. Keeping this diet for an Englishman is fatal. The Ukrainians have meals four times a day and their cuisine is quite intricate.

Every person starts his or her day with breakfast. Poor Englishmen are sentenced to either a continental or an English breakfast. From the Ukrainian point of view, when one has it continental it actually means that one has no breakfast at all, because it means drinking a cup of coffee and eating a bun. A month of continental breakfasts for some Ukrainian would mean starving. The English breakfast is a bit better, as it consists of one or two fried eggs, grilled sausages, bacon, tomatoes and mushrooms. The English have tea with milk and toast with butter and marmalade. As a choice one may have corn flakes with milk and sugar or porridge.

In Ukraine people may have anything for breakfast. Some good-humoured individuals even prefer soup, but, of course, sandwiches and coffee are very popular. One can easily understand that in Great Britain by one o’clock people are very much

ready for lunch. Lunch is the biggest meal of the day. That would be music for a Ukrainian's ears until he or she learns what lunch really consists of. It may be a meat or fish course with soft drinks followed by a sweet course.

The heart of a Ukrainian person fills with joy when the hands of the clock approach three o'clock. His or her dinner includes three courses. A Ukrainian will have a starter (salad, herring, cheese, etc.), soup, steaks, chops, or fish fillets with garnish, a lot of bread, of course, and something to drink. The more the better. At four or five the Ukrainians may have a bite: waffles, cakes with juice, tea, cocoa, or something of the kind.

In Great Britain they have dinner at five or six. Soup may be served then, but one should not be misled by the word "soup". British soup is just thin paste and a portion is three times smaller than in Ukraine. A lot of British prefer to eat out. "Fish and Chips" shops are very popular with their take-away food. The more sophisticated public goes to Chinese, Italian, seafood or other restaurants and experiments with shrimp, inedible vegetables and hot drinks.

Supper in Ukraine means one more big meal at seven. The table groans with food again. In England it is just a small snack – a glass of milk with biscuits at ten.

Most Ukrainians have never counted calories and they are deeply convinced that their food is healthy. Some housewives may admit that it takes some time to prepare all the stuff, including pickles, home-made preserves and traditional Ukrainian pies and pancakes. But they don't seem to mind too much and boil, fry, roast, grill, broil, bake and make. Paraphrasing a famous proverb one can say: "What is a Ukrainian man's meat is a British man's poison".

Questions and discussions:

1. State the differences between English and Ukrainian national diets.
2. What are the peculiarities of English and Ukrainian meals?
3. Is Ukrainian food healthy? What about English food?
4. Describe your meals. Do you consider them to be healthy? Why?

HOLIDAY TURKEY

Ingredients:

2 (6-ounce) packages stuffing mix, any style, 1 cup finely chopped onion, 1 cup finely chopped celery, 1/2 cup chopped nuts (optional), 1/2 cup chopped dried fruits (dates, raisins , apricots , etc.), 1 cup melted butter, 1 to 1 1/2 cups chicken broth, fruit juice or water.

The Turkey:

1 (14-pound) turkey, 1 tables poon Kosher or coarse salt, 1 teas poon freshly ground pepper to taste, 1/2 teaspoon garlic powder, 1 large-sized oven roasting bag (for turkeys), 1 tables poon all-purpose flour, 2 stalks celery, washed, bottoms trimmed, 1 medium onion (peeled and halved), 2 carrots, pared and cut in half lengthwise, 1/2 cup butter, melted.

The Gravy (recipe follows):

1. To prepare stuffing, combine the stuffing mix with the onion, celery, nuts and fruits. Add the melted butter and toss to coat. Gradually stir in the chicken broth, blending lightly. The texture of the stuffing may be varied by using more liquid for moister stuffing, and less liquid for drier. Be careful not to add too much liquid or it will become heavy and soggy.

2. Preheat oven to 350*F (175*C). (Or, if not using an oven bag, 325*F-160*C).

3. To prepare turkey, remove the drumsticks from their plastic holder (if it came with one), reserving it to be used later. Remove giblets and neck from cavity of the turkey and discard or use as you wish. Rinse the turkey thoroughly inside and out, making sure to remove any feathers and quill tips left in the skin. Thoroughly pat dry, inside and out.

4. Combine the salt, pepper and garlic powder in a cup or small bowl and sprinkle the turkey inside and out.

5. Spoon about 6 to 7 cups prepared stuffing into the bird, being careful not to pack it in too tightly. The stuffing expands while it cooks, and will need room to do so. (Place any remaining stuffing in a greased 1/2-quart baking dish; cover and

refrigerate.) Skewer openings; tie drums ticks together with kitchen string or unwaxed floss (or place the drums ticks back into the plastic holder).

6. Place 1 table spoon of flour into the oven bag and s hake to thoroughly coat the inside of bag with flour. Allow excess flour to remain in bag. Place the bag into a large roasting pan. (If you use a disposable aluminum pan, be sure to us e a large baking sheet for additional support.) Place the prepared vegetables in the bag to form a bed for the turkey to be placed on.

7. Place the stuffed turkey into the prepared roasting bag on top of the bed of vegetables. It will probably help to have an extra pair of hands here...call for assistance! Drizzle the melted butter over the top of the turkey, distributing evenly. Seal the oven bag with the specially provided bag-tie. Carefully make several slits in the top of the bag to vent and allow hot air to escape. Insert a meat thermometer (some birds come with a pop-up device that is not always accurate) through the bag into the meatiest part of the thigh area, being careful not to allow the thermometer to touch bone. (You may get a false reading if you do.)

8. Roast turkey until meat thermometer reads 180*F (80*C), about 2 1/2 to 3 hours for a 12 to 14-pound turkey. Reduce the cooking time by a 1/2 hour if the turkey is not stuffed. No basting is required using the roasting bag. (Bake reserved stuffing, covered, for 30 minutes; uncover and bake 10 minutes more.)

9. When done, remove turkey from oven. With assistance, carefully drain the juices into a very large measuring device or bowl. (If you like, you may puree the bed of cooked vegetables and add to the gravy for additional flavor, or us e as you prefer.) Prepare the gravy while the turkey is allowed to stand for at least 15 minutes before carving. Spoon the stuffing into a serving bowl and keep warm.

The Gravy:

1. Measure the reserved juices and add enough chicken broth to make an even amount of liquid. For each cup of liquid, you will need 1 table spoon of butter and 1 1/2 table spoons of flour for medium-thick gravy (see note). For example, if you have 6 cups of broth, you will need 6 table spoons butter and 9 table spoons (1/2 cup plus 1 tablespoon) flour.

2. In a large saucepan, melt butter over medium heat; add flour and cook, stirring constantly, for 1 to 2 minutes (this is a roux).

3. Slowly pour the warm juices /broth mixture into the flour mixture, stirring constantly. Bring to a boil and cook until thickened. Season with salt and pepper to taste.

Makes 28 servings.

Cooking Notes:

As an option, you can place the giblets and neck in a saucepan, add enough water to cover, bring to a boil and simmer, covered, for about 20 minutes or until done. Remove meat from neck bones, chop giblets and add to the stuffing or gravy. Use the cooled broth in place of the chicken broth when preparing the stuffing. Per 1 cup of liquid, us e 1 tablespoon flour for thin gravy, 1 1/2 tablespoons for medium-thick gravy and 2 table spoons for thick gravy.

Questions and discussions:

1. Revise the ingredients for holiday turkey.

2. How to make the gravy and the stuffing?

3. Recall the steps of preparation of holiday turkey.

4. Do you think a holiday turkey is cooked for a special event as a traditional course?

5. Do you have some special courses for holidays? Revise the receipts.

NUTRITION AND HEALTH

In the 18th Century, many sailors on long journeys died from scurvy: indeed some battleships lost more men through illness than through enemy action. The cause of this was not understood, until it was discovered that adding fresh limes to the ship's supply of preserved food seemed to boost the sailor's resistance to the illness, and fewer died. The existence of parts of food essential for survival had been discovered. Other so-called vitamins were discovered through the effect of their absence on people's health, and increasingly the role of nutrition's contribution to

health was seen as equally important as exercise, hygiene, environment, and psychological wellbeing.

The connection between nutrition and health has weakened however. Good health became the norm in the developed world through increased understanding of communicable diseases, micro-organisms and how to fight them with antibiotics, and other health developments. A hidden epidemic gradually emerged in the post-World War 2 years, where non-communicable endemic illnesses began to flourish, such as heart disease, cancer, diabetes and obesity.

These illnesses are increasingly recognized now as being sometimes caused by lifestyle issues, including poor nutrition and low levels of exercise. Despite this knowledge, the peak of the epidemic is still with us, and obesity related diseases are prevalent in the developed world.

Many nutritionists ascribe this to excess of refined carbohydrates, decreasing levels of exercise, fewer vegetables and fruit and the wrong type of fats in our diet. Others feel that governments and the food industry has not yet recognized or acted upon this insight. Fast food restaurants are spreading around the world, and Westernization has unfortunately brought the “diseases of civilization” with it. A reaction to this has been the development of a slow food trend. This has now got its own University, at the University of Pollenzo in Piedmont, Italy, whose goal is to promote awareness of good food and health through nutrition.

Nutrition research has identified many components of good nutrition, so that in general a wide variety of unprocessed food is recommended as a natural preventive measure, to maintain good health rather than individual foods as remedies for perceived deficiencies.

Nutrition can affect health in many ways. Ill-health can be brought about by an imbalance of nutrients, producing either an excess or deficiency which in turn affects body functioning in a cumulative manner. The body can be affected at the micro or macro levels by nutrition, for example cancer can arise through cell metabolism malfunction, and high energy levels can promote health through frequent activity.

Questions and discussions:

1. How were vitamins discovered?

2. What illnesses began to flourish in the post-World War 2 years? What were the reasons?

3. What diseases are prevalent in the developed world? State the factors that cause this.

4. What does nutrition research recommend as a component of good nutrition?

5. In what way can nutrition affect health?

6. How can you characterize your nutrition? Is it healthy? Why?

LIFESTYLE AND NUTRITIONAL NEEDS

Adequate nutrition contributes to three outcomes which are necessary for the organism's normal functioning.

These are:

• adequate energy levels;

• maintaining proper body structures and processes, e.g. muscle function, immune protection, bone density and strength;

• repair and development of all of the organism's systems.

In the case of humans, "normal functioning" is affected by a range of situations, which are often open to choice. A weightlifter, labourer, Inuit fisherman, Sumo wrestler, clerical worker, infant and bed-bound person will all have different definitions of "normal functioning", they all have different body shapes and sizes, and their nutritional needs will vary also.

Consequently, suitable nutrition varies according to each individual's situation, and to some extent on the choice of lifestyle. Athletes may need high levels of protein and energy to enable high performance and repair for the high stresses on their body. People working hard in a cold environment may need high fat levels in their diets, to help maintain normal body temperature. This beneficial high fat level may be very harmful for people in other situations, e.g. a sedentary worker in an air-conditioned office.

So the aim of good nutrition in terms of body maintenance, repair and functioning, will be often relative to the choices and circumstances of the individual.

Thus although nutrition and food types vary widely according to lifestyles and situations, nevertheless within each different set of requirements the principles of good nutrition can s till be applied.

Questions and discussions:

1. Name three outcomes adequate nutrition contributes to which are necessary for organism's normal functioning?

2. Explain the term "normal functioning" of an organism.

3. Does suitable nutrition vary to each individual's situation? State the reasons.

4. Does your nutrition suit your lifestyle? Why do you think so? Discuss it with your fellow-students.

ORGANIC FOOD

Organic food has both a popular meaning, and in some countries, a legal definition. In everyday conversation, it usually refers to all "naturally produced" foods, or the product of organic farming. As a legal term, it means certified organic. The distinction is important, as the two definitions can represent quite different products.

Organic food, like food in general, can be grouped into two categories, fresh and processed, based on production methods, availability and consumer perception.

Fresh food is seasonal and highly perishable. Fresh produce – vegetables and fruits – is the most available type of organic food, and closely associated with organic farming. It is often purchased directly from the growers, at farmers' markets, from on-farm stands , through specialty food stores , and through community-supported agriculture (CSA) projects.

Unprocessed animal products – organic meat, eggs, dairy – are less common. Prices are significantly higher than for conventional food, and availability is lower. They are still premium priced items.

For fresh food, "organic" usually means:

• produced without synthetic chemicals (e.g.: fertilizers, pesticides, antibiotics, hormones)

• free of genetically modified organisms

• (often, but not necessarily) locally grown

Processed food accounts for most of the items in a supermarket. Little of it is organic, and organic prices are often high, however, organic processed products are now primarily purchased from supermarkets. The majority of processed organics comes from large food conglomerates, as producing and marketing products like frozen entrees and other convenience foods is beyond the s cope of the original s mall organic producers.

For processed organic food, the general definition is:

• contains only (or at least a certain specified percentage of organic ingredients

• contains no artificial food additives

• processed without artificial methods , materials and conditions (e.g.: no chemical ripening, no food irradiation)

Definitions of food vary. Organics can be difficult to explain by empirical measurement and reference to “scientific fact”. For one, the majority of research of the last 50 years has been focused solely on developing and supporting chemical agriculture. And, organics is an “if it ain’t broke, don’t fix it” proposition, concerned in large part with what NOT to do in agriculture, rather than in devising precise formulas to identify organics. When organic food is defined by rules that include “exceptions” and “approved inputs and practices” based on scientific arguments and regulatory power, the line between organic and conventional food can become blurry.

Early organic consumers, looking for essentially chemical-free fresh or minimally processed food, had to buy direct from growers: know your farmer, know your food was a practical reality. Organic food at first comprised mainly fresh vegetables. Individual ideas of what exactly constituted “organic” could be developed and verified through talking to farmers and actually observing farm conditions and farming activities. Small farms can grow vegetables (and raise

livestock) using organic farming practices, with or without certification, and this is more or less something a direct consumer can monitor.

As consumer demand for organic foods increases, high volume sales through mass outlets, typically supermarkets, is rapidly replacing the direct farmer connection. For supermarket consumers, food production is not easily observable. Product labeling, like “certified organic”, is relied on. Government regulations and third-party inspectors are looked to for assurance.

With widespread distribution of organic food, the processed food category has also become dominant, confusing the issue further. Processed foods are more difficult to understand non-technically. Commercial preparation methods, food additives, packaging, and the like are outside the direct experience of most people (including organic farmers). Traditional and minimally processed products, like flour and rice; baked goods; and canned, frozen, and pickled fruits and vegetables, are easier for consumers to understand by comparison with home preparation methods, although home and mass-production techniques are quite different. For convenience foods, like frozen prepared dishes, cooked breakfast cereals, and margarine, ingredients and methods are quite a mystery. A “certified organic” label is usually the only way for consumers to trust that a processed product is “organic”.

Questions and discussions:

1. What is organic food?
2. Name the groups of organic food?
3. What items can be referred to fresh and processed organic food?
4. Describe the situation with labels “certified organic”?
5. What is your personal point of view as for processed food labeled “organic”?
6. Do you have organic food in your diet? How do you know it’s really organic?

FOOD PROCESSING

Food can be made safer and more palatable through processing. Food processing therefore has a valuable role in contributing to good nutrition. However, some nutritionists advise caution.

Food processing is sometimes seen as adversely affecting people's health: polished rice was identified as a cause of beri-beri when people realized that removing the skin of the rice was a process which removed essential nutrients.

In the late 1800s in the United States, babies started developing scurvy; there was a veritable plague. It turned out that the vast majority of sufferers were being fed milk that had been heat treated (as suggested by Pasteur) to control bacterial disease. Pasteurization was effective against bacteria, but it destroyed the vitamin C, causing a nutritional disease.

Other examples of adverse effects of food processing, together with research findings and the need to be cautious in the light of our limited and incomplete knowledge, have called food processing into question.

Today's leading nutritionists advise against the processing of food where possible, since undiscovered but possibly essential nutrients may be thereby removed, or toxins may be added or produced through processing and high temperature cooking. Also processing can replace some of the mechanical/biochemical body processes which are essential for full digestion, and hence good nutrition.

Cornell nutritional biochemist T. Colin Campbell, Professor and director of the China project stated at a symposium on epidemiology:

"Analyses of data from the China studies ... is leading to policy recommendations." He mentioned three:

• "The greater the variety of plant-based foods in the diet, the greater the benefit." Variety insures broader coverage of known and unknown nutrient needs.

• Provided there is plant food variety, quality and quantity, a healthful and nutritionally complete diet can be attained without animal-based food.

• "The closer the food is to its native state – with minima l heating, salting and processing – the greater will be the benefit." (Cornell Chronicle 28/6/01).

Questions and discussions:

1. What is food processing?

2. Recall the situations when food processing adversely affected people's health.

3. What do leading nutritionists advise regarding food processing?

4. Do you consume processed food? How do you think in what way it affects your organism? Discuss it with your fellow-students.

VARIETIES OF VEGETARIANISM (TERMINOLOGY)

Different practices of vegetarianism include:

• Strict vegetarians avoid consuming all animal products (e.g., eggs, milk, cheese and honey). Today, strict vegetarians are commonly called vegans, though some reserve this term for those who additionally avoid us age of all kinds of anima l products (e.g., leather and some cosmetics), not just food.

• Ovo-lacto vegetarians do not eat meat, but may consume animal products such as eggs and milk. Those who are ovo-lacto vegetarians for ethical reasons may additionally refuse to eat cheese made with animal-based enzymes (rennet), or eggs produced by factory farms. The term “vegetarian” is most commonly intended to mean “ovo-lacto vegetarian”, particularly as “vegan” has gained acceptance as the term for stricter practice.

• Lacto vegetarians do not eat meat, but may consume milk and its derivatives, like cheese, butter or yogurt.

• Similarly, ovo-vegetarians do not eat meat but may eat eggs.

• Flexitarians adhere to a diet that is mostly vegetarian; however, they occasionally consume meat.

• Macrobiotics involves a diet consisting mostly of whole grains and beans, and is usually spiritually-based like Fructarianism.

• Raw Foodism involves food, usually vegan, which is not heated above 116F; it may be warmed s lightly or raw, but never cooked. Raw Foodists argue that cooking destroys enzymes, and/or portions of each nutrient; this is true, but most raw foodists also acknowledge that for some foods, as cooking softens them, their nutrients become more bioavailable, which more than negates the destruction of some nutrients and enzymes. Some raw-foodists, called living-foodists, also “activate” the enzymes, e.g. by soaking in water, a while before they plan to eat the food. Some spiritual raw-foodists are also Fructarians and some eat only organic foods.

Religious dietary restrictions come in many forms and are sometimes compatible with the secular terminology.

The following are not generally considered vegetarianism:

• Fructarians, more commonly called “fruitarians”, eat only fruit, nuts, seeds and other plant matter that can be gathered without harming the plant. This typically arises out of a holistic philosophy. Thus a fructarian will eat beans, tomatoes, cucumbers, pumpkins and the like, but will refuse to eat potatoes or spinach. Technically, fructarianism is a kind of vegetarianism, but its much stricter definition is very rarely seen as being the same thing as vegetarianism. It is also hotly disputed whether it is possible to avoid malnutrition with a fructarian diet. Fructarianism is much rarer than vegetarianism or veganism.

• Some people choose to avoid certain types of meat for many of the same reasons that others choose vegetarianism: health, ethical beliefs, etc. For example, some people will not eat “red meat” (mamma l meat – beef, lamb, pork, etc.) while still consuming poultry and seafood. This is not traditional vegetarianism, but has recently been referred to in the media as semi-vegetarianism (or see Pesco/Pollo vegetarianism for other terms). Some non-vegetarians thus assume vegetarianism to be pesco/pollo vegetarianism.

• Others might regard the suffering of animals in factory farm conditions as their sole reason for avoiding meat or meat based foods. These people will eat meat, or meat products, from animals raised under more humane conditions or hunted in the wild. Some of these people would refer to themselves as vegetarians.

• Freegans subscribe to a purely environmental mentality: although meat is generally avoided, eating meat that has been dis carded by others is acceptable. The environmental impact of this practice is seen as null or perhaps even beneficial (although discarded meat can be safely compos ted in some facilities). Freegans often prefer dis carded food in any case, even if it is not meat. But producing meat is believed to have more environmental impact than other foods, so this is often the focus of freeganism.

• In current English, the term “vegetarian” is occasionally used for restricted diets that nevertheless include some types of meat. Usually these deviations from traditional us age are made casually, perhaps for lack of a better word. The resulting confusion of terms can create awkward situations for more strict vegetarians , however, as any traditional vegetarian who has been expected to eat a dis h because it “only contains a little meat” (or “is just fish”) can readily attest.

In 1847, attendees at the meeting of the first Vegetarian Society in Ramsgate, England, agreed that a “vegetarian” was a person who refuses to consume flesh of any kind. Prior to that time, vegetarians had often been called Pythagoreans, after the philosopher and his followers who also abstained from meat (and some types of beans).

Questions and discussions:

1. What are the kinds of vegetarianism? Describe each of them.

2. Name the types of peculiar nutrition not generally considered vegetarianism. What are the factors that make people have such diets?

3. How does the current English define the term “vegetarian”?

4. Are you vegetarian? Give the reasons why or why not.

SHOPPING FOR FOOD

Buying foodstuffs in a modern supermarket can be considered a sort of art. It is the art of combating a temptation.

Supermarkets play a dirty trick on the customers: practically every shopper is tempted to buy things he or she does not need or cannot afford.

The mechanism of this lamentable deceit is simple. Firstly, supermarkets are laid out to make a person pass as many shelves and counters as possible. Only the hardest of souls can pass loaded racks indifferently and not collect all sorts of food from them.

Secondly, more and more supermarkets supply customers with trolleys instead of wire baskets: their bigger volume needs more purchases. One picks up a small

item, say, a pack of spaghetti, puts it into a huge trolley and is immediately ashamed of its loneliness. He or she starts adding more.

Thirdly, all products are nicely displayed on the racks and all of them look fresh in their transparent wrappings with marked prices. A normal person cannot ignore attractively packed goods. And so one cannot but feel an impulse to buy. And, finally, supermarkets don't forget about those who look for bargains. The so-called "bargain bins" filled with special offers wait for their victims. No one can tell for sure if the prices are really reduced, but it is so nice to boast later that you have a very good eye for a bargain.

So when a simple-hearted customer approaches a check-out, his or her trolley is piled high. Looking at a cashier, running her pen over barcodes, he or she starts getting nervous while the cash register is adding up the prices. And, getting a receipt, he or she gives a sigh of relief if the indicated sum does not exceed the cash he or she has.

Of course, one can give a piece of advice to the simple-hearted: compile a shopping list and buy only pre-planned goods. But is it worth losing that great sensation of buying? One can really wonder.

A lot of people prefer to do their shopping in small shops. The daily shopping route of some housewives includes visits to the baker's, butcher's, grocer's, greengrocer's, fishmonger's, and a dairy shop. In the end of the route their bags are full of loaves of bread, meat cuts, and packs with cereals, fruit, vegetables, fish and dairy products. Only very strong women can call in at the tobacconist's after all that.

The explanation for this housewives' craze is very simple. In every shop their buys are weighed, wrapped up, their money taken and the change given back. Meanwhile they can have a chat with salesgirls and shop-assistants about their weak hearts and broken hopes.

So, friends, go shopping as often as you can. Because the simple truth is: a visit to a good shop is worth two visits to a good doctor.

1. Fancy that you take a little child to a supermarket for the first time. Explain to him what you see around and what one should do.

Questions and discussions:

1. How can buying foodstuffs in a supermarket be described?

2. What are the tricks supermarkets play on customers? Why do they do that?

3. Why do housewives often prefer to buy foodstuffs in small shops?

4. Where do you usually shop for foodstuffs? Do you buy only things you need or can be caught by supermarket tricks?

CORRECT EATING HABITS

"Eat to live. Do not live to eat" is an old saying the truth of which a person realizes only when he or she suffers from some serious ailment like a heart condition and is advised by his or her physician to cut down on his or her food. All schools of medicine lay emphasis on correct eating habits for a healthy life.

Remember that after you have had a hearty meal, the pressure on your heart is increased. The amount of food should be such that the hunger is assuaged, but there is no feeling of fullness.

The second golden rule is to avoid fats and too much starch and carbohydrates derived from sugar. In communities where sugar intake is low, there is very little incidence of heart disease.

The third rule is that stimulants like spices (chillies etc.) should be avoided. A bland diet with a little salt and a pinch of pepper may not taste as good as highly spiced food would, but it would be safer in the long run.

Kids with high cholesterol need an exotic diet. Mostly, they should stick to the guidelines that apply to all adults. Officially, the American Heart Association recommends that kids get no more than 30 percent of their calories from fat. That means (1) Limiting fast-food runs to once or twice a week. Otherwise, push the salads and leave out the jumbo fries, high-fat sauces, and everything-but-the-kitchen-sink burgers; (2) Sticking to lower-fat pizza toppings like mushrooms, ground beef, veggies, and plain cheese; (3) Choosing peanut butter, lean meat or skinless chicken or turkey for lunchtime; put limits on high-fat items like hot dogs, luncheon meats, and deep-fried anything; (4) Serving more complex carbohydrates like fruits,

vegetables, and whole-grain products. Kids may not always eat them, but at least they'll recognize them on sight.

Fortunately, lots of foods that kids like are also good for them. Most breakfast cereals are low in fat, for instance, as are pasta, lean meats, bread, tuna, skinless chicken, and fruit.

Questions and discussions:

1. What are the golden rules of eating habits?

2. Why do the kids need special diet? Recall the principles according to which kids should be fed.

3. Do you have rules of correcting eating habits? Discuss it with your fellow-students.

4. Discuss correct eating habits for grown-ups and children dwelling on the amount of food a person should eat, the consumption of fats, starch and carbohydrates, the use of stimulants, going to fast-food places.

UNIT 4
EDUCATION
VOCABULARY EXERCISES

UNIT IV (P.232)
ERROR – MISTAKE – FAULT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

An error occurs repeatedly and the learner is not aware that it is an incorrect usage of the language.

A mistake is something, especially a word, figure, or fact, which is not correct; an inaccuracy.

A fault is an error caused by ignorance, bad judgment or inattention. *Fault* can mean “blame” – as a noun or verb. If you say, “It’s my fault,” you accept the blame. Well, they can't fault you for telling the truth, at least. A fault can be a shortcoming – everyone has faults because no one is perfect – or a crack in the earth's crust, like the San Andreas Fault. In sports like tennis, a fault is an illegal hit of the ball, usually when it lands outside the playing area.

To examine is to test the knowledge or proficiency of (someone) by requiring them to answer questions or perform tasks; to check the health or condition of something or someone; to observe or inspect carefully or critically.

To inspect is to examine critically or carefully; especially, to search out problems or determine condition; to scrutinize.

To examine is used more generally and to inspect is for a more suspicious effect like with law and crime.

To control is to determine the behaviour or supervise the running of; regulate (a mechanical or scientific process)

I. Translate the following text into Ukrainian.

A translator can make a number of errors during the learning process. They can range from the grammatical, syntactic to larger issues of localization. It is possible to

categorize the errors made into four broad types, namely, (i) grammatical errors; (ii) mistranslations; (iii) localization errors, and (iv) errors of inconsistency.

Grammar errors are characterized as errors dealing with the grammar of the target language, including errors of usage, collocation, syntax and tense. It may sound funny to even imagine for a professional translator that someone could make linguistic, grammar-based errors while translating but the fact remains that people do make them. Grammar errors that make you look unprofessional can cost you customers or even indirectly drive you out of business.

The second category of errors can be classified as mistranslations, simply an oversight or an arrogant act or plain ignorance on part of the translator. At the simplistic level, this would be similar to translating the word “pen” into the word “marker” or “pencil”, which is a patent case of mistranslation because the semantics of “pen” are very different from “pencil”.

The errors pertaining to localization take place due to the fact that the term to be translated normally does not exist as a concept in the target language.

The fourth category of errors that one might observe can be classified as errors of consistency. These can create major problems in certain kinds of translation, whereas they may not be important in other types of translation but at the highest levels of professionalism, a translator should not commit any of these errors

Errors concerning grammar, mistranslations and localization errors should be completely avoidable in any translation as they will render a translation unusable. Errors of inconsistency should also be normally avoidable but it is possible that the novice may make them. There are some subjects such as mobile telephony, medicine or law where errors of inconsistency may be fatal. But in certain subjects such as the translation of literary texts, the same ‘errors of inconsistency’ may even be considered as part of the translator’s license or as an embellishment of language.

II. Correct the mistakes in the texts.

Hello,

My name is Susan. I’m forteen and I life in Germany. My hobbys are go to discos, sometimes I hear music in the radio. In the summer I go bathing in a lake.

I haven't any brothers or sisters. We take busses to scool. I visit year 9 at my school. My birthday is on Friday. I hope I will become a new guitar.

I'm looking forward to get a e-mail from you.

Yours,

Susan

Dear Carlo,

I'm very sorry I couldn't come to the your leaving party last night, but I had a terrible stomach ache so I went to the doctor's. I had to wait two hours for to see her because a lot of other people were there, but the doctor gave to me some medicine and I feel fine now. I hope you like your new job when you will get back to Italy. When you have a time please write and give me your new address so I can write to you. I would like that to keep in touch with you. I think we all enjoyed our English class and I hope we have been all passed the exam. However, I don't think of Jorge wanted to pass the exam because he wants to stay in London with his new girlfriend, Maria. If he fails the exam, and his company will pay for him to stay at the school and take the exam again. He said me he was in love! I'm going to stay in London for two more weeks so I can to visit all the places I haven't seen yet. Then I'm going to go back to Moscow. I hope you have had a great party yesterday and I hope we can meet again some day in the future. I'll miss everyone which I met at the school but it'll be much nice to see my home and family again.

Love,

Jane

III. There are two mistakes in each of the following sentences. Correct them.

1. It happened to me a terrible thing while I have been on holiday last summer.
2. My brother is a teacher for three years but he doesn't like her school.
3. In the morning she wake up and has the breakfast.
4. It was a film very violent and I no liked it very much.
5. The party is at the my house and will be there all my friends.

6. What you do think about these beautifuls flowers?

7. I like very much watching videos in English and I think is a good way of improving my listening comprehension.

8. I love go to foreign countries because it's interesting to know about different ways of life.

9. I waited my boyfriend for 2 hours and then it was too much late so I went home.

10. When I arrived to the airport I telephoned to my parents.

11. The dog of my friend was ill so she brought it to the vet.

12. I had a very nice travel to France and talked to a lot of interesting persons on the train.

13. He said me that he was from Fondi, a country in Lazio.

14. When I finish university I would work like an air hostess for Alitalia, but I know this is just a dream.

15. My parents don't want that I go on holiday whit my boyfriend

IV. Complete the sentences using the correct form of *to control, to inspect, to examine.*

1. The police ….. the crowd.

2. The police ….. the scene.

3. If you can't …… your dog, put it on a lead!

4. The cop ….the floor for blood stains of the victim.

5. You're going to have to learn …… your temper.

6. After the crash both drivers got out and ……their cars for damage.

7. She held the bank note up to the light and ….. it carefully.

8. In science class, we used a microscope to ….. the specimen.

9. The house was …. for pests.

10. He now … the largest retail development empire in southern California.

11. You can …. philosophies and points of view and all sorts of things that don't exist in the physical world.

12. People become passive when bosses … them.

V. Translate from Ukrainian into English using the words under study.

1. Мета звіту – ознайомити батьків учнів, як вони можуть використовувати функціонал моніторингового порталу держзакупівель DOZORRO та модуля аналітики порталу оприлюднення інформації про публічні закупівлі України ProZorro, щоб отримати інформацію й ефективно контролювати виділені центральним та місцевими бюджетами кошти на закупівлі для шкіл..

2. Міський голова доручив начальнику управління освіти і науки та начальнику відділу охорони здоров'я контролювати температурний режим у підпорядкованих цим структурним підрозділам закладах.

3. Ми вперше запускаємо проект «Таємний клієнт», завдяки якому громадяни зможуть відкрито перевірити роботу державної структури і вплинути на перебіг розвитку реформи в напрямку сервісу.

4. Всі школи й дитячі садки Києва найближчим часом перевірять на дотримання правил пожежної безпеки. Інспектувати заклади буде спеціальна комісія, яку наказав створити міський голова.

5. Фахівці підкреслюють, що дитину перед початком навчального року має оглянути педіатр або сімейний лікар та видати потрібні довідки.

VI. Read, translate and comment on the following statements.

1. A person who never made a mistake never tried anything new. (Albert Einstein).

2. If you close the door to all errors, truth will stay outside. (Rabindranath Tagore)

3. The paradox of education is precisely this – that as one begins to become conscious one begins to examine the society in which he is being educated. (James A. Baldwin)

4. When we see men of a contrary character, we should turn inwards and examine ourselves.(Confucius)

5. The best and most appropriate response to most mistakes in life and within an organization is to admit the error, ask forgiveness, and promise to try not to make the same mistake again.(Dennis Bakke)

6. Control infantilizes, self-control empowers.(Isaac Getz)

UNIT IV (P. 241)

HAPPEN – OCCUR – TAKE PLACE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Something that **happens** occurs or is done without being planned. If something happens, it occurs as a result of a situation or course of action.

Happen can be used in the following contexts:

- rough time or place;
- informal context;
- accidental or unplanned events.

Happen is closely associated with blind chance, which can't be anticipated.

To occur means to happen especially of accidents and other unexpected events; to exist or be present in, among, etc.

We use **occur** in the following contexts:

- expect events, like dates;
- discoveries, ideas;
- formal conversations.

The word *"occur"* conveys the sense of "coming into existence as a process or an event".

When something **takes place**, it happens, especially in a controlled or organized way.

Happen and **occur** have a similar meaning, but they can only be used for talking about events which were not planned. You can use **take place** to talk about either planned or unplanned events.

I. Translate from English into Ukrainian paying attention to the words under study.

1. If any of these symptoms occur while you are taking the medication, consult your doctor immediately.

2. Violence of some type seems to occur in every society.

3. Natural disasters occur when forces of nature damage the environment and manmade structures.

4. “Whatever trouble may come,” Prince Andrew continued, "I beg you, Mademoiselle Sophie, whatever may happen, to turn to him alone for advice and help!

5. He had a feeling the worst was going to happen, and the sense he wouldn't be the only one who died this weekend if he had to depend on Darian made him feel sick to his stomach.

6. The discussion took place in a famous villa on the lake's shore.

7. Panic attacks often strike out of the blue, without any warning, and sometimes with no clear trigger. They may even occur when you're relaxed or asleep.

8. Thousands of avalanches occur in Canada each year. They happen in all regions of Canada, but are more frequent in the mountains of British Columbia, Yukon and Alberta. An avalanche occurs when a layer of snow collapses and slides downhill.

9. An eclipse takes place when one heavenly body such as a moon or planet moves into the shadow of another heavenly body. A total lunar eclipse occurs when the moon and the sun are on exact opposite sides of Earth. Although the moon is in Earth’s shadow, some sunlight reaches the moon. A partial lunar eclipse happens when only a part of the moon enters Earth's shadow. At least two partial lunar eclipses happen every year, but total lunar eclipses are rare.

10. Chernobyl is considered the world’s worst nuclear disaster to date. It occurred on April 26, 1986, when a sudden surge in power during a reactor systems test resulted in an explosion and fire that destroyed Unit 4.

II. Complete the sentences using the words under study.

1. This earthquake …. in the Shaanxi province (formerly Shensi), China, about 50 miles east-northeast of Xi'an, the capital of Shaanxi.

2. More than three dozen earthquakes of magnitude 2.5 or greater have ….. in Georgia since 1974, according to an Atlanta Journal-Constitution analysis of data from the U.S. Geological Survey.

3. Global warming …. when carbon dioxide (CO2) and other air pollutants and greenhouse gases collect in the atmosphere and absorb sunlight and solar radiation that have bounced off the earth's surface.

4. The Shot Heard Round the World …… during a brief battle between British troops and local minutemen at the North Bridge in Concord, Massachusetts during the Revolutionary War. The shot heard round the world …… on April 19, 1775 after British troops searching for ammunition stockpiles in Concord encountered the local minutemen.

5. The Boston Tea Party …. on the winter night of Thursday, December 16, 1773. According to eyewitness testimonies, the Boston Tea Party ….. between the hours of 7:00 and 10:00 PM and lasted for approximately three hours.

III. Translate from Ukrainian into English using the words under study.

1. Карпатський біосферний заповідник – надзвичайно популярна локація у квітні і травні. Адже саме навесні тут зацвітає знаменита на всю Україну Долина нарцисів. Цього річ у Долині нарцисів трапилася подія, яка стурбувала як туроператорів, так туристів. У Карпатському біосферному заповіднику трапилася пожежа.

2. Сильні землетруси – грізні і небезпечні явища природи. Вони можуть виникати на всіх материках земної кулі.

3. 3 грудня 1984 року в індійському місті Бхопал сталась техногенна катастрофа, точної причини якої не можуть назвати і сьогодні. В результаті аварії 3 тисячі людей загинули одразу (третина із них – діти) і ще 15 тисяч – протягом найближчих років.

4. Бхопальська катастрофа також завдала шкоди здоров'ю, за різними даними, від 150 до 600 тисячам осіб, 20 тисяч із яких втратили зір.

5. Аварія на атомній електростанції Фукусіма-1 сталась 11 березня 2011 року та одразу забрала життя двох осіб, ще близько 60-ти людей постраждали від травм через небезпечну дозу радіаційного опромінення.

IV. Read the following list of statements. Imagine how these events might affect your life if they happened to you. Write down your ideas.

What would happen if...

1. ...you had to spend two hours each day collecting water for you and your family to use for drinking, washing and cooking?

2. ...there were 60 children in your class and only one teacher?

3. ...you and your family were only able to eat one meal a day?

4. ...you or a family member fell ill and there was no doctor or hospital nearby?

5. ...you had to use dirty water from the river for drinking, washing and cooking?

6. ...your parents couldn’t afford the fees to send you to school?

7. ...your parents relied on growing vegetables to eat and sell in the market and there wasn’t any rain for two months?

8. ...your school had only one toilet for 500 children?

V. Read, translate and comment on the following statements.

1. Life is a gamble. You can get hurt, but people die in plane crashes, lose their arms and legs in car accidents; people die every day. Same with fighters: some die, some get hurt, some go on. You just don't let yourself believe it will happen to you.(Muhammad Ali)

2. Once we have a war there is only one thing to do. It must be won. For defeat brings worse things than any that can ever happen in war. (Ernest Hemingway)

3. When you go to war as a boy, you have a great illusion of immortality. Other people get killed, not you... Then, when you are badly wounded the first time, you lose that illusion, and you know it can happen to you. (Ernest Hemingway)

4. Great leadership is not solving problems after the fact, but foreseeing potential problems and eliminating them before they occur. (James Belasco)

GATHER – COLLECT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

To gather is both transitive (takes a direct object) and intransitive (can stand alone).

I gather the scattered pieces. (transitive)

We gather in front of the supermarket. (intransitive)

To collect is always transitive.

I collect stamps.

To collect is more literal and specific: for example, you would collect a payment or maybe collect something as a hobby, but you would gather information or gather a group of people.

I. Translate from English into Ukrainian paying attention to the words under study.

1. She stood up and started gathering her things together.
2. In the evenings, we gathered around the fireplace and talked.
3. Elizabeth had been collecting snails for a school project.
4. One of Tony's hobbies was collecting rare birds.
5. David always collects Alistair from school on Wednesdays.
6. He gritted his teeth, not wanting to think of how long she'd cut herself …so much.
7. A Persian proverb notes that drops that gather one by one finally become a sea.

II. Complete the sentences using the words under study.

1. After quantitative data have been collected, they are …to analysis.
2. While writing her research paper, Sonya had to … information from several different websites.
3. A crowd of people ….around the speaker.
4. Websites ….information about you.
5. They are …..contributions for the church.

6. The police will....the evidence.

7. Rattlesnakes …in groups to sleep through the winter, with sometimes up to 1,000 of them together, to keep warm.

8. Muslims face towards Mecca when they …together for prayer.

III. Make up a story to explain the meaning of the following proverb:

- A rolling stone gathers no moos.

PRESENT – HAND IN – SUBMIT

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

To submit is to give (a document, proposal, piece of writing, etc.) to someone so that it can be considered or approved; to hand in or to send (when the person sending is asking a favour or making a suggestion).

To present is to hand over formally.

To hand in is to give something to an authority or responsible person, especially a piece of work or something that is lost; to give in person (using one's hands).

I. Translate from English into Ukrainian paying attention to the words under study.

1. Candidates interested in the position should submit their résumés to the Office of Human Resources.

2. We submitted our ideas to our supervisor.

3. Submit your application no later than January 31st.

4. Photographs submitted for publication will not be returned.

5. Please hand in your keys when you leave the hotel.

6. All essays must be handed in by Tuesday.

7. If you hand over the application in person, you submit it or hand it in.

8. If you mail or e-mail it, you submit it or send it.

9. If you apply online, you also submit or send it.

10. Basically, if you hand something in, you physically take it somewhere in your hands.

11. I gather information and present findings, not give my opinions.

II. Complete the sentences using the words under study.

1. You have three days left to ….. your completed tax return and to pay any tax you owe.

2. Candidates may …. their applications for employment at the Timmonsville Computer Company in order to be considered for any job vacancies.

3. You must all …… your projects by the end of next week.

4. I …… the watch …. to the police.

5. Documents could be …. via internet.

6. His doctoral thesis must be ….to the professor by the end of the month.

7. Children can ….. one entry to the East Library Coloring Contest by coloring the picture and ……it to the librarian.

8. Find someone who has recently ….. an application to a university or college.

9. The homework is not …… on time.

III. Make up a dialogue using the words under study.

UNIT 4 (P.250)

INSTITUTE – INSTITUTION

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Institute – an organization where people do a particular type of scientific, educational, or social work, or the buildings that it uses.

Institution – a large and important organization, such as a university or bank.

I. Translate from English into Ukrainian paying attention to the words under study:

1. The institute derives all its money from foreign investments.

2. We're searching for a couple of runaways from the young offenders' institution.

3. The institute will invest 5 million in the project.

4. They heard sob-stuff from one man about his deprived childhood in an institution.

5. The state of Michigan has endowed three institutes to do research for industry.

6. St Andrews and Cambridge universities are internationally respected institutions.

7. The research institute is based in Cambridge.

8. He had been in and out of penal institutions from the age of 16.

9. The institute awards three research fellowships each year.

10. The university's exchange scheme has cemented its links with many other academic institutions.

II. Complete the sentences using the words under study.

1. The ... has an active board but no longer has any staff other than Dr. Brown, who gives speeches about the importance of play and helps teach a class at Stanford on how play leads to innovation.

2. The museum had opened less than a decade earlier, so both of these gifts were meant to give a boost to a young … in an up-and-coming metropolis.

3. Under the restructuring, the ... will no longer have an executive director, Lewis said.

4. Transferring to another Dream Center campus will make students eligible for a 50 percent tuition reduction, while those transferring to a partner ... will be eligible for a $5,000 grant.

5. The … of marriage is under attack in our society and it needs to be strengthened.

6. This regional … provides training and research on global changes in the Americas.

7. They also occupy the technical … of veterinary medicine, the agricultural technologies … and the … of modern irrigation technologies.

8. The Hong Kong Bank is Hong Kong's largest financial … .

III. Translate from Ukrainian into English using the words under study:

1. В національному технічному університеті України «Київський політехнічний інститут імені Ігоря Сікорського» працюють 18 факультетів, 9 навчально-наукових інститутів, декілька науково-дослідних інститутів і наукових центрів.

2. Цей заклад був створений у 1997 році згідно з наказом президента.

3. Наші гості з іншої країни захотіли ознайомитися з діяльністю закладу.

4. Лін інститут Україна є частиною найбільшої та найавторитетнішої в світі мережі лін-практиків Lean Global Network, яка була заснована професорами Джеймсом Вумеком та Деніелом Джонсоном у 2007 році.

IV. Answer the following questions.

1. How many educational institutions are there in your town/city? Name them.

2. How do you think what activities Central Potato Research Institute, Central Rice Research Institute and Coconut Research Institute of Sri Lanka are involved into? Discuss possible variants.

V. Read, translate and comment on the following statements.

1. The only rock I know that stays steady, the only institution I know that works, is the family. (Lee Iacocca)

2. Marriage is a wonderful institution, but who wants to live in an institution? (Groucho Marx)

INDUSTRIAL – INDUSTRIOUS

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Industrial – of or relating to industry, derived from human industry, engaged in industry, used in or developed for use in industry, characterized by highly developed industries.

Industrious – constantly, regularly, or habitually active or occupied; diligent and hard-working.

I. Translate from English into Ukrainian paying attention to the words under study:

1. The typically industrial region of France is the department of Nord, the seat of the woolen industry, but also prominently concerned in other textile industries, in metal working, and in a variety of other manufactures, fuel for which is supplied by its coal-fields.

2. Well, the people that are walking across the desert are the kind of industrious and courageous people that we want, if you think about it.

3. The Nord, which serves the rich mining, industrial and farming districts of Nord, Pas-de-Calais, Aisne and Somme, connecting with the Belgian railways at several points.

4. It shows that young people are industrious and inspired.

5. The disturbance of social, industrial and commercial affairs, during the first two or three years of the gold era, was very great.

6. We need to see that we are capable, industrious people reflected in the things we own.

7. At Delaware, also, are the state industrial school for girls, a Carnegie library, the Edwards Young Men's Christian Association building and a city hospital.

8. Japan had an industrious and well-organized people to further economic progress.

9. It lies at the junction of two streams, the Rother and Hipper, in a populous industrial district.

10. He is a good man, intelligent and industrious.

II. Complete the sentences using the words under study.

1. The Moravians were an … , inventive, highly organized, devoted people who valued education for all.

2. The colony, however, from 1821 had made a fair start in free … progress.

3. There were plenty of lovable, responsible, … "good role models" for my parents to try to push on me.

4. The city is a product of the … transformation in the southern states since the Civil War.

5. Some … Chelyabinsk citizen has already offered a piece of the meteor for a souvenir.

6. The city is a product of the … transformation in the southern states since the Civil War.

7. Empire, Rhodes seemed to think, was just the honest result of … work.

8. Ansonia, Derby and Shelton form one of the most important … communities in the state.

III. Translate from Ukrainian into English using the words under study.

1. На промисловий комплекс Миколаївської області припадає 2,0-2,3% від загального промислового виробництва України.

2. Промисловий потенціал області сконцентрований головним чином у п’яти містах обласного підпорядкування.

3. У м. Южноукраїнську розташована атомна електростанція, яка дає понад 30% промислової продукції області.

4. Вона така працьовита, а він таке ледащо.

5. Ця пані розумна, моторна, трудяща та дуже працьовита.

6. То переселенці з Полтавщини. В селі кілька сімей таких. Дуже працьовитий народ.

7. В повітрі пахощі липи, пахощі меду, гук та зик від працьовитої бджоли.

8. Белінська В.М. та інші. Промисловий потенціал України: проблеми та перспективи структурно-інноваційних трансформацій.

IV. Comment on the following.

1. Industry is fortune’s right hand, and frugality her left. (John Ray)

2. In the fashion industry, everything goes retro except the prices. (Criss Jami)

3. The true face of smoking is disease, death and horror – not the glamour and sophistication the pushers in the tobacco industry try to portray. (David Byrne)

4. The early riser is healthy, cheerful and industrious. (French proverb)

5. Hunger looks in at the industrious man’s door but dares not enter. (French proverb)

6. An industrious life is the best security for food in old age. (Latin proverb)

7. The gods assist the industrious. (Latin proverb)

V. Translate the text from English into Ukrainian.

TRANSLATION INDUSTRY

Technology will have a huge impact on the translation profession. Practical and reliable desktop machine translation systems are being created, greatly impacting on translators and their profession.

Machine-assisted translation systems have the impact and prior significance for translators. Technology which keeps track of terminology, neologisms, and specialized vocabularies is just around the corner, at hand. Reliable dictation software is here, though still not reliable enough. Translation management software has arrived. All these products, plus others will make a translator more productive, but will also require translators to learn more and invest more.

The future of the translator is uncertain. Whether the profession is suddenly wiped into oblivion by computers in 20 years or becomes more and more automated over the coming decade remains to be seen. The translation profession is constantly changing in so many ways that dwelling on an uncertain future some 10 or 20 years away is not terribly productive.

The impact of computers on translators cannot be underestimated. Computers now or soon will allow us to send and receive jobs instantly, to do reference work and glossary and terminology research without leaving our keyboards, to provide desktop published documents ready for final printing, and to translate large projects more efficiently and accurately, using software which tracks our terminology and phraseology.

Regulation of translators and the translation industry seems almost inevitable at this point, though like machine translation, there is much debate concerning how and when it will occur. Regulation may benefit translators in their daily struggle to find work, secure fair contracts and agreements, get paid, and pay taxes.

The marketplace is also changing, both as a result of the on going changing in the world economy and political structure and the availability of inexpensive computer software and hardware. Gone are the days when a translator would produce

raw text on a typewriter. Translators now have to produce polished text in a word processor or desktop publishing package, manage fonts and formatting, and then deliver the finished product via modem. Now more than over, translators have to develop a host of ancillary skills in order to secure work. And, they have to invest heavily in hardware and software in order to remain competitive.

STUPID – SILLY – DULL – DUMB

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Stupid – 1. slow of mind; given to unintelligent decisions or acts; acting in an unintelligent or careless manner; lacking intelligence or reason. 2. dulled in feeling or sensation. 3. marked by or resulting from unreasoned thinking or acting. 4. lacking interest or point; vexatious, exasperating.

Silly – 1. rustic, plain. 2. weak in intellect; exhibiting or indicative of a lack of common sense or sound judgment. 3. being stunned or dazed.

Dull – 1. tedious, uninteresting. 2. lacking sharpness of edge or point. 3. not resonant or ringing; lacking in force, intensity, or sharpness. 4. lacking brilliance or luster. 5. cloudy. 6. mentally slow. 7. low in saturation and low in lightness. 8. low in perception or sensibility; lacking zest or vivacity. 9. slow in action.

Dumb – 1. lacking intelligence; showing a lack of intelligence; requiring no intelligence. 2. lacking the human power of speech; lacking the ability to speak. 3. temporarily unable to speak (as from shock or astonishment). 4. not expressed in uttered words. 5. silent; taciturn. 6. lacking some usual attribute or accompaniment. 7. not having the capability to process data.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Ratajkowski has been fighting the stereotype of the dumb model from the beginning of her career.

2. You made that silly speech the other night and I’m still not buying.

3. Silly me, I thought it was a hardware store, but it turned out to be a beauty shop!

4. I started thinking maybe I wasn't so dumb after all.

5. No one at the station is dumb enough to give out any information on personnel.

6. Look, this may seem a stupid question.

7. Nothing to think once you become stupid.

8. The way I film is based on the assumption that the audience is as smart and dumb as I am.

9. He resolved to pretend to be dumb, and he charged Terence not to betray him.

10. Dumb with fright, the boys stood and looked at the destruction.

II. Complete the sentences using the words under study.

1. Now they knew all the awful truth and stared at each other like … man.

2. What's the name of that guy on TV – you know, the American one with the … voice?

3. When my baby sister dances around with a pail on her head, she looks so …!

4. He is as … as a bag of hammers.

5. Seriously now, did he really say that or are you just being …?

6. She was really … to quit her job like that.

7. She wrote … , respectable articles for the local newspaper.

8. She told me it was brand new and I was … enough to believe her.

9. I hate doing this … exercise, I just can't get it right.

10. The text was dull and formulaic.

III. Translate from Ukrainian into English using the words under study.

1. Він дуже приємний, але до смерті нудний.

2. Яка дурна ідея!

3. Вона відчула тупий біль у потилиці.

4. Можете просто перестати розказувати глупуваті жарти гостям?

5. Він онімів від страху.

6. Який «розумник» покладе цукор у солянку?

7. Лекція була сухою, нудною і повною статистики.

8. Ваші дурні питання збивають мене з пантелику.

9. Нерозумно не піти на вечірку, коли ви вже прийняли запрошення.

10. Як ця недолуга дівчина змогла вступити до вишу?

IV. Read the following proverbs and statements and comment on them.

1. When there's no one else, even dumb Tommy is a prince.
2. It is a silly fish that is caught twice with the same bait.
3. The heaviest load gets not the strongest but the silliest one.
4. Ask a stupid question, and you get a stupid answer.

SATISFACTORY – SATISFYING

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Satisfactory – giving or affording satisfaction; fulfilling all demands or requirements; adequate or suitable, acceptable.

Satisfying – producing pleasure or contentment by providing what is needed or wanted.

I. Translate from English into Ukrainian paying attention to the words under study:

1. The way it was executed was maybe not satisfying to people, and it was in no way tied up in a bow.

2. There are several independent research programs but the origin of life does not have a satisfactory explanation at present.

3. His target splits with a satisfying rumble, and then the fragments detonate as he strafes them with more bullets.

4. Some insurers are limiting it to patients who have tried the older drugs, but failed to get satisfactory results.

5. But that was not satisfying news for the environmentalists.

6. Many have experienced phenomena that, however creepy, admit a satisfactory explanation.

7. Huge exposure, 2000 feet of air below you, the sun setting, the hard work to get there – it was so satisfying.

8. There should be no provisional status until we have locked down our borders and implemented E-Verify in a satisfactory manner.

9. Nor will they reach any satisfying conclusions about life itself no matter how earnestly they pursue them.

10. We never got a satisfactory response from anyone at the embassy or in the State Department.

II. Complete the sentences using the words under study.

1. All agreed that a … result was vital.

2. It's very … to know that we were the ones who brought Sarah and Stephen together.

3. All but one audit was rated … .

4. A … meal is one that makes you feel that you have eaten well and have eaten enough

5. Some representatives felt however that the article was not entirely … .

6. I found wood carving … .

7. I think your conclusion is highly … .

8. During Zahin's absence there had been time for a … amount of dust to settle, debris to accumulate.

9. His delegation had never received a … reply to its requests for information.

10. I have done my best because I believe in this and the results for me are most … .

III. Translate from Ukrainian into English using the words under study.

1. Задовільного рішення в цьому випадку, мабуть, не існує.

2. При такій системі також робота викликає у співробітників більше задоволення.

3. Загалом ми виявили, що результати обробки даних є задовільними.

4. Ці результати викликають задоволення і певний оптимізм.

5. Зрозуміло, що ситуація не є цілком задовільною.

6. Нашим головним прагненням є повне задоволення потреб клієнтів.

7. Країни повідомляють, що їх термінали забезпечують задовільний або гарний доступ до залізної дороги.

8. Сьогоднішня подія викликає особливе задоволення, особливо, якщо взяти до уваги те, як багато було досягнуто за короткий час.

9. Помідори були достатньо гарними, щоб покласти в соус, але я б не використовував їх у салаті.

10. Найбільш приємна особливість нового будинку – неймовірні розові сади на задньому дворі.

IV. Read, translate and comment on the following statements.

1. He who is not satisfied with a little, is satisfied with nothing. (Epicurus)

2. Simplicity is extremely important for happiness. Having few desires, feeling satisfied with what you have, is very vital. (Dalai Lama)

3. Whether you find satisfaction in life depends not on your tale of years, but on your will. (Michel de Montaigne)

4. Satisfaction lies in the effort, not in the attainment, full effort is full victory. (Mahatma Gandhi)

5. Enjoy the satisfaction that comes from doing little things well. (H. Jackson Brown, Jr.)

6. My Alma mater was books, a good library... I could spend the rest of my life reading, just satisfying my curiosity. (Malcolm X)

7. It is far better to grasp the universe as it really is than to persist in delusion, however satisfying and reassuring. (Carl Sagan)

8. Motherhood is the most challenging as well as the utmost satisfying vocation in this world. (Nita Ambani)

UNIT IV (P. 266)

REMEMBER – RECOLLECT – RECALL – REMIND

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Remember – 1. to be able to bring back a piece of information into your mind, or to keep a piece of information in your memory; 2. to not forget to do something; 3. to hold a special ceremony to honour a past event or someone who has died; 4. to give a present or money to someone you love or who has provided good service to you.

Recollect – to remember something.

Recall – to bring the memory of a past event into your mind, and often to give a description of what you remember; to cause you to think of a particular event, situation, or style.

Remind – to make someone think of something they have forgotten or might have forgotten.

I. Translate from English into Ukrainian paying attention to the words under study:

1. Did you remember to do the shopping?

2. On 11 November, the British remember those who died in the two World Wars.

3. My cousin remembered me in her will.

4. The old man recalled the city as it had been before the war.

5. She suddenly recollected she had left her jacket in the restaurant.

6. Do you recollect where she went?

7. “As I recall,” he said with some irritation, “you still owe me €150.”

8. I’ve met him so many times and I still can’t … his name!

9. Could you remind Paul about dinner on Saturday?

10. I called Jane and reminded her that the conference had been cancelled.

11. Do remind me because I’m likely to forget.

II. Complete the sentences using the words under study.

1. When you take the scissors, … to put them back.

2. We would like to … all our guests to leave their keys at reception before they depart.

3. He … (that) he had sent the letter over a month ago.

4. It's worth … that prices go up on 1 February.

5. He does not … seeing her at the party.

6. Passengers are … to take all their personal belongings with them when they leave the plane.

7. Can you … what happened last night?

8. There were five young men in the car, as near as I can … .

9. She concluded the speech by … us of our responsibility.

10. She recalled seeing him outside the shop on the night of the robbery.

III. Translate from Ukrainian into English using the words under study.

1. Місіс Джексон чітко пам'ятає день, коли народилася її донька.

2. Пана Вільямса завжди шануватимуть за його доброту та щедрість.

3. Нагадайте мені, будь ласка, скласти звіт і віднести його декану.

4. Багато років потому вона згадувала, що він дуже старався зробити кар'єру.

5. Скажіть будь ласка, Вам дійсно приємно згадувати своє дитинство?

6. Ганна нагадала мені про завтрашню зустріч.

7. Якщо добре подумаєте, то згадаєте, що я ніколи не обіцяв піти на новорічну вечірку.

8. Наскільки я пам'ятаю, в юності я був фанатом музики в стилі рок.

9. Він дуже зайнятий, тож кожного року мама нагадує йому купити всім подарунки на Різдво.

10. Вона мала дивовижну пам'ять і могла згадати дослівно складні розмови.

IV. Read, translate and comment on the following statements.

1. "Remembrance of things past is not necessarily the remembrance of things as they were." (Marcel Proust)

2. "There are some things one remembers even though they may never have happened." (Harold Pinter)

3. "It's strange how memory gets twisted and pulled like taffy in its retelling, how a single event can mean something different to everyone present." (Lisa Unger)

4. “Recollection builds up our personality. Our individuality is based on all the little pieces we assembled in the past. (Erik Pevernagie)

5. “Retrospect: the sweetener of life.” (Kamand Kojouri)

6. “Memory is a few lines snipped from a larger story that we are privileged to tuck away between the pages of our minds.” (Craig D. Lounsbrough)

7. “Human beings are self-motivated. The two desires that spur human action are hunger and love. Without memory, humankind would no longer hunger for love.” (Kilroy J. Oldster)

V. Translate the text from English into Ukrainian.

5 SIMPLE TRICKS TO REMEMBER EVERYTHING YOU LEARN

The secret to successful learning is making memories stick. Here’s how you can do it more effectively.

1. Create a memory palace.

The memory palace is based on the idea that our spatial memories are much stronger than our memories for specific words or objects. You can probably easily recall, for example, where in your home you store your holiday decorations or your office supplies, says World Memory Champion Alex Mullen. And you can apply this innate ability to other harder-to-recall things, like a list of groceries.

Try it: Take your list (let’s say it includes apples, paper towels, bread, and milk) and, as you walk through your home in your mind, create a scene of each grocery item in each space. In the living room, for example, you might imagine a group of kids bobbing for apples, while in the dining area you picture each furniture item covered in rolls of paper towels. Next you approach your bedroom, where you picture a giant laying on your bed while snacking on loaves of bread. In the bathroom, you see the sink and bathtub overflowing with milk.

2. Think of a scene.

We form visual memories much like how a camera records an image: What we see gets imprinted, kind of like a photograph, in a specific set of brain cells in our hippocampus, deep inside the brain. This process is called encoding.

The reason we misplace things like our keys, wallet, phone, or car so often is because we store so many similar versions of those memories. Think of how many times you've parked your car or tossed your keys somewhere. Your brain has encoded thousands of those memories. Over time, they begin to blur.

To improve your memory, you have to be able to keep those recollections apart. Next time you set down your keys, try creating a precise scene in your head, suggests US Memory Champion Joshua Foer. Take note of the surface on which you're resting it. Is it wood, steel, or concrete? Red or blue? Is there a photograph or an object nearby that you can keep in mind?

3. Establish an emotional connection.

Saving a sense of connection with an object or a place can help us remember details about it. In a recent review, Harvard and MIT scientists compared how well people could remember photographs against how well they could recall the color of a few simple squares. Overall, people were far better at remembering details about the photos than they were at recalling details about the squares. Researchers think this discrepancy has to do with people's ability to link things in the photos with their own feelings or memories, and thereby keep the memory sharper.

4. Try a mnemonic.

If you're trying to remember words in a particular order, try making an word out of each of the item's first letters. One infamous example is using the name Roy G. Biv to remember the colors of the spectrum (Red, Orange, Yellow, Green, Blue, Indigo, Violet).

"Mnemonics are not tools for learning per se, but for creating mental structures that make it easier to retrieve what you have learned," write Peter Brown, Henry Roediger, and Mark McDaniel, in the book "Make It Stick: The Science of Successful Learning."

5. Connect the new thing to older things.

Someone told to recall a man who is a baker is more likely to hold on to that memory than someone told to remember a person with the last name Baker, Foer says in a TED talk. Why? Because "the name Baker doesn't actually mean anything to

you," Foer says. "It is entirely untethered from all of the other memories floating around in your skull. But the common noun baker, we know bakers. Bakers wear funny white hats. Bakers have flour on their hands."

"The more you can explain about the way your new learning relates to prior knowledge," the authors of "Make It Stick" write, "the stronger your grasp of the new learning will be, and the more connections you create that will help you remember it later."

DISCUSS – ARGUE – DEBATE – DISPUTE

Find out the meaning and the difference between the following words. Make a list of their Ukrainian equivalents, too.

Discuss – to talk about a subject with someone and tell each other your ideas or opinions; to talk or write about a subject in detail, especially considering different ideas and opinions related to it.

Argue – to speak angrily to someone, telling that person that you disagree with them; to give the reasons for your opinion, idea, belief, etc.; to show that something is true or exists.

Debate – to discuss a subject in a formal way; to try to make a decision about something.

Dispute – to disagree with something that someone says.

I. Translate from English into Ukrainian paying attention to the words under study.

1. The police want to discuss these recent racist attacks with local people.
2. The children are always arguing.
3. The later chapters discuss the effects on the environment.
4. They were arguing about which film to go and see.
5. The circumstances of her death have been hotly disputed.
6. They had been debating for several hours without reaching a conclusion.
7. Draft a proposal for the project and we can discuss it at the meeting.
8. It's normal for couples to argue now and then.

9. Few would dispute his status as the finest artist of the period.

10. In Parliament today, MPs debated the Finance Bill.

II. Complete the sentences using the words under study.

1. Late last night, the French ambassador was summoned to the Foreign Office to … the crisis.

2. When two of your best friends … it puts you in a very awkward position.

3. We … whether to take the earlier train.

4. I'm very interested in your idea, shall we … it over lunch?

5. They used to … all the time and now they've practically stopped talking to each other.

6. I'm still … what colour to paint the walls.

7. I don't … that his movies are entertaining, but they don't have much depth.

8. Stop shouting and let's … this reasonably.

9. They had been … for several hours without reaching a conclusion.

10. Few people tried to … that the young singer didn't rightfully earn the Golden Buzzer.

III. Translate from Ukrainian into English using the words under study.

1. Ми обговорювали можливість спільної роботи.

2. Моя мама ніколи не приймає нічию сторону, коли ми з братом сперечаємося.

3. Вони обговорили плани з декількома колегами.

4. У світі завжди обговорювались точний характер і форма історичних визначень «миру».

5. Припиніть сперечатися зі мною і зробіть так, як вам сказали.

6. Сенатор стверджував, що необхідні скорочення військових витрат.

7. Рада Безпеки ООН обговорюватиме цю проблему сьогодні.

8. Ніхто не заперечував, що Дейві розумний.

9. Вони провели збори, щоб обговорити майбутнє компанії.

10. Росія та Україна сперечаються про право власності на флот.

IV. Read, translate and comment on the following statements.

1. Wise men argue cases, fools decide them. (Anacharsis)

2. It is not necessary to understand things in order to argue about them. (Pierre De Beaumarchais)

3. Behind every argument is someone's ignorance. (Louis D. Brandeis)

4. People generally quarrel because they cannot argue. (G. K. Chesterton)

5. Use soft words and hard arguments. (English Proverb)

6. Don't raise your voice, improve your argument. (Desmond Tutu)

7. Arguing with somebody is never pleasant, but sometimes it is useful and necessary to do so. (Lemony Snicket)

V. Translate the text from English into Ukrainian.

STOP ARGUING! 5 TIPS FOR HAPPIER, HEALTHIER CONVERSATIONS

Good communication in a relationship is possible if you learn to shift your habits. You know those moments when you feel like you're having the same conversation (or argument) with someone over and over? Verbal Groundhog Day, in other words? Today it might be about the laundry and last week it was his mother. No matter the topic, the conversation almost always plays out the same way: it devolves to the point that you're not even sure what you were originally arguing about, leading both of you to feel frustrated and upset.

How does this happen? Usually it's because we are communicating in a mindless, automatic way. Rather than listening to him, asking how he feels, what he needs or is scared of, we simply react in the moment to what he is saying – even if it takes us down a path that has nothing to do with the real reason we are arguing. For example, say that while you are talking about where to spend the holidays, he makes a remark about your sister being too noisy and opinionated. If you're like most of us, your brain will latch on to that comment and before you know it, you are defending your sister rather than talking about the real reasons he doesn't want to go to your parents' house in December. If you were able to stop yourself from impulsively, emotionally reacting to that inane comment and instead refocused your attention on asking him why he really doesn't want to go, you might learn that he feels inadequate

around your family or that he is scared his grandmother might not be around for the holidays next year.

Ironically, in our pursuit to defend, justify, validate or prove our point, we often miss the big picture and end up saying things we don't mean, have nothing to do with the conversation or later regret. Rather than trying to understand him and where he's coming from, we probably are pushing him further away accidentally, which ultimately leads to more of a disconnect and more arguments. (And he likely is doing the same to you.) The good news is it doesn't have to be that way. Below are five tips that will help you enhance communication with the important people in your life, including your partner, kids, co-workers, friends and family.

1. Decide what kind of conversation this is. We often don't realize that there are many different ways we can communicate in any particular conversation. Sometimes we just want to transmit specific information ("go pick up the kids at 5 p.m."), yet at other times we want to talk through a difficult issue or connect at a deeper level. Knowing what the goal of your conversation is can help you decide whether it's worth it to argue about specific facts or whether it is best to accept the other person's assertions and move on to more important issues.

2. Make eye contact. The best way to emotionally connect with someone is to look him in the eye. It allows you to get out of your own head and connect to your feelings for the other person.

3. When dealing with emotions, don't argue with another person's perceptions – this is a big time waster. If you think something is red and he thinks its orange, there really is no compromise. Similarly, if he says he is upset, you can't really say he shouldn't feel that way. So, rather than arguing about who is right or how he should feel, accept that he feels that way and move on to understanding him, his feelings and perceptions. Accepting his perspective doesn't mean you have to agree with him or give in to his viewpoint – the goal here is to not waste time arguing about something that you don't yet fully understand or won't ever agree on anyway.

4. Focus on trying to understand the other person's view and experience. Rather than trying to make the other person see things your way (and win your point), try to

understand why he feels that way or sees things as he does. It’s amazing what you can learn when you simply ask someone why he thinks or feels the way he does. After all, the goal of your relationship isn't for you to be right and your partner to be wrong, right?

5. Just listen without an agenda. Although we don’t realize it, we often have some kind of agenda in our conversations that we are not conscious of. If we let this agenda drive the conversation, we often end up discounting the other person's perspective and feelings if they are not aligned with ours. Obviously, if you are arguing over facts, having an agenda (and asserting it) is important. However, when you are trying to connect emotionally, having an agenda will only put more distance between you and him. So, notice when you have a specific agenda and try to refocus your attention solely on what the other person is saying. You can ask questions when he is done, but start by just listening.

Obviously, healthy communication is a two-way street – you can’t do this on your own. So, share these tips with the important people in your life, so that you both can learn to talk and listen in healthy ways that enhance understanding and emotional connection. Slowing down to notice your reactions and feelings, asking questions and leaving any agendas at the door will help immeasurably.

GRAMMAR EXERCISES

1. Choose the right answer.

THE POPULAR WAY TO LEARN ENGLISH IN JAPAN

The speeches of the new United States President Barack Obama are proving to be a popular aid to learning English in Japan. A special compilation (1) __ on sale lately, quickly becoming a national bestseller.

It’s been described by its publishers as a huge hit in Japan – a compilation of the speeches of Barak Obama has been sold in the number of over 400,000 copies, and

students at an English class in Tokyo are even memorizing the new (2) … words to improve their own pronunciation and understanding.

Barak Obama's message of change has been well received in Japan where politics is often (3) by grey figures and backroom deals. The clear language of the speeches makes them an obvious choice for teaching material. But the new President's words are said to hold particular appeal.

First of all it's from his personality, and also his technique, as his rhythms in English sound beautiful to the Japanese people (4) … may not understand English well but still find his English as something they want to learn from.

And so, in shops across Japan the face of the new American President is a fixture on the book shelves, (5) ….on the bookstalls. And for students, the question of whether they (6) … in improving their English can be answered – "Yes, we will".

	A	B	C	D
1	go	went	has gone	going
2	President	President's	Presidents	Presidents'
3	characterize	characterized	characterizing	characterizes
4	who	whose	what	when
5	as well as	is well as	as better as	as good as
6	succeed	will succeed	succeeded	have succeed

EDUCATION: BOYS AND GIRLS

Education is an issue which concerns many people in the UK as well as round the world.

Some twenty years ago, the performance of girls and boys in class was compared. Boys scored better 1_____ exams, so various measures were introduced to improve the performance of girls, including having single sex girl-only classes. Now, the situation is reversed, with girls 2_____ outperforming boys. So, what has gone 3_____ with boys, and what can be done about it? John Dunsford, leader of the association of head teachers of secondary schools, says that that the academic failure of boys is a problem which has its roots in society rather 4_____ the classroom. Girls, more than boys, see education as a passport to a good job. On the other hand, according 5 _____Penny Lewis, a head teacher, young men

6_____ confidence, which they hide with a show of bravado. They're uncertain about their place in society. Some boys grow up in families where there is no male role model to follow.

7_____, boys may learn in a different way to girls, preferring small amounts of work with immediate deadlines rather than large projects stretching into the distance. And education is not seen as “cool”. As one contributor to a BBC website put it, “Girls achieve more at school because they are watching the future while the boys are watching the girls.” This is not just a problem in Britain. In a study by the Organisation for Economic Cooperation and Development and UNESCO, girls 8_____ boys at reading at the age of 15 in all 45 countries. The UK ranks ninth out of the 45 countries for reading despite the fact that pupils in the UK spend less time reading than in most other countries. Interestingly, the study suggested that British children read for pleasure more often than those in other countries.

(1) A of	B for	C in	D by
(2) A consistency	B continual	C consistent	D consistently
(3) A wrong	B right	C bad	D worse
(4) A then	B than	C that	D thus
(5) A for	B by	C on	D to
(6) A lack	B lacks	C seeks	D seek
(7) A on the one hand	B moreover	C on the other hand	D luckily
(8) A outnumbered	B outlived	C outdated	D outperformed

ARMY ROTC AT MONTANA STATE UNIVERSITY

Montana State University (1) … a long and proud (2) … of military instruction dating back, to 1910. Over 2,500 cadets (3) … received their officers’ commission through the Aran ROTC programme (4) … the University.

The Army ROTC (Reserve Officers’ Training Corns) is a programme (5) … will enhance your education by (6) … the unique leadership training and management experience. It helps you develop the qualities necessary for success in (7) … a military or civilian career. Students (8) … given a valuable opportunity to build for

the future by earning a college degree and an Army Officer's commission at the same time.

The Army ROTC training establishes an (9) … difference between ROTC and other college graduates. The Army ROTC cadets are taught (10) … leaders and are provided hands-on experience in managing physical, financial, and human resources. They possess a (11) … level of self confidence and superior decision making abilities. That's why ROTC students (12) … begin their civilian careers at a higher level of responsibility than other college (13) … and often go on to even higher levels of success.

1. A has	B have	C had	D will have
2. A traditions	B tradition	C traditional	D traditionalism
3. A have	B had	C have been	D would have
4. A on	B in	C at	D by
5. A who	B which	C what	D in which
6. A provide	B to provide	C is providing	D providing
7. A either	B neither	C nor	D also
8. A am	B is	C are	D have been
9. A essential	B essentials	C inessential	D essentially
10. A being	B to be	C be	D will be
11. A higher	B highest	C highly	D high
12. A frequent	B frequency	C frequently	D infrequently
13. A graduates	B graduates'	C graduate's	D graduate

A PARK RANGER

Many people who love the outdoors, and especially state or national parks decide they want to become park rangers. While it is a career open to nearly anyone, it does (1) _____ a great deal of dedication and hard work, and often (2) _____ skills that many people do not expect.

The first step to become a park ranger is (3) _____ what type of ranger you want to be, and whether (4) _____ the actual job title

Park Ranger is important to you, or whether you just want to wear the uniform and work in a park.

Once you know what you want to focus on, you can start getting the education (5) _____ to become a park ranger. After acquiring some education, the next step to become a park ranger is to work as a ranger for a while. Most parks want people who (6) _____ at least two years, and preferably more like four or five years, working (7) _____. Part time jobs as a park ranger are much (8) _____ to acquire and they give in the field training to potential rangers. While (9) _____ as a seasonal ranger, most people acquire the connections they need to become a park ranger full time, so that when job openings (10) _____ they have strong references, and may be tipped off to the openings as soon as they are available.

	A	B	C	D
1	take	taking	taken	took
2	involve	involves	is involving	has involved
3	decide	decision	to decide	deciding
4	have	having	to have	has
5	necessarily	more necessary	most necessary	necessary
6	have spent	had spent	has spent	will spent
7	season	seasonally	seasoning	seasoned
8	easier	easy	easily	easiest
9	work	is working	Were working	working
10	come in	come up	come on	come round

2. Open the brackets and use the right form of the verb in brackets.

AT THE CHEMISTRY LESSON

Ben’s chemistry teacher is giving a practical demonstration to the class.

Teacher: Now watch carefully what I do, then I'll ask you some questions. First, I (take) a beaker of water and (heat) it gently over a Bunsen burner. The temperature (rise) steadily until it (reach) 100°C. I (leave) the water to boil for several minutes and while I (wait) I (prepare) an acid solution in this test-tube. Now look what (happen) to the water in the beaker. You will see that it (change) into water vapor. Next, I (take) the prepared acid solution and (add) it carefully to the contents of the beaker. Now, if I take a 50p coin out of my pocket and drop it into the acid solution will it dissolve? Ben!

Ben: Oh, no, Sir! Because in that case you wouldn't drop it in!

THE NEW TEACHER

The school in Pine Clearing was new and fine. The people (be) proud of it, as well as of the schoolmistress, a young widow, who was clever and had a good education.

One day when she (leave) the school the chairman of the school board (come) up to her: "Mrs. Martin, we (like) you (have) an assistant as the school (get) too large for one little woman. I (go) (meet) him now". At that moment a coach (stop) at the gate and they (see) a young man (jump) out of it. He (look) strong and active! His eyes (be) blue, his hair (be) short; but his face (have) no expression, it was like a mask. He (introduce) to everybody as Charles Twing, the new assistant. The Chairman (think) that he never (see) such an expressionless face before; he was sure that as soon as Mrs. Martin (look) at him she (send) him away. Mrs. Martin asked Mr. Twing if he (be) at college, and if he ever (teach) at a school. It turned out that he never (do) such things. The schoolmistress (not say) anything to this. She said she (expect) him (come) to the school early the next day. The next morning when Mrs. Martin came to the school the new assistant (not come) yet. But soon he appeared with a crowd of children, they (laugh) and (look) very happy. Mrs. Martin (get) angry, but Mr. Twing promised that he (listen) and (learn) very quickly.

A month passed. All (go) well in the school. Mrs. Martin (begin) (like) her new assistant and they (become) good friends. She never (ask) him what he (do) before he

(become) a teacher. One day a piano (bring) to the school as the children (be going) (give) a concert. Mrs. Martin wanted Mr. Twing (do) something too and he (decide) (recite) a poem. While he (do) it at the concert a voice from the audience shouted: “Bravo, Johnny Walker!” Mr. Twing’s face (become) white and he (go) away quickly. After the concert Mrs. Martin (find) Mr. Twing in a little room. He (tell) her that he (be) a clown before he (come) to the school.

CHANGES IN MODERN EDUCATION

Many changes are happening in education today. In the traditional classroom, the teacher is in complete control. The teacher decides when the class will study which subject, and all students must work on the same subject at the same time. Nowadays developments in technology (use) in the classroom. Children (teach) Mathematics with calculators. Television (use) to teach basic Reading and Mathematics. The influence of general computerizing can't (overlook) either. In many schools computers (experiment) with in the classroom. They (use) to *help teach* English. In many elementary schools children (teach) how to read and write on computers.

In some schools, a new method called “the open classroom” (apply) these days. More and more students (permit) to choose for themselves which subject they want to work on and for how long. Students can work by themselves or in groups. Children are usually enthusiastic about this new method, but some parents are beginning to have doubts. According to these concerned patterns, the children (give) too much freedom nowadays, not enough time (spend) on real work, and the children not (teach) the subjects that are most important. In some schools that experimented with the open classroom in the past, the traditional methods of teaching (reinstate).

A number of years ago, universities also experimented with television in college lectures. Professors recorded their lectures on videotapes, which later (play) in class. The professors were not present in the classrooms. This new method (use) when studies came out showing that students were not learning. One professor received an

unpleasant surprise when he entered his classroom. His lecture (show) on TV, but no students were in the room.

A PHILOSOPHER

Once a philosopher travelled down a river in a small boat. While he (cross) the river he (ask) the boatman: “You ever (hear) about Philosophy?” “No,” – (say) the boatman. “I never (hear) about it. What (be) it?” “I (be) sorry for you, indeed,” replied the learned man, “you (lose) a quarter of your life as it's a very interesting science!” Several minutes later the Philosopher asked the boatman another question: “You (hear) about Astronomy, when you (be) at school?” “No, I (leave) school many years ago and I (forget) all about it”, – was the answer. To this the philosopher answered that he (be) really sorry for the man, and he (think) that the boatman (lose) a second quarter of his life.

Some minutes passed and the passenger again (wonder) if the man ever (hear) about Algebra. And the man (have to) admit that he never (know) about it. “In that case you certainly (lose) a third quarter of your life!” – said the scientist.

At that very moment the boat (strike) on a big stone; The boatman jumped and (cry): “You ever (learn) (swim)?” “No,” – was the answer. The boatman explained sadly to the philosopher that he (be) sure that he (lose) his whole life as the boat (sink).

FERENZ LIST

Ferenz List, the famous composer and pianist, was a very kind man. This story shows how kind he was. Once there lived a poor girl with her mother and a younger brother. The girl (study) music and (be) very talented. One day her brother (catch) a cold and (fall) ill. The doctor (send for) but they (be) so poor that they (can) not (pay) for his visit and the medicine he (prescribe).

So, the girl (think) of a plan. She decided that she (tell) the people that Ferenz List (teach) her music for some years already. “If the people (learn) about List it

(attract) them to my concert and I (be able) to earn some money to keep my brother". And so she (do).

But one day while she (look) through a newspaper she (see) a note in which it (write) that the famous composer Ferenz List (be going) to give some concerts in their town. The girl was afraid that if List (learn) that she (tell) the people a lie, he (tell) everybody that he never (see) her. As soon as List (come) to their town the girl (go) to him and (tell) him the whole story. After she finished List said: "(Sit) down to the piano and (play) for me!" While she (play) List (make) some remarks and at the end of the class he (say) to the girl: "Now, when somebody (ask) you who your teacher (be) you (can) (say) it's me, because I (give) you my first class today!"

3. Use the derivatives using the words in the right column.

INTERNATIONAL SUMMER SCHOOL IN LONDON

Each summer the UK welcomes children from more than 45 different countries and many of them come to Dean Close year after year. DeanClose _____ students from around the world for more than a century, and has an international reputation for academic and sporting excellence.	EDUCATE
_____ summer school provides a safe, stimulating environment for international students aged 11 to 16 to learn English, experience life in the UK and make strong friendships.	WE
Every student_____ 15 hours of lessons each week from qualified and imaginative teachers.	RECEIVE
In the afternoons two activity sessions take place with up to six different choices in each session. Evening activities give students the opportunity to relax after a long	KNOW

day and get_____ one another in a relaxed, multi-national environment.	
A visit to the UK would not be complete without a trip to London. Students_____time to see the sights and absorb the atmosphere as they spend their last night in this fabulous city.	HAVE
All our students enjoy two day trips each week, visiting cultural sites as well as much_____ attractions. All of the trips last a full day, so there is plenty of time for the students to experience everything	CHEERFUL
We also offer a range of fun activities with our English PLUS program – these_____in the basic course price, but can be a great way to learn new skills while practicing English.	NOT INCLUDE

AFTER SCHOOL CLUBS

Last year I started a new school. We have lots of clubs and_____ at our school and we are supposed to be involved in quite a few after school.	SOCIETY
Some of them are pretty boring but it could be _____ . At least there is a lot of choice and it can make a nice change from the unnatural quantities of homework or even from natural quantities of computer games and TV!	BAD
My favourite is the Drama Society. It is currently the_____growing as our next production is “Much Ado About Nothing” and someone will get the chance to kiss Kim White on stage.	FAST
That really is a strong motive! I shall be doing_____best to impress the casting director (Mr.	I

Corner – the maths teacher) with amazing acting skills of mine.	
If that doesn't work I am almost sure I _____ the part. Tragically NOT enough only myself (and possibly my Mum) might argue I have the good looks needed for a romantic hero	GET
But a good idea_____to my mind suddenly. I am going to join the chess club instead! Chess! What a marvellous game. It is a battle of wits and intellectual strategy.	COME
Please don't get the wrong idea. It is nothing to do with the fact I just learned that Kim White _____the chess club!	JOIN

4. Translate into English.

Миколаївський національний університет імені В.О.Сухомлинського – один із найстаріших вищих навчальних закладів на півдні України. Він заснований у 1913 році як учительський інститут. Перший випуск його відбувся у 1916 році – підготовлено 23 вчителів для училищ та прогімназій. Упродовж 1920-1930 років заклад функціонував як Миколаївський інститут народної освіти, а з 1931 по 1933 як інститут соціального виховання. Найдовше підготовку фахівців здійснював Миколаївський державний педагогічний інститут – з 1933 по 1999.

У післявоєнний час значно поліпшилася матеріально-технічна база, зріс науковий потенціал. Це дало змогу інституту стати педагогічним університетом, що відбулося на зламі тисячоліть у 1999 році. Але ректор університету Валерій Дмитрович Будак ніколи не полишав мрії створити в Миколаєві університет класичного типу. Тому було розпочато роботу по ліцензуванню багатьох необхідних сучасному суспільству спеціальностей:

механіка, комп'ютерні технології, екологія, психологія, соціальна робота, правознавство, менеджмент, міжнародна економіка, переклад, прикладна лінгвістика, тощо.

У жовтні 2002 року на базі педагогічного створено Миколаївський державний університет, якому в 2003 році присвоєно ім'я Василя Олександровича Сухомлинського. А 21 серпня 2010 року надано високий статус національного.

Сьогодні Миколаївський національний університет імені В. О. Сухомлинського – це провідний вищий навчальний заклад півдня України. Зусилля професорсько-викладацького колективу університету спрямовані на постійне оновлення змісту та методів навчання, створення гнучкої системи підготовки спеціалістів для України. В університеті успішно реалізується концепція ступеневої підготовки спеціалістів: довузівська підготовка – молодший спеціаліст – спеціаліст – магістр – кандидат наук – доктор наук.

Навчально-виховний процес здійснюють 46 кафедр. Серед професорсько-викладацького складу – 1 член-кореспондент Національної академії педагогічних наук України, 11 член-кореспондентів та членів іноземних Академій наук, всього заслужених працівників 15 із них 8 заслужених діячів науки і техніки та заслужених працівників освіти України. 25% докторів наук і 80% кандидатів наук цього навчального закладу – випускники Миколаївського національного університету імені В.О.Сухомлинського. Сьогодні в університеті навчається більше 10 тисяч студентів за 14 галузями знань та 33 напрямами підготовки та спеціальностями.

Серед молодих викладачів є лауреати премій та стипендіати Кабінету Міністрів України, частина з них відзначилися як кращі науковці України.

У складі університету функціонують три інститути (педагогічної освіти; фізичної культури та спорту; історії та права), шість факультетів (економіки, філології та журналістики, іноземної філології, психології, механіко-математичний, біологічний) та коледж.

READING AND DISCUSSING

UNIVERSITY

A university is an institution of higher education and of research, which grants academic degrees. A university provides both tertiary and quaternary education. University is derived from the Latin universitas, meaning corporation since the first medieval European universities were s imply groups of scholars.

Arguably the first western university was the Academy founded in 387 BC by the Greek philosopher Plato in the grove of Academos near Athens, where students were taught philosophy, mathematics and gymnastics. About a thousand years later, institutions bearing a resemblance to the modern university existed in Persia and the Islamic world, notably the Academy of Gundis hapur and later also Al Azhar university in Cairo, which remains the oldest operating university in the world. One of the most important Asian universities, next to the Persian Academy of Gundis hapur, was Nalanda, in Bihar, India, where the second century Buddhist philosopher Nagarjuna was based.

In the Carolingian period a famous academy was created by Charlemagne for the purpose of educating the children of aristocrats to help train the professionals needed to run an empire. It was a fore shadow of the rise of the University in the 11th century.

The first European medieval universities were established in Bologna (Italy) and Paris (France) in the Middle Ages for the study of law, medicine, and theology.

In Europe young men proceeded to the university when they had completed the study of the trivium: the preparatory arts of grammar, rhetoric, and logic; and the quadrivium: arithmetic, geometry, music, and astronomy.

Universities are generally established by statute or charter. In the United Kingdom, for instance, a university is instituted by Act of Parliament or Royal Charter; in either case generally with the approval of Privy Council, and only such recognized bodies can award degrees of any kind.

In France, students can also attend Grandescoles, which are very prestigious and elitist schools, with small promotions – usually a couple hundred students – and very selective competitive exams at the entrance. There are Grandescoles for literature, business, and engineering. Formation provided in these schools is usually of a better level than the corresponding one in French universities. The system of the Grandescoles is particular to the French education system.

In the United States, universities are usually treated by the law as a corporation like any other, although many states impose special responsibilities to safeguard the welfare of a university's students. Because the American federal government does not directly organize or regulate universities, informal systems of accreditation have been developed by regional networks of academic institutions. The vast majority of private and public American universities are non-profit (meaning that excess tuition is plowed into providing higher quality of service), but starting in the 1970s, many for-profit colleges and universities were founded to take advantage of certain changes in the federal student assistance programs.

In the late 19th century, the U.S. Congress encouraged the creation of many land-grant universities.

In the last decades of the 20th century, a number of mega universities have been created, teaching with distance learning techniques.

Questions and discussions:

1. Define the term "university". What is the original term?

2. When and where was the first university founded? Recall the history of universities in different periods.

3. How can American universities be treated by the law?

EDUCATION IN THE UNITED STATES

Education in the United States is highly decentralized with funding and curriculum decisions taking place mostly at the local level through school boards. Educational standards are generally set by state agencies. The federal government of the United States through the U.S. Department of Education is involved with funding

of some programs and exerts some influence through its ability to control funding. Accreditation of schools is accomplished by voluntary regional associations of educational institutions. There are also non-entrepreneurial schools that are private.

Schools in the 50 states primarily teach in English, while schools in the territory of Puerto Rico teach in Spanish.

Unlike many other industrialized countries, the United States has not nationalized its educational system.

Thus, students in most areas have a choice between free taxpayer-funded public schools and private schools, which charge varying rates depending on geographic location and religious status. For example, some churches will partially subsidize a private school for its members. Some people have argued that when their child attends a private school, they should be able to take the funds which the public school no longer needs and apply that money towards private school tuition in the form of vouchers; this is the bas is of the school choice movement.

Although they are free to all comers, most public schools are moderately underfunded by their respective governments, and can only afford to employ teachers with only bachelor's and associate's degrees. Class sizes vary widely – some states achieve average sizes of less than 20 students, but class sizes can run as high as 40 or 45 in the worst cases. It is widely believed that large class sizes contribute to discipline problems and a poor learning environment (see the Columbine High School mass acre for an example of the worst possible outcome). Meanwhile, the physical infrastructure tends to be in various states of decay. Teachers often must buy materials for their poorer students out of their own salaries.

In contrast, private schools usually maintain high quality facilities and a sufficient number of teachers to keep class sizes lower than in public schools. Class sizes are generally around 15 and are usually capped at 20. This is possible partly because private schools pay their teachers less (often about 80% of the public school pay scale), and partly because private schools are at liberty to refuse any more students after they have reached their full capacity (whereas public schools are required by law to give education to anyone who signs up). As a result, admission is

competitive (often based on university entrance exams like the SAT). Discipline also tends to be stricter in private schools than in public schools.

In American terminology, a college is a postgraduate institution that may award associate, bachelor, and even master's degrees, but only the university can award the Ph.D. or doctorate. A typical university usually consists of at least one undergraduate college (awarding bachelor's degrees) and several graduate schools (awarding master's degrees and doctorates).

Each state maintains its own public university system, which is always nonprofit. Most areas will also have private institutions which may be for-profit or non-profit. The most prestigious universities are part of the Ivy League.

All but a few charity institutions charge tuition to all students, although scholarships (both merit-based and need-based) are widely available. Generally, private universities charge much higher tuition than their public counterparts, which rely on state funds to make up the difference. Because each state supports its own university system with state taxes, most public universities charge much higher rates for out-of-state students. Private universities are generally considered to be of higher quality than public universities, although there are many exceptions. The absence of state funds tends to drive private universities to offer better customer service.

The vast majority of students lacks the financial resources to pay tuition up-front and must rely on student loans from their university, the federal government, or a private lender.

Annual undergraduate tuition varies widely from state to state, and many additional fees apply. A typical year's tuition at a public university (for residents of the state) would be about $15,000. Private schools are typically much higher, although prices vary widely from "no-frills" private schools to highly specialized technical institutes. Depending upon the type of school and program, annual graduate program tuition can vary from $20,000 to as high as $40,000.

Many foreign readers of Wikipedia may be unfamiliar with the snobbery and elitism which American postsecondary education is infamous for. American colleges

and universities are highly status-conscious and are generally sorted by prestige based on their s electivity in admissions (the lower the percent admitted, the better).

It is universally agreed that the most prestigious universities are the private universities that belong to the Ivy League athletic conference on the East Coast.

For better or worse, their alumni dominate American business, media, and government. They also constitute a large part of the faculties at most other universities. Less than 10-15% of those who apply are allowed in.

Next in line is a small group of elite private universities scattered around the country. After them come the top land-grant public universities, and then the vast majority of public and private universities, colleges, and technical schools. At the bottom are community colleges, which by law are usually required to accept all local residents who seek to attend.

Questions and discussions:

1. In what way are educational standards generally set?

2. How do they accredit schools in the USA?

3. What can you tell about nationalized educational system of the USA?

4. Recall the types of schools students in most areas have a choice between. What is the difference between them (mention sources of funding, class size etc.)?

5. Define the word “college” according to American terminology. In what way is the typical college structured?

6. What is the most prestigious unity of American universities? Have you ever heard of it? Do we have similar unities in our country?

7. What is typical year’s tuition in public and private universities of the USA?

8. State in what ways systems of higher education differ in the USA and Ukraine.

PRIVATE SCHOOL

Private schools, in the United States, Australia and other English-speaking countries (with the exception of the United Kingdom), are schools not administered by local or national government, which retain the right to select their student body

and are funded in whole or in part by charging their students tuition rather than with public funds. In Australia the use of the term is generally restricted to primary and secondary educational levels, and not applied to college or tertiary-levels.

Private education covers the whole gamut of educational activity. Private schools range from pre-school to tertiary level institutions. At the top of the heap are private colleges and universities such as Yale, Princeton and Harvard which are world renowned.

The next category is the preparatory school or “prep school”. These are secondary schools (high schools) which are designed to prepare a student for higher education. Many of these schools are highly selective, accepting only a very small percentage of applicants. Tuition at private secondary schools varies from school to school. High tuition, schools claim, is used to pay higher salaries for the best teachers, and also used to provide enriched learning environments and services such as libraries, science laboratories, and computers. Graduates of preparatory schools are often actively sought by colleges due to the colleges’ confidence that the students will be well educated.

Many private schools are boarding schools. Some military schools are privately owned or operated as well. Trade or vocational schools are also usually private schools where students can learn skills in a trade which they intend to make their future occupation. Trade schools exist in a variety of occupations from beauticians’ schools to prestigious schools for the performing arts.

Religiously affiliated schools (also called parochial schools) form a distinct category of private school. Such schools teach religious lessons, often alongside a secular education, to instill religious knowledge and a strong religious identity in the students who attend.

Many alternative schools are also privately financed (though some prefer to be called independent schools rather than private schools to avoid possible connotations of prep- school elitism). Private schools can often avoid some state regulations which might make alternative methods of schooling more difficult, and they are often easier

for a small group of committed parents or teachers to create and maintain than state-funded schools.

Finally, special assistance schools aim to improve the lives of their students by providing services tailored to very specific needs of individual students. Such schools include tutoring schools and schools to assist the learning of handicapped children.

In the United Kingdom, such schools are called independent schools, and certain kinds of privately owned schools are confusingly called public schools.

Questions and discussions:

1. Name the levels of private school in English-speaking countries.

2. What are the peculiarities of boarding, parochial, alternative, special attendance schools?

3. Do public schools in the UK and other English-speaking countries differ?

4. Speak on the system of private schools in Ukraine.

STUDENT ACTIVISM

Student activism is work done by students to effect political or societal change. It has often focused on making changes in schools, such as increasing student influence over curriculum or improving educational funding, but in some settings, student groups have had a major role in broader political events. For example, student groups in many countries have played leading roles in forcing change in governments they viewed as oppressive.

In the United States, student activism is often understood as a form of youth activism that is specifically oriented toward change in the American educational system. Movements in this area vary widely in subject, size, and success, with all kinds of students in all kinds of educational settings participating. Popular issues include student voice, student rights, school funding, anti-racism in education, tuition increases (in colleges), and many other areas.

Student activism in the United States dates to the beginning of public education, if not before. The best early historical documentation comes from the 1930s. The American Youth Congress was a student-led organization in Washington, DC,

which lobbied the US Congress against racial discrimination and for youth programs. It was heavily supported by First Lady Eleanor Roosevelt.

The 1960s saw student activists gaining increased political prominence. One highlight of this period was Students for a Democratic Society (SDS), a student-led organization that focused on schools as a social agent that simultaneously oppresses and potentially uplifts society. SDS eventually spun off the Weather Underground. Another successful group was Ann Arbor Youth Liberation, which featured students calling for an end to state-led education. Also notable was the Student Nonviolent Coordinating Committee, which fought against racism and for integration of public schools across the US. These specific organizations closed in the mid-1970s.

American society saw an increase in student activism again in the 1990s with the ushering in of the neoliberal policies of Bill Clinton. The popular education reform movement has led to an resurgence of populist student activism against standardized teaching and testing, as well as more complex issues, including rallying against the military/industrial/prison complex and the influence of the military and corporations in education. There is also increased emphasis on ensuring that changes that are made are sustainable, by pushing for better education funding and policy or leadership changes that engage students as decision-makers in schools. Major contemporary campaigns include work for better funding of public schools and against increased tuitions at colleges or the use of sweats hop labor in manufacturing school apparel.

Questions and discussions:

1. How can student activism be defined?
2. What are the main goals of student activism?
3. How is student activism understood in the USA? Recall its history.
4. What is the situation with student activism in Ukraine?
5. How can you characterize student activism in your university?

SCHOOL UNIFORM

School uniforms are common in elementary and secondary schools in many nations. The European country that has the most widespread use of school uniforms is the United Kingdom. The practice of prescribing clothing has spread from there to many formerly British territories (including the Republic of Ireland, Australia, Singapore, Hong Kong, New Zealand, Malaysia and South Africa).

Japan is another industrialized country in which school uniforms are nearly universal. In most of continental Europe and Scandinavia, school uniforms are however not common. Russia abolished school uniforms in its public school system after the replacement of communist party government in the early 1990s. Cuba still dresses its children in the "pioneer" uniform. In 2004 the French law on secularity and conspicuous religious symbols in schools was introduced to outlaw obvious religious clothing and symbols.

In North America school uniforms are generally not used in public (state-sponsored) schools. However, independent schools often have school uniforms. In the 1990s, there was a trend, including a mention by President Clinton in a State of the Union Address toward re-introducing uniforms in American public schools, and especially so in low-income areas. This was at first motivated by a need to counter "gang clothing", but has later also been seen by some as a way of improving morale and school discipline.

Traditionally, school uniforms have been subdued and professional. Boys' uniforms often consist of dark trousers and light-colored shirt, plus a jacket in cold weather. A girl's might consist of a skirt and blouse. The gender-specific uniforms have been another point of contention, and some schools permit female students to choose either skirt or trousers. The use of a blazer or suit-like jacket has come into favour in some areas.

British night clubs often organize uniform theme parties where patrons are as ked to wear adult versions of the uniform. This kind of use of children's clothing may be controversial in context of heavy drinking and sexual behaviour. Angus Young from the Australian musical act ACDC often wears his school uniform on stage.

Proponents of uniforms argue:

• they reduce cliques (or gangs) and peer-envy based on clothes;

• they allow the student to focus on schoolwork rather than on socializing;

• they add a professional air to the school environment, resulting in better morale;

• parents do not have to spend on fashionable brand attire;

• they give a sense of belonging to the school.

Common arguments against school uniforms are:

• they violate the students' right to self-expression;

• some school uniforms can be costly;

• "one-size-fits – all" style does not suit all students' body shapes;

• many uniforms are not gender neutral, which may lead to exploitation or discrimination.

Questions and discussions:

1. Describe the situation with school uniform in different countries.

2. What do boys' and girls' school uniforms usually consist of?

3. Enumerate pros and cons of wearing school uniform. Discuss them with your fellow-students.

4. Did you wear school uniform? What was it like? How did you like it?

COLLEGE LIFE

The merry-go-round of college life is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a full-time or a part-time student.

Who can forget the first day at the university when one turns from an applicant who has passed entrance exams into a first-year student? I did it! I entered. I got in to the university! A solemn ceremony in front of the university building and serious people making speeches. Hey, lad, do you happen to know who they are? Who? The rector, vice-rectors, deans, subdeans... and what about those ladies? Heads of departments and senior lecturers? Okay. Some of them must be professors, some –

associate or assistant professors, but, of course, all of them have high academic degrees. And where are our lecturers and tutors? Oh, how nice...

The monitors hand out student membership cards, student record books and library cards – one feels like a real person. First celebrations and then days of hard work. So many classes, so many new subjects to put on the timetable! The curriculum seems to be developed especially for geniuses. Lectures, seminars and tutorials. Home preparations; a real avalanche of homeworks.

If one can not cope with the work load of college he or she immediately starts lagging behind. It is easier to keep pace with the programme than to catch up with it later. Everyone tries hard to be, or at least to look, diligent. First tests and examination sessions. The first successes and first failures: “I have passed!” or “He has not given me a pass!” Tears and smiles. And a long-awaited vacation.

The merry-go-round runs faster. Assignments, written reproductions, compositions, synopses, papers. Translations checked up and marked. “Professor, I have never played truant, I had a good excuse for missing classes”. Works handed in and handed out. Reading up for exams. “No, professor, I have never cheated – no cribs. I just crammed”.

Junior students become senior. Still all of them are one family – undergraduates. Students’ parties in the students’ club. Meeting people and parting with people. You know, Nora is going to be expelled and Dora is going to graduate with honours. Yearly essays, graduation dissertations, finals...

What? A teacher’s certificate? You mean, I’ve got a degree in English? I am happy! It is over! It is over... Is it over? Oh, no...

A postgraduate course, a thesis, an oral, and a degree in Philology. The first of September. Where are the students of the faculty of foreign languages? Is it the English department? Oh, how nice...

Questions and discussions:

1. Say a few words about your university: say what it is called, speak about its faculties and their specializations.

2. Would you compare college life with a merry-go-round or with something else?

3. What do you think of the first months at the university?

4. They say that it is a poor soldier who does not want to become a general. Name the steps of the social ladder which a student must pass to climb up to the position of the rector.

EXAMINATION

Then, for months, there was nothing in life save work: a careful planning out of day and night in order that sleeping and eating and exercise might encroach as little as possible on the working hours.

From early morning till late at night the desperate meek untidy heads of girls were bowled over tables in the library, their faces when they lifted them were feverish and blurred with work.

Pages rustled; pencils whispered; squeaking shoes tiptoed in and out. Somebody tapped out a dreary tune on her teeth; somebody had a running cold; somebody giggled beneath her breath; somebody sighed and sighed.

Examination week. This week there was nothing in your mind save the machine which obeyed you smoothly, turning but dates and biographies, contrasting, discussing, theorizing.

Judith walked in a dream among the pale examination faces that flowed to their doom. Already at nine o’clock the heat struck up from the streets, rolled downwards from the roofs. By midday it would by extremely unpleasant in Cambridge.

This was the great examination hall. Girls were filing in, each carrying a glass of water, and searching in a sort of panic for her place. Here was a white ticket labeled Earle, J. So Judith Earle really was expected, an integral part of this grotesque organized unreality. No hope now.

The bench was hard.

All over the room girls' heads turned, nodding and winking at friends, whispering, giggling and grimacing with desperate bravery. One simulated suicide by leaning her bosom on her fountain pen.

Then panic descended suddenly upon Judith. Her head was like a floating bubble; there was nothing in it at all. She caught at threads of knowledge and they broke, withered and dissolved like cobwebs in the hand. She struggled to throw off a crowding confusion of half remembered words.

A headful of useless scraps rattling about in emptiness – The clock struck nine.

"You can begin now", said a thin voice from the dais.

There was an enormous sigh, a rustling of paper, then silence.

The questions had, nearly all, at first glance a familiar reassuring look. It was all right. Panic vanished, the mind assembled its energies coolly, precisely, and the pen flew.

After an hour the first pause to cool her forehead with a stick of frozen Eau de Cologne and to sip some water.

Girls were wriggling and biting their pens. Somewhere the tooth tapper was playing her dreary tune.

Another hour fled. The trouble was having too much to say, rather than too little. The room was rigid, dark with concentration now.

Three hours. It was over. You could not remember what you had written; but you had never felt more firm and sure of mind. Three hours nearer to life.

A troop of undergraduates passed on the way from their examination room. They looked amused and exhilarated. They stuffed their papers into their pockets, lit pipes, straightened their shoulders and went cheerfully to lunch.

The girls crept out in twos and threes, earnestly talking, comparing the white slips they carried.

"Did you do this one?"

"What did you put for that?"

"Oh, I say! Will they take off marks do you think?"

"It was a beast."

“Oh, it might have been worse.”

Girls really should be trained to be less obviously female students. It only needed a little discipline.

“Of course I see now I shan’t pass. – It seems a pity, after all that work. – My memory is practically gone.”

Back to the vault now for another three hours.

That day passed smoothly; and the next.

Suddenly there were no answers to be written from nine till twelve, from two till five – no lectures, no coachings, no notes, no fixed working hours. Instead, a great idleness under whose burden you felt lost and oppressed. The academic years were gone for ever.

(Extract from “Dusty Answer” by R. Lehman)

Questions and discussions:

1. Recall author’s description of studying process. Do you have the same when studying?

2. What were the feelings of the main heroine when examination week came?

3. Revise the hours of examination depicted in the extract.

4. How do you think why the author pictured the time described so vividly? What do you think happened next?

PROFESSION OF TRANSLATOR

In the profession of translation two types of translators/interpreters – free-lance and in-house ones work. It is a very specific profession, and the people involved in it, both would-be translators and those who work with translators are often interested in how to survive, how to know the criteria of a good translator.

A translator converts written material, such as newspaper and magazine articles, books, manuals, documents, etc., from one language into another. This is not to be confused with an interpreter, who converts spoken material, such as speeches, presentations, depositions and the like, from one language into another. Although there is some vague connection between the two abilities: translators cannot

necessarily interpret, nor can interpreters necessarily translate. Moreover, the best translators are not good interpreters and likewise, truly great interpreters are not much for translation. And while many professional training programs require interpreters to develop some skill in translation, professionally trained translators often have no exposure to the skills of interpretation. Four psychological groups of people – sanguines, melancholies, phlegmatics and cholerics – perform in different way depending on their psychological type and knowing this they are more inclined either to translation or interpretation. The most neutral and reserved, balanced and moderately emotional is a sanguine person, able to work in both translation and interpretation. Melancholic and phlegmatic persons, being excessively tranquil and immovable, might make their oral presentation a bit dull and monotonous, though in translation they can show the best of their skills. Cholerics, on the contrary, might undeliberately jesticulate too much, lose control of their voice and body language and make interpretation too noisy and emotional.

Questions and discussions:

1. How many types of specialists are there in the profession of translation?

2. What activity is involved in translator's / interpreter's work?

3. Revise four psychological types of people. Does any of them influence on the choice of activity in the profession of translation?

4. Is it true that the best translators are not good interpreters and likewise, truly great interpreters are not much for translators?

QUALITIES OF TRANSLATOR/INTERPRETER

Translators are language professionals. They are applied linguists, competent writers, diplomats, and educated amateurs. Like linguists, translators have to be capable of discerning subtleties and nuances in their languages, researching terminology and colloquialisms, and handling new developments in their languages. Like writers, translators have to be accustomed to working long hours alone on a subject which interests few people and with a language that few people around them know. Like diplomats, translators have to be sensitive to the cultural and social

differences which exist in their languages and be capable of addressing these issues when translating. And like educated amateurs, translators have to know the basics and some of the details about the subjects they deal with.

The above is an idealization of the translator, an image which professional translators aspire to and achieve with varying degrees of success. Not all translators need to overflow with these qualities. They must, however, have them in sufficient measure to be able to translate their material in a manner acceptable to their clients.

Somewhere in the process of translating something, the translator will come across all these issues. When working with technical or medical documents, we have to deal with the intricacies of technical writing in Ukrainian and English and research new or obscure terms (and sometimes invent our own). We struggle with Ukrainian to polish and hone it so that the client sees the material as natural, without the tell-tale signs that it was translated from English. We deal with the differences between Ukrainian and American culture, especially when translating fiction or computer manuals. We give instructions and explanations in Ukraine very differently from how people give them in the U.S.

Like any professional, translators have to stay on top of their areas of expertise. I devote a lot of my time to browsing through specialized magazines and newspapers, as well as reading numerous books on developments in medicine and computer science.

The fundamental rule when you’re not sure of a term or phrase is to ask. There is an old Japanese adage which goes: to question and ask is a moment’s shame, but to question and not ask is a lifetime’s shame. When you have doubts or questions about a translation, call the client, ask your question, and then get the answer. If you’re still not sure, make a note of it in the final translation. Clients are surprisingly tolerant of such notes and often expect them. Clients are sometimes suspicious when they don't see these notes. After all, how much can a translator know about new surgical procedures to clear a pulmonary embolism?

As future interpreters you will have much entrusted to you – there is power in being a voice for another, a very privileged position that you must treat with respect.

Who ever said you would convey only words? You convey impressions with sounds and body language. Appropriate appearance should be observed – do not neglect dressing for the job. Some Americans don't like the smell of cigarette smoke – do if you are a smoker pay particular attention to the fact that this will be detected in your clothing. This alone may exclude you from being hired. You would dress differently for a medical convention versus a dog show competition or athletic event. It is important that you do not draw attention to yourself. You should be basically invisible – sight unseen.

You bring your limitations with you and you must know them. It's okay to have them, we all do. We all have limitations but don't say you can do something that you cannot. If your language/interpretive skills are limited – say so and specify.

Questions and discussions:

1. What translators have to be capable of?

2. Why translators have to be sensitive to the cultural and social differences which exist in their language?

3. What notes do translators have to do in the process of their work and why?

4. In what way do translators / interpreters convey impressions?

PROFESSIONAL EDUCATION

Translators come from all backgrounds. Some have Masters Degrees in translation from prestigious institutions, some have certificates from courses, and others have degrees from schools in Europe or America and many have a degree in a general field such as literature or history. While a specialized degree in translation is useful, it is far from necessary. What counts more than anything else is ability. Ability is both a nature and nurture and tutelage, which help immensely. Most translators are very well-read in their languages, and can write well. Some are writers who use translation as a way to write for a living. Others are fascinated by language and use translation as a way to be close to their favourite subject. Still others are experts in certain fields and use their language skills to work in that field.

Almost all professional translators in our country and abroad have at least a university degree. Some even have advanced degrees either in translation or in the field they specialize in.

Most translators have university-level language training in their non-native languages. Some started their languages earlier, others later, but very few translators have no language training at all.

Translators also generally have lived in the countries where their languages are spoken. Some translators spend about dozens of years abroad. Some translators spend more time in the country of their non-native language than in the country of their native one. Still good practice can be received here, in Ukraine, as foreigners are available in many cities, and some translators learn and then work in the language without ever leaving the country.

Questions and discussions:

1. Is it necessary for a translator to have a university degree?
2. What education do translators usually have?
3. Is being abroad an obligatory condition to be a good translator?

BACK-UP ESSENTIALS OF TRANSLATION

Above all, translators must have a deep interest and dedication to the languages they work with. The only exception to this rule is people who translate very specialized material. In almost all cases, however, translators have to be committed to honing and polishing their language skills throughout their professional life.

The knowledge of the field the translator is working in is often overlooked by translators and those that hire them. Translators are by definition language professionals, but they also have to cultivate knowledge of the areas they work in. Few translators claim to be able to translate anything written in their languages, just as few people can claim to be experts in everything. Most translators have to specialize, working with one or a few related categories of material: legal, financial, medical, computers, engineering, etc. Each field has its own vocabulary, syntax, and

style. The translator has to work hard to develop the knowledge necessary to deal with such material.

The knowledge also includes two other important factors. First, the translator should have the background knowledge to work in the field. This does not mean that a medical translator should have an M.D. or that a computer translator should be a programmer. But, some background experience or education (or both) is all but essential. My own background and experience are in computers and medicine, so I stick to those areas. I've interpreted in hospitals, studied medical textbooks and bilingual vocabularies, guide books on different programs and worked as a database user over the years. Some translators do have degrees in their specialization, but most do not. Therefore it is of utmost importance for future translators to esquire the second education on some other fields of science to feel comfortable within both of their faculties.

Second, the translator should have the necessary resources to deal with the material. This means dictionaries, glossaries and any other resources. Such resources can include the Foreign Language Dictionaries, translator's manuals, friends or colleagues who work in the industries, and magazines and journals. And, translators have to work tirelessly to improve their knowledge of the fields they work in by reading related material. They also have to invest the time and money in maintaining their reference library.

In other words, professional translators are always learning. You don't just put your hand on a rock and say, "I am a translator". Nor do you simply acquire a language in a few months by living somewhere and then begin translating. Heinrich Schliemann may have learned to read each of his languages in six weeks, but he couldn't write or speak them (nor did he need to). Moreover, at that time, languages had considerably more limited vocabularies than now. And of course, reading and translating are two separate things.

So, you ask, at what point are you ready to begin translation? Simple, when you feel that your abilities of expression and comprehension in both of your languages are strong enough that you can do the job properly by the client's deadline. The length of

time to cultivate these abilities depends on the person and the language. Native speakers of English have an easier time with the Roman and Germanic languages because their grammars, syntax, and vocabulary are relatively familiar. A language like Chinese or Japanese takes a long time simply because you have to learn to read and understand thousands of characters.

Finally, you have to be able to prove that you have the skills you claim to have. Experience living, working, and studying in the country of your foreign language is one form of proof. A degree in your language or in translation is another. Taking a test such as TOEFL is also a perfect option.

Questions and discussions:

1. Is it necessary for translators to have a deep interest and dedication to the languages they work with? Why?

2. Is it enough for translators to be language professionals?

3. Tell about author's experience of work in the medical field.

4. When one is ready to begin translation?

5. What does the length of time to cultivate translator's abilities depend on?

COMPARISON WITH OTHER PROFESSIONS

Much time has been spent discussing what profession is most similar to translation. Some would liken translators to physicians, but given the rigid and structured nature of medical training, the historical reverence for doctors, and the nature of their daily practice, this seems inappropriate. Others would compare translators to lawyers, architects, engineers, or dentists, but for reasons which include the required academic background, historical precedent, and role in society, these comparisons also fail.

Therefore a new metaphor is proposed: translators are most similar to computer programmers. Both professions have no formalized body of knowledge and limited theoretical underpinnings, which mostly stem from other areas of knowledge and research. Programming finds some of its underpinnings in mathematics; translation in linguistics. Both professions admit practitioners from all backgrounds, be they

graduate-educated or self-taught. Both professions have freelancers and in-house people. Both professions are currently in a state of complete disarray, with practitioners arguing over qualifications, pay, benefits, long-term outlook, industry surveys, regulation, and a host of all too familiar issues.

Truly talented, dedicated programmers find homes with major prestigious companies. They usually have considerable academic training and work experience. Many program for a few years and then become project managers or leaders, software engineers, or systems analysts. Some even start their own software development firms. Sound familiar?

Anyone can claim to be a programmer. Employers look for experience and perhaps formal academic training, want programmers with well developed knowledge in certain area specialization (networking, client/server technology, etc.), aren't willing to pay what the programmer wants, and regularly decry the lack of good programmers. Conversely, programmers struggle to keep up with an ever-changing marketplace and constantly improving technology, fight for reasonable salaries, benefits, and working conditions, and complain about the lack of job security. Sound familiar?

Moreover, the average person in the street understands little about what programming is and how it's done. Some view it as an arcane art performed by strange but talented people. Others consider it a science or vocational skill that anyone can master. Still others claim that computer science is not a science, but an engineering discipline without much discipline. Sound familiar?

The government went through its phase of cracking down on independent computer consultants and small consulting firms a few years back. Software firms are now creating packages which let anyone do basic programming, using graphical elements and mouse-clicks to create simple software. Some people claim that in ten or twenty years, computers will program themselves, leaving all but the most highly trained and experienced programmers without jobs. Sound familiar?

This metaphor works, not only because the situation of the translator and programmer is so similar, but because each can learn a great deal from it.

Questions and discussions:

1. What comparisons come to mind talking about translator's profession? Which one is quite fair and why? What variant would you suggest?

2. What is the difference between have freelancers and in-house workers?

3. What is common between the professions of translator and programmer?

PROFESSION PERSPECTIVE

Most of the translators do not plan to translate for the rest of their professional lives. It is surprising, of course: most translators leave the profession within five years of entering it. Many plan their departure ahead of time, developing the skills or receiving the education necessary to make their move. The rest just get out, for a host of reasons.

The departing translators head in generally the same directions. Some move on to start translation agencies or language consulting firms, some become technical writers or authors, some become interpreters, some enter academia as linguists or literature professors, and some few head off on other paths (naturally, there are many other paths, but the above careers were mentioned much more frequently than any others).

They also depart for basically the same reasons. Lack of long-term job security, frequently low pay for the value of the work they are doing, no benefits (which becomes more important as people grow older and have families), and little job satisfaction. Every industry benefits from having seasoned professionals, but the translation profession almost seems to prevent people from staying in for very long. Although I do know translators who have been in the industry for over twenty years, most of them have moved back and forth from in-house to freelance as well as back and forth among the countries where their languages are used.

This is not to say that every translator moves on or that someone contemplating this profession should not enter it. First, the relatively high turn-over rate is good for those trying to get in. Second, the industry needs as many competent and responsible professionals it can get, so the more the merrier. Third, there are few professional

careers in the world in which you do the exact same thing for five years. In most corporations, you get regular promotions, moving up the ladder and working towards greater responsibility, income and security. Translators don't have that in their profession, so perhaps they are just creating it for themselves by moving on to a related field within five years or so.

The translator in modern society is something of an anti-hero. The translator spends years or more developing and honing an eclectic set of skills which he knows society neither understands nor values enough. He then struggles valiantly to use those skills to earn a living, taking test after test, filling out form after form, dealing with agencies, clients and others to make enough money. He wins clients and then loses them. He is hired by a company and then fired during the next round of restructuring or outsourcing. He is expendable and he knows it. Yet, he fights on, convinced that his skills have value. Ultimately, he leaves the profession and takes his skills forward to better things. He quixotically raised his lance and charged the windmills, only to find they were all too real. He is a dying breed which society does not recognize or acknowledge but cannot afford to lose.

Questions and discussions:

1. Why do the translators leave the profession?
2. For what reasons do the translators leave their profession within five years?

PRETENDING TO BE A TRANSLATOR

What is a translator? Who is a translator? Many of us who have been calling ourselves translators for years originally had no plans to enter that particular profession, and may even have done numerous translations for pay before beginning to describe ourselves as translators. Is there a significant difference between "translating" and "being a translator"? How does one *become* a translator? This is a question often asked in on-line translator discussion groups. Usually the asker possesses significant foreign-language skills, has lived (or is living) abroad, and has heard that translating might be a potential job opportunity.

The easiest answer is: experience. A translator has professional experience; a novice doesn't. As a result, a translator talks like a translator; a novice doesn't. A translator has certain professional assumptions about how the work is done that infuse everything s/he says; because a novice doesn't yet have those assumptions, s/he often says things that sound silly to translators, like "I can't afford to buy my own computer, but I have a friend who'll let me work on hers any time I want (In the middle of the night? When she's throwing a party? Does she have a recent version of major word-processing software, a late-model fax/modem, and an e-mail account?) And this answer would be almost entirely true. Translators sound like translators because they have experience in the job. The problem with the answer is that it doesn't allow for the novice-to-translator transition: to get translation experience you have to sound credible enough (professional enough) on the phone for an agency or client to entrust a job to you. How do you do that without translation experience? One solution: enter a translator training program. One of the greatest offerings that such programs provide students is a sense of what it means to be a professional. Unfortunately, this is not always taught in class, and has to be picked up by paying attention to how the teachers talk about the profession, how they present themselves as professionals. Some programs offer internships that smooth the transition into the profession. Even then however, the individual translator-novice has to make the transition in his or her own head, own speech, own life. Even with guidance from teachers and/or working professionals in the field, at some point the student/intern must begin to present himself or herself as a professional -and that *always* involves a certain amount of pretense:

"Can you e-mail it to us as an .rtf attachment by Friday?" "Yes, sure, no problem. Maybe even by Thursday."

You've never sent an attachment before, you don't know what .rtf stands for (rich text format), but you've got until Friday to find out. Today, Tuesday, you don't say "What's an attachment?" You promise to e-mail it to them as an .rtf attachment, and immediately rush out to someone to teach you how to do it.

"What's your rate?"

"It depends on the difficulty of the text. Could you fax it to me first, so I can look it over? I'll call you right back."

It's your first real job and you suddenly realize you have no idea how much people charge for this work. You've got a half hour or so before the agency or client begins growing impatient, waiting for your phone call; you wait for the fax to arrive and then get on the phone and call a translator you know to ask about rates. When you call back, you sound professional.

Of course, this scenario requires that you know that it is standard practice to fax source texts to translators, and for translators to have a chance to look them over before agreeing to do the job. If you don't know that, you have no way of stalling for time, and have to say, "Uh well, I don't know. What do you usually pay?" This isn't necessarily a disastrous thing to say; agencies depend on freelancers for their livelihood, and part of that job involves helping new translators get started. Especially if you can translate in a relatively exotic language combination in which it is difficult to find topnotch professionals, the agency may be quite patient with your inexperience. And most agencies – even direct clients – are ethical enough not to quote you some absurdly low rate and thus take advantage of your ignorance. But if your language combination is one of the most common, and they've only called you because their six regular freelancers in that combination are all busy, this is your chance to break in; and sounding like a rank beginner is not an effective way to do that.

So you pretend to be an experienced translator. To put it somewhat simplistically, you become a translator by pretending to be one already. It should be obvious that the more knowledge you have about how the profession works, the easier it will be to pretend successfully; hence the importance of studying the profession, researching it, whether in classrooms or by reading books and articles. And every time you pretend successfully, that very success will give you increased knowledge that will make the "pretense" or abductive leap easier the next time. Note, however, that the need to "pretend" to be a translator in some sense never really goes away. Even the most experienced translators frequently have to make snap decisions

based on inadequate knowledge; no one ever knows enough to act with full professional competence in every situation.

The main difference between an experienced translator and a novice may ultimately be, in fact, that the experienced translator has a better sense of when it is all right to admit ignorance – when saying “I don’t know, let me check into that,” or even “I don’t know, what do you think?”, is not only acceptable without loss of face, but a sign of professionalism.

Questions and discussions:

1. How can one become a professional translator?
2. What is the difference between an experienced translator and a novice?
3. Give your definition for the notion and phenomenon of a translator.
4. What other advice would you like to receive from a professional translator?

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Навчальний посібник

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Коректори:

Технічні редактори та комп’ютерна верстка

Підписано до друку